



**Literacy Design
Collaborative**

American Dream: Reality, Promise or Illusion?

by Beth Ann E. Sahd and Lindsay M. Sigman

Authors of both nonfiction and fiction have defined the American Dream and offered varying viewpoints on the extent to which America fulfills the ideas implicit in this dream.

In this module, students will examine multiple texts and then frame an analysis as to whether or not, or to what extent, America fulfills these ideals.

Prior to this module, students have completed a study of *The Great Gatsby* by F. Scott Fitzgerald.

For this module, students will read: Excerpts from *Letters From An American Farmer* by Jean de Crevecoeur, excerpts from the U.S. Constitution and The Declaration of Independence, "I Hear America Singing" by Walt Whitman, and "I, Too, Sing America" by Langston Hughes.

Additional poems by Walt Whitman and Langston Hughes (or any other relevant text) may be added to differentiate this module for students needing enrichment.

GRADES

10 - 11

DISCIPLINE



ELA

COURSE

**English 10:
Communication
Arts (American
Literature)**

Section 1: What Task?

Teaching Task

Task Template 19 - Informational or Explanatory

To what extent do these authors perceive the American Dream to be a reality, a promise, or an illusion? After reading *The Great Gatsby*, foundational American documents and essays, and the poetry of Walt Whitman and Langston Hughes, write an essay in which you explain how these texts illustrate the American Dream. Support your discussion with evidence from the text(s).

D 3

What conclusions or implications can you draw?

D 8

Include citations for at least three sources..

Common Core State Standards

Language Standards

L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1.b

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.1.a

Use parallel structure.

L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2.c

Spell correctly.

L.9-10.2.b

Use a colon to introduce a list or quotation.

L.9-10.2.a

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies.

L.9-10.4.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.4.c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

L.9-10.4.b

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

L.9-10.4.a

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.5.b

Analyze nuances in the meaning of words with similar denotations.

L.9-10.5.a

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.9-10.6

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

Reading Standards for Literature

RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

RL.9-10.10

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9—10 text complexity band independently and proficiently.

Speaking and Listening Standards

SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.1.d

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9-10.1.c

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1.b

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1.a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Writing Standards

W.9-10.2

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

W.9-10.2.f

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

W.9-10.2.e

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2.d

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2.c

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2.b

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.2.a

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.9.b

Apply grades 9—10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

W.9-10.9.a

Apply grades 9—10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

W.9-10.10

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

Additional Standards

No standards selected

Texts

🔗 "America" by Walt Whitman. (STUDENT TEXT)

🔗 "Pioneers! O Pioneers!" by Walt Whitman. (STUDENT TEXT)

🔗 "Let America Be America Again" by Langston Hughes. (STUDENT TEXT)

📖 Excerpts from the U.S. Declaration of Independence & U.S. Constitution (STUDENT TEXT)

Use excerpts as needed from DOI and Constitution.

LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

The American Dream is a complex and often controversial idea. We have just finished discussing the way the American Dream is presented in F. Scott Fitzgerald's *The Great Gatsby*. Keeping in mind the ideas from this discussion, you will now read both nonfiction texts and poetry by authors who have their own, unique perspectives on the American Dream. At the end of this unit, you will be expected to write a synthesis essay that explains the way the American Dream is presented in several of these texts. Strong synthesis papers will thoroughly analyze and integrate ideas from each selected text. These papers will also examine the connections among the works selected.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT/ BRIDGING CONVERSATION: Ability to connect the task and new content to existing knowledge of "The Great Gatsby," previous discussions of the American Dream, and close reading skills.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric, focusing on breaking down the prompt, expectations of a synthesis essay, and citation requirements.

Reading Process

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of each assigned text by locating words and phrases that identify key concepts.

ACTIVE READING: For each assigned text: Ability to monitor understanding through text annotation; Ability to determine important concepts related to the task; Ability to answer comprehension and critical thinking questions.

NOTE TAKING: Ability to identify key quotes/evidence from each assigned text that apply to the task and to develop commentary that interprets the evidence.

REFLECTION: Ability to reflect on the evidence and interpreted commentary to draw a justified conclusion about how each assigned text addresses the task question.

Transition to Writing

BRIDGING CONVERSATION: Ability to demonstrate understanding of all elements of the task and the rubric.

TEXT SELECTION: Ability to choose three (or more) texts from the assigned readings that will most effectively address the task.

BRIDGING WRITING: Ability to justify text selection.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately using MLA parenthetical notation and works cited.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea relevant to task.

PLANNING: Ability to develop an effective organizational plan.


DEVELOPMENT: Ability to construct an initial draft with evidence of a controlling idea, key elements from each selected text, and an effective structure that analyzes and integrates ideas from the texts.

REVISION: Ability to maintain controlling idea, to use most effective evidence from each selected text, and to develop analysis and integration.

EDITING: Ability to proofread and format essay to meet requirements of task.

COMPLETION: Ability to submit final piece that meets expectations of rubric.



Section 3: What Instruction?


PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
25 mins	TASK ENGAGEMENT/ BRIDGING CONVERSATION: Ability to connect the task and new content to existing knowledge of "The Great Gatsby," previous discussions of the American Dream, and close reading skills.	SHORT CONSTRUCTED RESPONSE In a quick write, write your responses to the "Defining America" handout questions.	Not Provided	<ul style="list-style-type: none"> ● Link this task to earlier class content. ● Discuss student responses. <p>Notes to Teacher: See attachment for "Defining America" handout.</p> <p>Prior to this lesson, students are given a blank piece of paper and asked to "Draw an American." The students are also required to include two objects in their pictures that extend their view of this American. The assignment is deliberately vague in order for students to capture their first impression or idea of Americans. We then discuss as a class the positive and negative views of America apparent in their portrayals. It is important to complete this assignment prior to the "Defining America" handout, which refers back to this activity and class discussion.</p> <p>After our discussion of the "Defining America" handout, I type up the students' closing comments on the qualities of the American Dream. Students will keep this handout at the front of their notebooks to refer to throughout this module.</p> <p>This part of the module may overlap with the end of my unit on <i>The Great Gatsby</i>. These early discussions on the American Dream and our analysis of <i>The Great Gatsby</i> provide a context for this module.</p>
Additional Attachments:  Defining America				
15 mins	TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric, focusing on breaking down the prompt, expectations of a synthesis essay, and citation requirements.	NOTES In your own words, what are the important features of an effective synthesis essay that meets the requirements of the rubric?	Not Provided	<ul style="list-style-type: none"> ● Pair students to review task and rubric. ● Discuss students' questions and understanding of key elements while teacher makes notes on projected copy of task and rubric. ● Encourage students to add notes to their copies of the task and rubric. <p>Notes to Teacher: It may help to go over this briefly now and more extensively after students are further into the reading and closer to the writing part of the process.</p>

American Dream: Reality, Promise or Illusion?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
20 mins	TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric, focusing on breaking down the prompt, expectations of a synthesis essay, and citation requirements.	LIST How would you define reality, promise, and illusion?	Not Provided	<ul style="list-style-type: none"> Assign each of the above terms to a small group (or groups) of students. Provide time for them to brainstorm their own definitions of these terms and look up the word in the dictionary. Groups will post a working definition of their term followed by class discussion of what each term means in relation to the American Dream.
Reading Process				
10 mins	ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of each assigned text by locating words and phrases that identify key concepts.	LIST What are the key vocabulary words in this text?	Not Provided	<ul style="list-style-type: none"> Teacher will preview difficult or important vocabulary. <p>Notes to Teacher: Students will also be expected, throughout their active reading, to identify essential words and phrases.</p>
25 mins	ACTIVE READING: For each assigned text: Ability to monitor understanding through text annotation; Ability to determine important concepts related to the task; Ability to answer comprehension and critical thinking questions.	NOTES What is this author's view of America? Annotate the text as you read to identify important concepts related to the task.	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> Student has identified and annotated important concepts related to the task. 	<ul style="list-style-type: none"> Model close reading of text and annotation with example from <i>The Great Gatsby</i>. Check for understanding throughout the students' readings. Facilitate student discussion of their annotations in small groups before completing their note taking handout. <p>Notes to Teacher: See attachments for the texts and comprehension questions (see mini-task below).</p> <p>"Letters From An American Farmer" text has not been provided. Excerpts of this common text can be located in many American literature textbooks.</p> <p>Pacing for each text will vary based on text complexity, length, etc.</p> <p>Accommodations and Interventions: Links to additional poems by Walt Whitman and Langston Hughes can be found under Texts and are provided for differentiating this module for students needing enrichment.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> Excerpts from US Constitution and Declaration of Independence - Text & Comprehension Questions "Letters From An American Farmer" by Jean de Crevecoeur - Comprehension Questions "I, Too, Sing America" by Langston Hughes - Text & Comprehension Questions "I Hear America Singing" by Walt Whitman - Text & Comprehension Questions 				

American Dream: Reality, Promise or Illusion?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
20 mins	ACTIVE READING: For each assigned text: Ability to monitor understanding through text annotation; Ability to determine important concepts related to the task; Ability to answer comprehension and critical thinking questions.	SHORT CONSTRUCTED RESPONSE Answer comprehension and critical thinking questions for the text.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Student demonstrates understanding of text and completes all questions. 	<ul style="list-style-type: none"> Provide students with comprehension questions to check their understanding of the text before moving on to deeper analysis. Provide students with time to read and answer questions. Check for understanding throughout students' readings. <p>Notes to Teacher: Though the emphasis is on providing students with in-class time to read, some texts will require students to complete reading and questions as homework.</p> <p>Pacing for each text will vary based on text complexity, length, etc.</p>
20 mins	NOTE TAKING: Ability to identify key quotes/evidence from each assigned text that apply to the task and to develop commentary that interprets the evidence.	NOTES "Is the American Dream a reality, a promise, or an illusion?" In the left column, use specific evidence from the text that responds to this question. In the right column, respond to your evidence. Use your commentary to interpret the details from the text. Summarize the author's overall vision of America.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Key quotes/evidence are identified. Accurate page or line numbers are provided for parenthetical notation. Effective commentary shows insight. Summary of text reflects author's overall vision of America. 	<ul style="list-style-type: none"> Teach a model format for note taking. Check that early student work is in the assigned format. Model selection of key quotes/evidence. Model interpretation of evidence. Show examples of text summaries and have students identify most effective example with justification. <p>Notes to Teacher: See attachment for "Note taking" handout.</p> <p>Students may need more specific guidelines for note taking, specifically with the number of key quotes/evidence required for each text. It may benefit the class to instruct them on a minimum required number of textual details (and corresponding commentary) in their notes.</p> <p>Pacing for each text will vary based on text complexity, length, etc.</p>
Additional Attachments:  Note Taking				
10 mins	REFLECTION: Ability to reflect on the evidence and interpreted commentary to draw a justified conclusion about how each assigned text addresses the task question.	SHORT CONSTRUCTED RESPONSE Overall, does this author view the American Dream as a reality, a promise, or an illusion? Justify your response.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Plausible response is selected. Choice is thoroughly justified. 	<ul style="list-style-type: none"> Discuss with students the goal of reflection. Invite students to brainstorm ways to figure out author's intent. Facilitate student brainstorm of ways to connect their evidence, interpretations, and summary to the reflection handout. <p>Notes to Teacher: See attachment for "Reflection on Notes" handout.</p>
Additional Attachments:  Reflection on Notes				
Transition to Writing				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
25 mins	BRIDGING CONVERSATION: Ability to demonstrate understanding of all elements of the task and the rubric.	NOTES What are the required elements of this task? What are the important features of an effective synthesis essay that meets the requirements of the rubric?	Not Provided	<ul style="list-style-type: none"> Remind students of our "Preparing for the Task" task analysis. Have students look over the task and rubric in addition to their notes from that initial discussion. Pair students to discuss how the assigned texts could be used to write this essay. Conduct whole class discussion of task and rubric expectations with teacher emphasizing essential elements. Review definition of synthesis. Teacher mini-lesson on how to effectively develop synthesis within essay. Emphasis on analysis, integration of ideas, and structure that will lead to strong synthesis.
15 mins	TEXT SELECTION: Ability to choose three (or more) texts from the assigned readings that will most effectively address the task.	SHORT CONSTRUCTED RESPONSE Begin the "Synthesis and Essay Plan" handout. Select three (or more) texts from the assigned readings that will most effectively address the task.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Texts selected are identified and choices are explained. 	<ul style="list-style-type: none"> Teacher-led discussion of synthesis objectives - continued from above. Small group followed by whole class discussion of different combinations of texts and what conclusions and implications could be drawn from this combination. <p>Notes to Teacher: See attachment for "Synthesis and Essay Plan" handout.</p> <p>Students may choose to use <i>The Great Gatsby</i> as one of their selected texts. If choosing this text, students may use earlier class notes or complete the "Note taking" and the "Reflection on Notes" handouts used throughout this module to prepare for writing.</p>
Additional Attachments:  Synthesis and Essay Plan				
10 mins	BRIDGING WRITING: Ability to justify text selection.	SHORT CONSTRUCTED RESPONSE Complete the "Synthesis and Essay Plan" handout. Explain why you have selected each text and justify your combination of texts.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Explanations provide evidence of content understanding and potential for synthesis. 	<ul style="list-style-type: none"> Monitor student progress and provide feedback as needed. <p>Notes to Teacher: Continue to utilize "Synthesis and Essay Plan" handout.</p>
20 mins	ACADEMIC INTEGRITY: Ability to use and credit sources appropriately using MLA parenthetical notation and works cited.	NOTES How do I correctly use MLA formatting for my essay layout, parenthetical notation, and works cited?	Not Provided	<ul style="list-style-type: none"> Review MLA formatting. Remind students of the reasons for parenthetical notations and works cited. Develop works cited that includes students' selected texts using Noodletools accounts.
Writing Process				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
10 mins	CONTROLLING IDEA: Ability to establish a controlling idea relevant to task.	SHORT CONSTRUCTED RESPONSE Develop a strong controlling idea that will anchor your response to the prompt.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Controlling idea addresses all aspects of the task and relates to the selected texts. 	<ul style="list-style-type: none"> Have students develop a "working" controlling idea. Review elements of a strong controlling idea. Pair students to share their controlling ideas and provide feedback based on class discussion.
25 mins	PLANNING: Ability to develop an effective organizational plan.	OUTLINE Develop an organizational plan that effectively addresses all aspects of the prompt.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Outline and organizational plan supports controlling idea, incorporates ideas and examples from a minimum of three selected texts, and reflects a structure that will address the specific requirements of the task and enhance the presentation of information. Outline should also account for essay's opening (introduction), development (body paragraphs), and closing (conclusion). 	<ul style="list-style-type: none"> Provide and teach an outline format. Meet with students to discuss their "Synthesis and Essay Plan" handout and to provide feedback on how this could be refined into an effective organizational structure.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 30 mins	DEVELOPMENT: Ability to construct an initial draft with evidence of a controlling idea, key elements from each selected text, and an effective structure that analyzes and integrates ideas from the texts.	LONG CONSTRUCTED RESPONSE Write an initial draft with a clear controlling idea and deliberate organizational structure. Integrate and cite textual evidence from a minimum of three selected texts.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Draft shows evidence of introduction, body paragraphs, and conclusion. Minimum of three sources have been quoted and cited. Examples from text have been analyzed and integrated. 	<ul style="list-style-type: none"> Encourage students to reread task throughout writing process to check that draft is focused. Monitor student progress.
25 mins	REVISION: Ability to maintain controlling idea, to use most effective evidence from each selected text, and to develop analysis and integration.	NOTES Read and revise draft. Final essays must maintain a strong controlling idea; use, cite, and integrate effective evidence from each selected text; and develop compelling commentary that analyzes the text and draws conclusions.	Not Provided	<ul style="list-style-type: none"> Model useful feedback that balances praise for strengths and suggestions for weaknesses. Assign students partners to provide feedback on drafts. Provide time for students to reflect on peer feedback and self-assess using the rubric. <p>Notes to Teacher: Though the above elements are prioritized, students will also be encouraged to examine stylistic choices regarding language and tone when revising drafts through peer conferences and self-assessments.</p>
15 mins	EDITING: Ability to proofread and format essay to meet requirements of task.	NOTES Proofread draft for accurate spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to meet MLA rules and guidelines.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Draft is free from distracting surface errors and uses correct MLA formatting. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Assign students to proofread a partner's draft.
10 mins	COMPLETION: Ability to submit final piece that meets expectations of rubric.	LONG CONSTRUCTED RESPONSE Turn in your complete set of drafts, plus the final version of your piece.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Essay fits the "Meets Expectations" category in the rubric for the teaching task. 	Not Provided

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided