



**Literacy Design
Collaborative**

Into the Wild!

★ TASK

by Suzanne Simons

John Krakauer tells the story of Christopher McCandless who threw all maps away and embarked on an infamous journey through the West and Southwest after graduating from college in 1991. During the journey and the publication of this book, McCandless became an enigmatic and almost romantically fatalistic character.

Students will have read *Into the Wild* prior to this module--they will return to the text to do this analysis. In this module, students will use R3 and R5 in concert to examine how Krakauer uses excerpts of McCandless's actual writing as a spine for developing the narrative of the journey. The teacher will use the following rows of the LDC/SCALE rubric to assess the students' writing: Focus, Controlling Idea, Organization, Development.

GRADES

9

DISCIPLINE

 **ELA**

COURSE

 **9th Grade
English**

PACING

 **10hr**

Section 1: What Task?

Teaching Task

Task Template IE4 - Informational or Explanatory

After reading *Into the Wild* and McCandless's journal excerpts, write a literary analysis essay in which you analyze how Krakauer unfolds the events of McCandless's journey by using pieces of McCandless's own writing at various intervals. Support your discussion with evidence from the text/s. Include a specific examination of one section of the novel that includes several pieces of McCandless's writing from the texts in your response.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RI.9-10.3

Focus

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.5

Focus

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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.b

Focus

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.

Texts

 **Into the Wild**

Informational/Explanatory Rubric for Grade 6-12 Teaching Tasks

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.	Addresses prompt appropriately but with a weak or uneven focus. D: Addresses additional demands superficially.	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 controlling idea, 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 (when applicable)	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

Authors make many choices when writing, and the format of narrative non-fiction allows authors to make specific choices about structure. In this text, Krakauer places selected excerpts of McCandless's own writing at various intervals. He does this to craft his narrative in specific ways. In this module, you will analyze the structural choices Krakauer makes by including those passages in order to more fully understand how Krakauer unfolds the recounting of McCandless's journey. Why did Krakauer include those first-person journals at all? How are the passages connected to the sections in which they appear? How do the passages propel Krakauer's narration? You will examine these questions and more as we return to *Into the Wild*.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

Reading Process

Transition to Writing

Writing Process

Section 3: What Instruction?

PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES

<i>Preparing for the Task</i>
<i>Reading Process</i>
<i>Transition to Writing</i>
<i>Writing Process</i>

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided