

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](#).
- Lesson look-fors 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).

Unit Overview

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

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

Your students might need extra support with the content and texts before while completing some lessons. 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, your student will read these words in multiple texts and learn the meaning of them. Your student 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 your student.
 - 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 and other supports to make the texts more accessible. They will need more time to read the texts.

Support for Organization

If your student struggles with organization, you should

- consider printing and using a self-monitoring checklist¹ to help them stay on task.
- consider creating or asking your student 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.
- provide visual support like social stories⁴ and choice boards to reinforce expectations and support communication.

Support for Writing

If your student struggles 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 your student qualifies for an accommodation of transcribed answers**.
- If English is not their first language, consider having the student write in their native 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>

Week 1

Support for Meaning

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

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:				

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

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