

Distance Learning Guidebook Companion Feedback Guide Grade 11 - *The Great Gatsby*

Guidance for Learning at Home

How to Provide Feedback

- Feedback might be provided in two possible ways:
 - **Telephone Conferences:** Teachers can provide feedback via telephone conferences with students using [Teacher Talk Moves](#) and guiding questions to help students refine answers.
 - **Written Feedback:** When telephone conferences are not an option, teachers should collect Distance Learning Guidebook Companions and provide feedback in the form of additional guiding questions and/or [organizational frames](#).
- Student look-fors for each lesson will be available in the Feedback Guide for teachers and/or parents to measure student progress.
- Feedback cycles should occur as often as possible for students (minimally once a week).

About this Unit

By the end of this unit, your student will have read *The Great Gatsby* by F. Scott Fitzgerald and a series of related literary and informational texts to explore the following question: How are our lives influenced by our perceptions? Students will express their understanding through a literary analysis.

The main text they will read in this unit is *The Great Gatsby* by F. Scott Fitzgerald which explores how perception can shape a person's reality. Throughout this unit students will analyze the ideas of perception and ambition to better understand how Fitzgerald uses these characteristics to develop themes within the novel. At the end of the unit, students will be asked to write an essay in which they trace Fitzgerald's development of a theme related to perception.

Text Access

In order to complete this unit at home, your student will need access to the following texts:

- Texts schools need to provide:
 - *The Great Gatsby*, by F. Scott Fitzgerald
 - *The Great Gatsby* ELA Guidebook Unit Reader

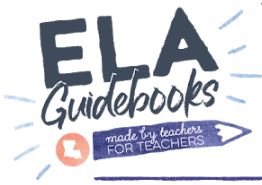
Possible Supports

Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. See the support suggestions in the feedback guidance for each week.

Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.



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- perception, perspective, perceive
- illusion, disillusionment
- reliability, reliable, unreliability
- prejudice, unprejudiced, prejudices
- bias, biased
- influence

Support for Reading

A downloadable audio recording of *The Great Gatsby* is available at:

https://www.audible.com/pd/The-Great-Gatsby-Audiobook/B00BWYDMK8?qid=1589581832&sr=1-1&ref=a_search_c3_lProduct_1_1&pf_rd_p=e81b7c27-6880-467a-b5a7-13cef5d729fe&pf_rd_r=V1253NVKCVW3761XV4CD.

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist¹ to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list² to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions³ to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories⁴ and choice boards to reinforce expectations and support communication.

Support for Writing

If students struggle to write, you should

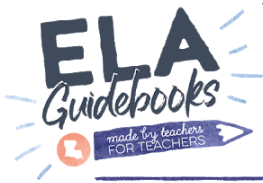
- consider using tools such as [transitions, grades 9-12](#), [evidence sentence starters, grades 7-12](#), and [organizational frames](#). If you are unsure of how to use these tools, you should request a telephone conference with your student's teacher for additional guidance.
- consider allowing your student to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

¹ <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

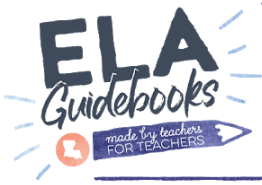
² <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

³ <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

⁴ <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>



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Week 1

Support for Meaning

Your student might need extra support with understanding the idea of perception. To support your student in understanding this idea, a video can be found here:

https://www.ted.com/talks/isaac_lidsky_what_reality_are_you_creating_for_yourself.

Lesson Look-Fors:

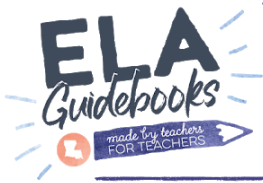
- Can students define perception and identify factors that influence perception?
- Can students summarize the first four pages of *The Great Gatsby*?
- Can students identify narrative point of view and some details about the narrator?
- Can students develop a claim about the narrator and his relationships with others?

Section Diagnostic

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

Score	Performance Descriptors
✓+ (3)	Meets Criteria: Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	Continue Practice: Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	Needs Support: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	Insufficient Evidence: Student did not respond to the prompt and/or did not provide enough of a response to evaluate

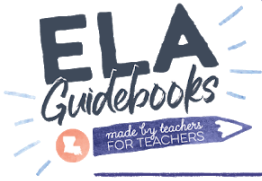
Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student understand the factors that could influence perception?				
How well can a student identify the narrative structure of a text and determine how it may affect the way the story is told?				
Reading Score: _____ /6 Comments:				



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Writing Look-Fors		✓ + (3)	✓ (2)	✓ - (1)	IE (0)
Form Claims: Analytical;	How well can students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analysis?				
Develop ideas: integrate quotations;	How well can students integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?				
Use Conventions to Produce Clear Writing: Usage	How well can students use words and phrases correctly to clearly communicate ideas?				
<p>Writing Score: _____ /9</p> <p>Comments:</p>					



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Week 2

Support for Background Knowledge

Your student might need extra support with understanding the setting. To support your student in understanding the time period, access this website: http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=2&psid=3380.

To support your student in understanding the geography of the setting, access this image:

<https://www.mapsofworld.com/usa/states/new-york/blank-map-of-new-york-city.html>. Point out the two “eggs” in the upper right hand corner of the map. Trace their proximity to Manhattan.

Lesson Look-Fors:

- Can students explain how the narrator and other characters perceive characters, events, and/or concepts?
- Can students determine factors that influence the character’s perceptions?
- Can students determine how language is used to develop settings and characters?
- Can students locate details that reveal how the narrator perceives other characters, events, and/or concepts?

Week 3

Support for Writing

Your student might need extra support with understanding the prompt for the section diagnostic. To support your student in understanding the prompt, ask them the following questions:

- What character will you write about?
- What does that character perceive? Is his/her perception accurate? How do you know?
- What part of the text supports your response?
- What details in the text will support your response?

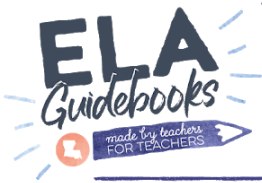
Lesson Look-Fors:

- Can students determine how the author uses perceptions to build suspense?
- Can students explain how the narrator and other characters perceive characters, events, and/or concepts and determine whether those perceptions are accurate?
- Can students form a claim about the accuracy of a character's perception?
- Can students support their claim with details from the text?

Section Diagnostic

Students write a response to the prompt: Choose a character and explain how he or she perceives a person, event, or concept and if that perception is accurate. Use textual evidence to support your answer.

Score	Performance Descriptors
✓+ (3)	Meets Criteria: Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	Continue Practice: Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	Needs Support: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	Insufficient Evidence: Student did not respond to the prompt and/or did not provide enough of a response to evaluate

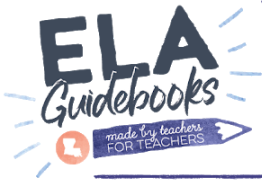


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Reading Look-Fors	✓ + (3)	✓ (2)	✓ - (1)	IE (0)
How well does the student understand how a character perceives a person, event, or concept?				
How well can the student identify how a character's perception of a person, event, or concept reveals information about that character ?				
Reading Score: _____ /6 Comments:				

Writing Look-Fors	✓ + (3)	✓ (2)	✓ - (1)	IE (0)
Form Claims: Interpretive/analytical;				
Use Conventions to Produce Clear Writing: Syntax;				
Develop ideas: cite evidence				
Writing Score: _____ /9 Comments:				



Week 4

Support for Background Knowledge

Your student might need extra support with understanding historical events that are mentioned in chapter four. To support your students in understanding the 1919 World Series scandal, view this video:

<http://viewpure.com/AMfsORGTMqQ?start=0&end=0>.

Support for Language

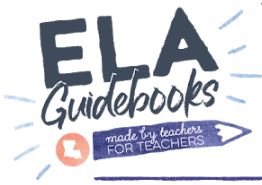
Consider creating an audio file in which you read the words below aloud. Before reading chapter four, direct your student to review the following fluency practice words and phrases and listen to the audio file if it is available. Your student should read the words aloud three times. Then, your student should review chapter four and mark the words in the text.

bootlegger
disintegrating
boarder
punctilious
labyrinth
proprietor
disconcerting
indecisively
evasions
bizarre
extinction
rajah
non-olfactory
Wolfshiem
somnambulatory
abstraction
juxtaposition
succulent
denizen

Support for meaning

If your student needs support analyzing the use of symbols in chapter five, provide the following information about symbols and symbolism:

A **symbol** is a person, object, or idea that represents a more abstract idea (e.g., a flag represents a country, an arrow represents “go this way,” or Abraham Lincoln represents honesty and emancipation). Symbolism is the use of symbols. Interpreting symbols is key to understanding the implied meaning or theme of a text.



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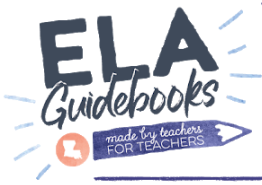
Literary texts can have meaning on multiple levels. Identifying and interpreting symbols is often a key to unlocking the meaning of a text.

To locate and analyze symbols in a text, follow these steps:

- Look for images, characters, events, objects, or places that may have multiple levels of meaning—both what it actually is as well as an implied, symbolic meaning.
- In literary texts, symbolism is based on the specific work and its meaning or themes. So, a symbol in one text may not be a symbol in another text. For this reason, you may have to understand the themes of a text before you are able to recognize the symbols used to communicate those themes. This may mean that you won't be able to recognize symbols until after you've read and determined a theme of a text.

Lesson Look-Fors:

- Can students determine how characters attempt to manipulate the perceptions of others?
- Can students identify how the author is developing a theme about perception?
- Can students determine how language is used to develop characters and to reflect their perceptions?
- Can students write a response that develops a claim through the use of textual evidence?



Week 5

Support for Meaning

Your student might need extra support with understanding the idea of ambition. To support your student in understanding this idea, a detailed definition can be found here:

<https://www.merriam-webster.com/dictionary/ambition>.

Support for Language

Consider creating an audio file in which you read the words below aloud. Before reading chapter six, direct your student to review the following fluency practice words and phrases and listen to the audio file if it is available. Your student should read the words aloud three times. Then, your student should review chapter six and mark the words in the text.

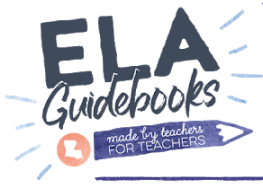
ambitious
notoriety
loafing
shiftless
meretricious
contemptuous
turbulent
grotesque
ramifications
contour
substantiality
cordial
pervading
begotten
bootlegger
obliterated

Support for Writing

Your student might need extra support with understanding the prompt for the written response in lesson five. To support your student in understanding the prompt, ask them the following questions:

- What personality traits do King Midas and Jay Gatsby have in common?
- What motivates each character? How does this motivation cause both good and bad effects in their lives?
- How are King Midas's and Jay Gatsby's stations in life different or similar?
- How did each character come into his wealth? What does each character do with his wealth?
- How are the early lives of the two characters similar or different?
- What is similar about the characters' levels of happiness? What brings them happiness? How does this quest for happiness cause them problems?

Your student may also benefit from a graphic organizer such as a [venn diagram](#) or an [H-chart](#) to help compare and contrast the two characters.

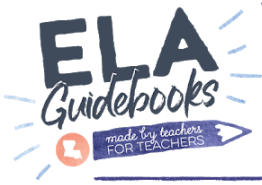


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Lesson Look-Fors:

- Can students determine how a theme about ambition is being developed in the text?
- Can students compare and contrast characters from two texts?
- Can students determine how language is used in characterization?
- Can students write a response that uses textual evidence from multiple texts?



Week 6

Support for Reading

Consider creating an audio file in which you read aloud “Causes Of The Restless Spirit Of Americans In The Midst Of Their Prosperity.”

Support for Language

Consider creating an audio file in which you read the words below aloud. Before reading the chapter “Causes Of The Restless Spirit Of Americans In The Midst Of Their Prosperity,” direct your student to review the following fluency practice words and phrases and listen to the audio file if it is available. Your student should read the words aloud three times. Your student should then review “Causes Of The Restless Spirit Of Americans In The Midst Of Their Prosperity” and mark the words in the text.

tumult
countenances
placid
unrelenting
trepidation
erroneous
ardor
vortex
disquietude
ardent
enervated
doggedly
bootless
felicity

Support for Language

As needed, prior to reading the excerpt from *Staying Put: Making a Home in a Restless World*, provide student-friendly definitions for unfamiliar words. Possible words include:

virtues
speculators
vagabonds
played-out
populace
infatuated
hybridity
sectarianism
chauvinism

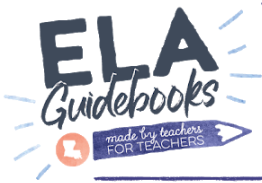
Lesson Look-Fors:

- Can students identify claims that an author makes in a text?
- Can students connect claims made in texts to the characters and events in *The Great Gatsby*?
- Can students determine how an author uses evidence to develop a claim?
- Can students write a response that makes a claim about multiple texts and supports that claim with evidence from multiple texts?

Section Diagnostic

Students write a response to the prompt: According to “Causes Of The Restless Spirit Of Americans In The Midst Of Their Prosperity” and the excerpt from *Staying Put: Making a Home in a Restless World*, what is the relationship between perception and ambition? How does perception influence Jay Gatsby’s ambition?

Score	Performance Descriptors
✓+ (3)	Meets Criteria: Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	Continue Practice: Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	Needs Support: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	Insufficient Evidence: Student did not respond to the prompt and/or did not provide enough of a response to evaluate

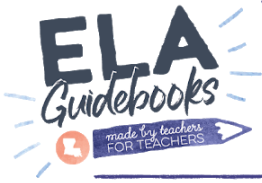


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Reading Look-Fors	✓ + (3)	✓ (2)	✓ - (1)	IE (0)
How well does the student understand the relationship between perception and ambition?				
How well does the student understand how this relationship applies to the character of Gatsby, other texts, and life outside the novel?				
Reading Score: _____ /6 Comments:				

Writing Look-Fors	✓ + (3)	✓ (2)	✓ - (1)	IE (0)
Form Claims: Interpretive/analytical;				
Use Conventions to Produce Clear Writing: Syntax;				
Develop ideas: cite evidence				
How well can students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analysis?				
How well can students use correct and effective syntax to clearly communicate ideas?				
How well can students accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations?				
Writing Score: _____ /9 Comments:				



Week 7

Support for Language

Consider creating an audio file in which you read the words below aloud. Before reading chapter seven direct your student to review the following fluency practice words and phrases and listen to the audio file if it is available. Your student should read the words aloud three times. Then, your student should review chapter seven and mark the words in the text

caravansary
harrowing
crooned
stagnant
morbid
indiscreet
inexhaustible
inviolable
precipitately

Support for Writing

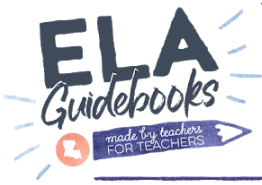
Your student may need support forming a claim in response to the prompt in lesson five. As needed, provide a sentence frame. A possible sentence frame is listed below:

In chapters seven and eight of *The Great Gatsby*, references to eyes or vision such as _____
(Examples of references to eyes/vision)
are included and used to develop the theme of _____ within the text.
(A theme developed in the text)

Support for Writing

Your student may need support gathering evidence to support the claim made in Lesson 5. As needed, provide your student with the following guiding questions:

- What references to eyes or vision are included in chapters seven and eight?
- What major events occur before or after these references to eyes or vision?
- What do characters associate with these references to eyes or vision?
- What message or theme is being developed in chapters seven and eight?
- How are the references to eyes or vision related to the theme being developed?



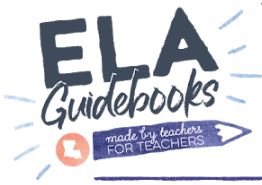
Support for Writing

Your student may need support integrating quotations into the response in lesson five. As needed, provide your student with the list of sentence starters when integrating quotations.

- According to <TEXT TITLE>, "<QUOTATION>" (<AUTHOR NAME> <PAGE NUMBER>).
- In <TEXT TITLE> the author says, "<QUOTATION>" (<AUTHOR NAME> <PAGE NUMBER>).
- This is seen in <TEXT TITLE> when it says, "<QUOTATION>" (<AUTHOR NAME> <PAGE NUMBER>).
- This idea is supported by <AUTHOR NAME>, when he/she says, "<QUOTATION>" (<PAGE NUMBER>).
- On page <PAGE NUMBER> of <TEXT TITLE>, it says, "<QUOTATION>" (<PAGE NUMBER>).
- For example, on page <PAGE NUMBER> of <TEXT TITLE>, it says, "<QUOTATION>" (<AUTHOR NAME>).

Lesson Look-Fors:

- Can students determine how and why the characters' perceptions change throughout chapters seven and eight?
- Can students determine how references to eyes or vision are used to develop a theme in chapters seven and eight?
- Can students analyze how an author develops a theme within a text?
- Can students properly integrate quotations within a response to support claims?



Week 8

Support for Language

Consider creating an audio file in which you read the words below aloud. Before reading chapter nine, direct your student to review the following fluency practice words and phrases and listen to the audio file if it is available. Your student should read the words aloud three times. Then, your student should review chapter nine and mark the words in the text.

indistinguishably
solemn
complacent
deficiency
distortion
provincial
squeamishness
transitory
contemplation
aesthetic
commensurate
orgastic

Support for Writing

Your student may need support gathering evidence to support the claim made in lesson 4. As needed, provide your student with the following guiding questions:

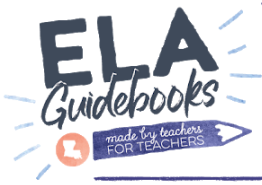
- What characters incorrectly perceive people or events in chapters 7 – 9?
- How do these misperceptions influence the events of the text?
- What can be learned by these incorrect perceptions?
- How do these incorrect perceptions develop a theme?

Lesson Look-Fors:

- Can students identify characters' mistakes in perceptions and determine how those mistakes are used to develop a theme?
- Can students determine how images and word choice are used to develop a tone and how that tone is used to develop a theme?
- Can students determine the author's purpose for including details in the text?
- Can students write a response that makes a claim and supports that claim with evidence from the text?

Section Diagnostic

Students write a response to the following question: How does Fitzgerald use mistakes in perception to develop a theme in the last three chapters? Students use information from the text to support their answer.



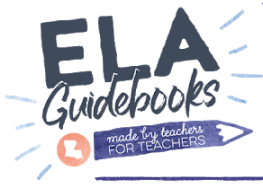
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Score	Performance Descriptors
✓ + (3)	Meets Criteria: Student has successfully built the knowledge, skill, or habit indicated by the look-for.
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✓ - (1)	Needs Support: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	Insufficient Evidence: Student did not respond to the prompt and/or did not provide enough of a response to evaluate

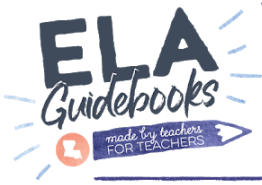
Reading Look-Fors	✓ + (3)	✓ (2)	✓ - (1)	IE (0)
How well does the student understand a theme that Fitzgerald develops in the last three chapters?				
How well does the student understand how Fitzgerald uses mistakes in perception to develop this theme?				
Reading Score: _____ /6 Comments:				

Reading Look-Fors	✓ + (3)	✓ (2)	✓ - (1)	IE (0)
Use Language to Convey Meaning and Purpose: Sentence fluency;				
Organize ideas: Explanatory organization;				
Develop ideas: Integrate quotations				
Writing Score: _____ /9				



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Comments:



Week 9

Support for Writing

Your students may need support brainstorming for the culminating task in lesson one. As needed, provide your student with the following guiding questions:

- How do perceptions of others affect the characters' behaviors and/or lives?
- How do perceptions of success or happiness affect the characters' choices?
- How do perceptions motivate a character in this novel?
- How do the perceptions of the characters change throughout the novel?
- What causes the change?
- How do the characters differ in the way they perceive success and happiness?
- How do these differences affect them?

Support for Writing

Your student may need support writing their thesis statement and organizing the outline of the culminating task. Prompt-specific sentence frames for the thesis statement can be found on the **Culminating Task Tool**. Additionally, sentence frames for each body paragraph's topic sentence can also be found on the **Culminating Task Tool**.

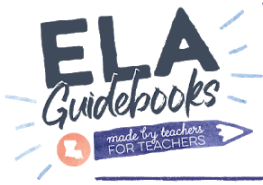
Lesson Look-Fors:

- Can students identify a theme about perception that is developed in *The Great Gatsby*?
- Can students determine how the author develops the theme about perception throughout the text?
- Can students organize an essay by writing a thesis statement and creating an outline?
- Can students write a literary analysis that uses evidence from the text to support and explain their thesis statement?

Culminating Task

Students write a response to the following question: What is the theme about perception that Fitzgerald develops throughout the novel? How does he develop this theme?

Write a literary analysis in which you state your response and logically and sufficiently support your response with claims. Support your claims with textual evidence including direct quotations with parenthetical citations. Use correct and effective words, phrases, syntax, usage, and mechanics to clearly communicate your analysis.



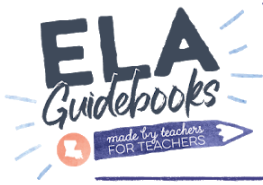
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Culminating Task Rubric

Reading and Writing

Meets Criteria (3)	Continue Practice (2)	Needs Support (1)	Insufficient Evidence (0)
<p>Student demonstrates <i>success</i> determining the meaning of text(s) by accurately analyzing and/or synthesizing ideas within and across texts.</p> <p>Student demonstrates <i>success</i> forming a valid and evidence-based position, response, or focus.</p> <p>Student demonstrates <i>success</i> developing supporting claims or points logically with relevant and sufficient textual evidence.</p> <p>Student demonstrates <i>success</i> organizing writing so that it is clear and coherent.</p> <p>Student demonstrates <i>success</i> establishing and maintaining an effective style.</p>	<p>Student demonstrates <i>some success</i> determining the meaning of text(s) by accurately analyzing and/or synthesizing ideas within and across texts.</p> <p>Student demonstrates <i>some success</i> developing a valid and evidence-based position, response, or focus.</p> <p>Student demonstrates <i>some success</i> developing supporting claims or points logically with relevant and sufficient textual evidence.</p> <p>Student demonstrates <i>some success</i> organizing writing so that it is clear and coherent.</p> <p>Student demonstrates <i>some success</i> establishing and maintaining an effective style.</p>	<p>Student demonstrates <i>minimal success</i> determining the meaning of text(s) by analyzing and/or synthesizing ideas within and across texts.</p> <p>Student demonstrates <i>minimal success</i> developing a valid and evidence-based position, response, or focus.</p> <p>Student demonstrates <i>minimal success</i> developing supporting claims or points logically with relevant and sufficient textual evidence.</p> <p>Student demonstrates <i>minimal success</i> organizing writing so that it is clear and coherent.</p> <p>Student demonstrates <i>minimal success</i> establishing and maintaining an effective style.</p>	<p>No attempt made or not enough to evaluate.</p>

Reading and Writing Score: _____ x2



Distance Learning Guidebook Companion Feedback Guide
Grade 11 - *The Great Gatsby*

Conventions

Meets Criteria (3)	Continue Practice (2)	Needs Support (1)	Insufficient Evidence (0)
Student demonstrates success using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	Student demonstrates some success using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	Student demonstrates minimal success using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	No attempt made or not enough to evaluate.

Conventions score: _____

Total score: _____/9