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All appendixes are included in the lesson section.
Introduction
Unit Selection Introduction

1.) Title: Personality Tests Analyzing Character and Point of View

2.) Grade Level: 7th Grade Language Arts

3.) Target group: Mainstream class with integrated ELL students


5.) Source of lessons: Carol Booth Olson’s Reading-Writing Lesson Plans, McDougal Littell, www.classzone.com (You need to click on teacher tool kit, but you need a password to do this.)

6.) Learning goals: I want my students to know
   - the different types of character traits.
   - how to make inferences, draw conclusions, and synthesize.
   - how to identify and compare characters.
   - the different points of view a story is told from.
Lesson 1
Lesson One: Making Inferences

**Content Objectives**

1.) Students will record details and inferences by constructing a chart.

**Language Objectives**

1.) SWBAT make inferences about the two main characters in the story.

**Performance Indicators**

<table>
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<tr>
<th>Domain/Topic</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
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<tbody>
<tr>
<td>Reading and, Writing,</td>
<td>Students will independently reread and construct a chart for sections 1-3, and include three story details by judging two characters, and include one inference for each detail.</td>
<td>Students will independently reread and construct a chart for sections 1-2, and include two story details by analyzing two characters, and include one inference for each detail.</td>
<td>Students will work in pairs to reread and construct a chart for section 1, and include one story detail by analyzing one character, and include one inference for the detail.</td>
<td>Students will work in pairs and listen to the audio version of the text. Students will organize the two characters based on categories, and view a teacher model. Students will match a story detail to an inference.</td>
<td>Students will work in small groups to identify the two main characters, and use a teacher constructed chart to locate story details and inferences. Students will listen to the audio version of the text.</td>
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<tr>
<td>Listening.</td>
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<tr>
<td>Making Inferences</td>
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<td>about Characters</td>
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</table>
Lesson One

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation/Topic</th>
<th>Expressions</th>
<th>Vocabulary/Phrases</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inferences</td>
<td>Make inferences about two main characters in the story “A Retrieved Reformation.”</td>
<td>Jimmy or Ben is ______. Jimmy is used to ______. Ben probably ______. In the story Jimmy is ______.</td>
<td>Smart Funny a detective a safe cracker robbing banks being in jail wants to arrest Jimmy Valentine. trying to start a new life.</td>
<td>Nouns Verbs Past/present tense Adverbs Adjectives</td>
</tr>
</tbody>
</table>
Note: Prior to this lesson, students will have read the whole story. Now, students will reread the story in three sections.

Lesson One: Mainstream class with integrated ELL students. Total Class Time=60 minutes
Instructional Activities

Start and end the lesson with the objective for the day. Teacher will say content and language objective.

TSW
1.) Create a t-chart as a whole class and engage in a whole class discussion. (ML) (10 minutes)
   - Discuss the following question; think about a time in your own life when you made good and bad decisions. List them in a t-chart, and then whole class discussion student lead. Teacher will be a participant.

   Level 3-1 will have a completed t-chart about decisions.
   Level 3 will need to pick 1 decision and finish the following phrase, *I feel my decision _______ because_______.

   Level 2-1 point at one of the decisions you've made or done.

   Reference Appendix 1.1  Pg. 6

2.) Mini Lesson on Making Inferences (5 minutes) (ML)
   - Teacher will lead by asking what it means to make inferences in your own life, and characters in a story.
   - TSW discuss possible answers with provided examples. Teacher will adjust speech with a waiting time of two seconds.

   Level 3-1 will have a provided vocabulary sheet with vocabulary such as inferences, character, analyze, interpret, and speech. Also, students will be provided with an example of an inference from their everyday lives.

   Example: The sun is out = Makes me happy.

   Reference Appendix 1.2 A-B  Pg. 7-8

3.) Rereading of all three sections from “A Retrieved Reformation.” (35 minutes)
TSW
-use details from the story to construct a story details and inference chart. Include
details and quotations about the characters Jimmy Valentine and Ben Price on separate
charts. Base this on a character's looks, actions, speech, and what other characters
think of each character. (OL) Teacher will model these categories, through a
demonstration with props and role playing.

Level 3 will include two story details and include one inference on a constructed chart.
A model of one will be included on the chart.
Level 2 will work with a pair to match a story detail to an inference.
Level 1 will work in small groups to view a constructed chart. Included will be
illustrations for the two main characters.

Reference Appendix 1.3 A-D pg. 9-12

4.) Closure (10 minutes) (ML)

TSW
-complete an exit slip by answering the following question.

Explain how a reader makes inferences about a character? Provide
three of the criteria with examples from the story.

Level 3, 2, 1 will answer the following.

Level 3: What are three ways to make inferences based on characters?
Level 2: List 3 ways a reader makes inferences about a character.
Level 1: Circle two words that are used to make character inferences.

Looks, favorite movie, speech, what other's say about them, jobs, actions

Reference Appendix 1.4 A-C pg. 13-15

Reading material is Appendix 1.5
GOOD :) ________________________  BAD: ( 

Play Sports  Steal
Volunteer  Do Drugs
Give someone a compliment.  Smoke
Study for a test  Lie
Eat Healthy  Make fun of someone.

Level 3 Directions: Pick 1 decision and finish the following phrase,

Model: I feel my decision to play sports is a good decision because it is makes me stay healthy.

I feel my decision to____________________ is a____________________ decision because____________________.

Directions: Level 2-1 circle one of the decisions you’ve made or done.
Vocabulary Sheet Level 3
Appendix 1.2 A

Analyze: break down into parts, take apart and think about

Character: a person in a story. They are like real people.

Main characters: the most important people in the story. The story focuses on them.

Inference: a logical guess that is based on facts

Examples of inferences using the text

*In the story, Jimmy is probably going to stop cracking safes because he wants to marry Agatha.*

*Ben let Jimmy Valentine go because he knew that Jimmy wanted to start a new life.*

Interpret: to make a logical guess about information
Vocabulary Sheet Level Two and One
Appendix 1.2 B

Analyze: take apart and think about

Character: the main people you read about in a story

Main characters: the most important people in the story

Inference: a smart guess

Example: The sun is out = makes me happy

Examples of inferences using the text

In the story, Jimmy is probably going to stop cracking safes because he wants to marry Agatha.

Ben let Jimmy Valentine go because he knew that Jimmy wanted to start a new life.

Interpret: to make a guess about what you read
Reading-Writing Lesson Plan: “A Retrieved Reformation”

Story Details and Inferences

<table>
<thead>
<tr>
<th>Section __</th>
<th>Story Details</th>
<th>Inferences</th>
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</thead>
<tbody>
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</tbody>
</table>
Jimmy Valentine

Ben Price
Section 1: Jimmy Valentine
Level 3 B
Directions: Add two more story details and one inference to the chart.
Appendix 1.3

<table>
<thead>
<tr>
<th>Story Details</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pardoned by the governor after serving only 10 months of a four-year sentence.</td>
<td>He has important friends who do him favors.</td>
</tr>
</tbody>
</table>
Section 1: Jimmy Valentine
Directions: Match a story detail to the correct inference.
Level Two
Appendix 1.3 C

<table>
<thead>
<tr>
<th>Story Details</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>The governor let him free, after serving only 10 months of a four-year sentence.</td>
<td>He has important friends who do him favors.</td>
</tr>
<tr>
<td>Use his money for food, wine, and a good cigar.</td>
<td>Seems to care for other people who have less (&lt;) than him.</td>
</tr>
<tr>
<td>Throws a quarter into the hat of a blind man.</td>
<td>Jimmy is used to fancy living.</td>
</tr>
</tbody>
</table>

**Looks**

**Speech**

**Actions**
Story Details | Inferences
---|---
The governor let him free, after serving only 10 months of a four-year sentence. | He has important friends who do him favors.


Use his money ($) for food, wine, and a good cigar. | Jimmy is used to fancy living.

Tosses a quarter into the hat of a blind man. | Seems to care for other people who have less (<) than him.

**Looks**

**InStyle**

EXCLUSIVE
Katie Holmes

Get the hair you want
Glossy, groomed & easy to do

HOW TO WEAR IT...
Make-up tips for the new you.

Conversational Partners

Actions
Exit Slip
Level 3
Appendix 1.4 A

Directions: Answer the following question.

What are three ways to make inferences based on characters?

The three ways to make inferences based on characters are_________________, ________________, and__________________.
Directions: List three ways to make inferences based on characters.

1. 

2. 

3. 
The following lesson was developed for students to learn how to make inferences based on characters. It also was developed so that students could learn how to find story details to support their inferences. However, based on all the types of learning levels in the mainstream classroom with integrated ELL students, the lesson had to be modified in a variety of ways, in order for all students to meet the objective of the lesson.

The modifications that were made for this lesson are there are a couple of grouping strategies within the lesson that I've used. For example, students are being placed to work in small groups, as a whole class, and in pairs. This all depends on the level of the student and what activity is being completed. In section one, students are using graphic organizers, and there are places where I've modeled the approach in section one and three. I have written in examples, given the whole chart, and modified the language in the story details and inference chart in section 3, and the vocabulary word sheet in section two. Students at various levels are provided with visuals of the characters for level one, and vocabulary visuals for level two and one in section two. I've also paced my speech in section two, during the inference mini lesson. I feel I've also clearly explained each task, and feel the explanations are not complicated, so that any student knows what the task is asking them to do.

Towards the end of the lesson, I provide checks for understanding by having all students complete an exit slip. I've modified these in section four of the lesson by providing sentence starters for level three students, list items for level two, and word walls for level one students. Also, students in level two and one have their reading modified by listening to an audio version of the story. Level three students are reading in pairs. The last modification I've made is to provide opportunity for output by stepping back in section one, and becoming a participant in the group discussion.
A guard came to the prison shoe shop, where Jimmy Valentine was assiduously stitching uppers, and escorted him to the front office. There the warden handed Jimmy his pardon, which had been signed that morning by the governor. Jimmy took it in a tired kind of way. He had served nearly ten months of a four-year sentence. He had expected to stay only about three months, at the longest. When a man with as many friends on the outside as Jimmy Valentine had is received in the "stir" it is hardly worthwhile to cut his hair.

"Now, Valentine," said the warden, "you'll go out in the morning. Brace up, and make a man of yourself. You're not a bad fellow at heart. Stop cracking safes, and live straight."

"Me?" said Jimmy, in surprise. "Why, I never cracked a safe in my life."

"Oh, no," laughed the warden. "Of course not. Let's see, now. How was it you happened to get sent up on that Springfield job? Was it because you wouldn't prove an alibi for fear of compromising somebody in extremely high-toned society? Or was it simply a case of a mean old jury that had it in for you? It's always one or the other with you innocent victims."

---

1. assiduously (ə-sìd-əs-əl) stitching uppers: carefully and industriously sewing together the top portions of shoes.
2. "stir": a slang term for prison.
“Me?” said Jimmy, still blankly virtuous. “Why, warden, I never was in Springfield in my life!”

“Take him back, Cronin,” smiled the warden, “and fix him up with outgoing clothes. Unlock him at seven in the morning, and let him come to the bull-pen. Better think over my advice, Valentine.”

At a quarter past seven on the next morning Jimmy stood in the warden’s outer office. He had on a suit of the villainously fitting, ready-made clothes and a pair of the stiff, squeaky shoes that the state furnishes to its discharged compulsory guests.

The clerk handed him a railroad ticket and the five-dollar bill with which the law expected him to rehabilitate himself into good citizenship and prosperity. The warden gave him a cigar, and shook hands. Valentine, 309762, was chronicled on the books “Pardoned by Governor,” and Mr. James Valentine walked out into the sunshine.

Disregarding the song of the birds, the waving green trees, and the smell of the flowers, Jimmy headed straight for a restaurant. There he tasted the first sweet joys of liberty in the shape of a broiled chicken and a bottle of white wine—followed by a cigar a grade better than the one the warden had given him. From there he proceeded leisurely to the depot. He tossed a quarter into the hat of a blind man sitting by the door, and boarded his train. Three hours set him down in a little town near the state line. He went to the café of one Mike Dolan and shook hands with Mike, who was alone behind the bar.

“Sorry we couldn’t make it sooner, Jimmy, me boy,” said Mike. “But we had that protest from Springfield to buck against, and the governor nearly balked. Feeling all right?”

“Fine,” said Jimmy. “Got my key?”

He got his key and went upstairs, unlocking the door of a room at the rear. Everything was just as he had left it. There on the floor was still Ben Price’s collar-button that had been torn from that eminent detective’s shirt-band when they had overpowered Jimmy to arrest him.

Pulling out from the wall a folding-bed, Jimmy slid back a panel in the wall and dragged out a dust-covered suitcase. He opened this and gazed fondly at the finest set of burglar’s tools in the East. It was a complete set, made of specially tempered steel, the latest designs in drills, punches, braces and bits, jimmies, clamps, and augers, with two or three novelties invented by Jimmy himself, in which he took pride. Over nine hundred dollars they had cost him to have made at __________, a place where they make such things for the profession.

---

3. chronicled (krən′t′-kald): written down in a record book or ledger book.
In half an hour Jimmy went downstairs and through the café. He was now dressed in tasteful and well-fitting clothes, and carried his dusted and cleaned suitcase in his hand.

“Got anything on?” asked Mike Dolan, genially.


This statement delighted Mike to such an extent that Jimmy had to take a seltzer-and-milk on the spot. He never touched “hard” drinks.

A week after the release of Valentine, 9762, there was a neat job of safe-burglary done in Richmond, Indiana, with no clue to the author. A scant eight hundred dollars was all that was secured. Two weeks after that a patented, improved, burglar-proof safe in Logansport was opened like a cheese to the tune of fifteen hundred dollars, currency; securities and silver untouched. That began to interest the rogue catchers. Then an old-fashioned bank safe in Jefferson City became active and threw out of its crater an eruption of banknotes amounting to five thousand dollars. The losses were now high enough to bring the matter up into Ben Price’s class of work. By comparing notes, a remarkable similarity in the methods of the burglaries was noticed. Ben Price investigated the scenes of the robberies, and was heard to remark: “That’s Dandy Jim Valentine’s autograph. He’s resumed business. Look at that combination knob—jerked out as easy as pulling up a radish in wet weather. He’s got the only clamps that can do it. And look how clean those tumblers were punched out! Jimmy never has to drill but one hole. Yes, I guess I want Mr. Valentine. He’ll do his bit next time without any short-time or clemency foolishness.”

Ben Price knew Jimmy’s habits. He had learned them while working up the Springfield case. Long jumps, quick get-aways, no confederates, and a taste for good society—the ways that had helped Mr. Valentine to become noted as a successful dodger of retribution. It was given out that Ben Price had taken up the trail of the elusive crackerman, and other people with burglar-proof safes felt more at ease.

One afternoon Jimmy Valentine and his suitcase climbed out of the mailhack in Elmore, a little town five miles off the railroad down in the blackjack country of Arkansas. Jimmy, looking like an athletic young senior just home from college, went down the board sidewalk toward the hotel.

---

4. rogue (rög) catchers: people who chase after criminals.
5. He’ll do his bit … foolishness: He’ll serve his full term in prison without anyone shortening the length of it or pardoning him.
6. confederates (kan-fi'd'ar-Its): accomplices or associates in crime.
A young lady crossed the street, passed him at the corner, and entered a door over which was the sign “The Elmore Bank.” Jimmy Valentine looked into her eyes, forgot what he was, and became another man. She lowered her eyes and colored slightly. Young men of Jimmy’s style and looks were scarce in Elmore.

Jimmy collared a boy that was loafing on the steps of the bank as if he were one of the stockholders, and began to ask him questions about the town, feeding him dimes at intervals. By and by the young lady came out, looking royally unconscious of the young man with the suitcase, and went her way.

“Isn’t that young lady Miss Polly Simpson?” asked Jimmy, with specious guile.

“Naw,” said the boy. “She’s Annabel Adams. Her pa owns this bank. What’d you come to Elmore for? Is that a gold watch-chain? I’m going to get a bulldog. Got any more dimes?”

Jimmy went to the Planters’ Hotel, registered as Ralph D. Spencer, and engaged a room. He leaned on the desk and declared his platform to the clerk. He said he had come to Elmore to look for a location to go into business. How was the shoe business, now, in the town? He had thought of the shoe business. Was there an opening?

The clerk was impressed by the clothes and manner of Jimmy. He, himself, was something of a pattern of fashion to the thinly gilded youth of Elmore, but he now perceived his shortcomings. While trying to figure out Jimmy’s manner of tying his four-in-hand, he cordially gave information.

Yes, there ought to be a good opening in the shoe line. There wasn’t an exclusive shoe store in the place. The dry-goods and general stores handled them. Business in all lines was fairly good. Hoped Mr. Spencer would decide to locate in Elmore. He would find it a pleasant town to live in, and the people very sociable.

---

7. specious guile (spe' shas gil'): innocent charm masking real slyness.
8. four-in-hand: a necktie tied in the usual way, that is, in a slipknot with the ends left hanging.
Mr. Spencer thought he would stop over in the town a few days and look over the situation. No, the clerk needn’t call the boy. He would carry up his suitcase, himself; it was rather heavy.

Mr. Ralph Spencer, the phoenix that arose from Jimmy Valentine’s ashes—ashes left by the flame of a sudden and alterative attack of love—remained in Elmore, and prospered. He opened a shoe store and secured a good run of trade. 

Socially he was also a success and made many friends. And he accomplished the wish of his heart. He met Miss Annabel Adams, and became more and more captivated by her charms.

At the end of a year the situation of Mr. Ralph Spencer was this: he had won the respect of the community, his shoe store was flourishing, and he and Annabel were engaged to be married in two weeks. Mr. Adams, the typical, plodding, country banker, approved of Spencer. Annabel’s pride in him almost equaled her affection. He was as much at home in the family of Mr. Adams and that of Annabel’s married sister as if he were already a member.

One day Jimmy sat down in his room and wrote this letter, which he mailed to the safe address of one of his old friends in St. Louis:

Dear Old Pal:

I want you to be at Sullivan’s place, in Little Rock, next Wednesday night, at nine o’clock. I want you to wind up some little matters for me. And, also, I want to make you a present of my kit of tools. I know you’ll be glad to get them—you couldn’t duplicate the lot for a thousand dollars. Say, Billy, I’ve quit the old business—a year ago. I’ve got a nice store. I’m making an honest living, and I’m going to marry the finest girl on earth two weeks from now. It’s the only life, Billy—the straight one. I wouldn’t touch a dollar of another man’s money now for a million. After I get married I’m going to sell out and go West, where there won’t be so much danger of having old scores brought up against me. I tell you, Billy, she’s an angel. She believes in me; and I wouldn’t do another crooked thing for the whole world. Be sure to be at Sully’s, for I must see you. I’ll bring along the tools with me.

Your old friend,

Jimmy

9. phoenix (fəˈnɪks): a mythological bird that lived for 500 years and then burned itself to death, only to rise from its own ashes to live another long life.
On the Monday night after Jimmy wrote this letter, Ben Price jogged unobtrusively into Elmore in a livery buggy.\(^{10}\) He lounged about town in his quiet way until he found out what he wanted to know. From the drugstore across the street from Spencer's shoe store he got a good look at Ralph D. Spencer.

"Going to marry the banker's daughter are you, Jimmy?" said Ben to himself, softly. "Well, I don't know!"

The next morning Jimmy took breakfast at the Adamses. He was going to Little Rock that day to order his wedding suit and buy something nice for Annabel. That would be the first time he had left town since he came to Elmore. It had been more than a year now since those last professional "jobs," and he thought he could safely venture out.\(^6\)

After breakfast quite a family party went down together—Mr. Adams, Annabel, Jimmy, and Annabel's married sister with her two little girls,

\(^{10}\) livery (liv’ərē) buggy: a hired horse and carriage.
aged five and nine. They came by the hotel where Jimmy still boarded, and he ran up to his room and brought along his suitcase. Then they went on to the bank. There stood Jimmy's horse and buggy and Dolph Gibson, who was going to drive him over to the railroad station.

All went inside the high, carved oak railings into the banking room—Jimmy included, for Mr. Adams's future son-in-law was welcome anywhere. The clerks were pleased to be greeted by the good-looking, agreeable young man who was going to marry Miss Annabel. Jimmy set his suitcase down. Annabel, whose heart was bubbling with happiness and lively youth, put on Jimmy's hat and picked up the suitcase.

"Wouldn't I make a nice drummer?" said Annabel. "My! Ralph, how heavy it is. Feels like it was full of gold bricks."

"Lot of nickel-plated shoe horns in there," said Jimmy, coolly, "that I'm going to return. Thought I'd save express charges by taking them up. I'm getting awfully economical."

The Elmore Bank had just put in a new safe and vault. Mr. Adams was very proud of it, and insisted on an inspection by everyone. The vault was a small one, but it had a new patented door. It fastened with three solid steel bolts thrown simultaneously with a single handle, and had a time lock. Mr. Adams beamingly explained its workings to Mr. Spencer, who showed a courteous but not too intelligent interest. The two children, May and Agatha, were delighted by the shining metal and funny clock and knobs.

While they were thus engaged Ben Price sauntered in and leaned on his elbow, looking casually inside between the railings. He told the teller that he didn't want anything; he was just waiting for a man he knew. Suddenly there was a scream or two from the women, and a commotion. Unperceived by the elders, May, the nine-year-old girl, in a spirit of play, had shut Agatha in the vault. She had then shot the bolts and turned the knob of the combination as she had seen Mr. Adams do.

The old banker sprang to the handle and tugged at it for a moment. "The door can't be opened," he groaned. "The clock hasn't been wound nor the combination set."

Agatha's mother screamed again, hysterically.

"Hush!" said Mr. Adams, raising his trembling hand. "All be quiet for a moment. Agatha!" he called as loudly as he could. "Listen to me." During the following silence they could just hear the faint sound of the child wildly shrieking in the dark vault in a panic of terror.

"My precious darling!" wailed the mother. "She will die of fright! Open the door! Oh, break it open! Can't you men do something?"

11. drummer: an old-fashioned word for traveling salesman.
"There isn't a man nearer than Little Rock who can open that door," said Mr. Adams, in a shaky voice. "My God! Spencer, what shall we do? That child—she can't stand it long in there. There isn't enough air, and, besides, she'll go into convulsions from fright."

Agatha's mother, frantic now, beat the door of the vault with her hands. Somebody wildly suggested dynamite. Annabel turned to Jimmy, her large eyes full of anguish, but not yet despairing. To a woman nothing seems quite impossible to the powers of the man she worships.

"Can't you do something, Ralph—try, won't you?"

He looked at her with a queer, soft smile on his lips and in his keen eyes.

"Annabel," he said, "give me that rose you are wearing, will you?"

Hardly believing that she had heard him aright, she unpinned the bud from the bosom of her dress, and placed it in his hand. Jimmy stuffed it into his vest pocket, threw off his coat and pulled up his shirt sleeves. With that act Ralph D. Spencer passed away and Jimmy Valentine took his place.

"Get away from the door, all of you," he commanded, shortly.

He set his suitcase on the table, and opened it out flat. From that time on he seemed to be unconscious of the presence of anyone else. He laid out the shining, queer implements swiftly and orderly, whistling softly to himself as he always did when at work. In a deep silence and immovable, the others watched him as if under a spell.

In a minute Jimmy's pet drill was biting smoothly into the steel door. In ten minutes—breaking his own burglarious record—he threw back the bolts and opened the door.

Agatha, almost collapsed, but safe, was gathered into her mother's arms. Jimmy Valentine put on his coat, and walked outside the railings toward the front door. As he went he thought he heard a faraway voice that he once knew call "Ralph!" But he never hesitated. At the door a big man stood somewhat in his way.

"Hello, Ben!" said Jimmy, still with his strange smile. "Got around at last, have you? Well, let's go. I don't know that it makes much difference, now."

And then Ben Price acted rather strangely.

"Guess you're mistaken, Mr. Spencer," he said. "Don't believe I recognize you. Your buggy's waiting for you, ain't it?"

And Ben Price turned and strolled down the street.
Lesson 2
Lesson Two: Interpretation

Language Objectives
1a.) Students will develop interpretive questions.
1b.) Students will discuss the ending of the story in various grouping styles.

Content Objectives
1.) SWBAT analyze and interpret Ben Price’s decision not to arrest Jimmy Valentine.

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<th>Domain/Topic</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
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<tbody>
<tr>
<td>Reading and Writing</td>
<td>Students will develop two interpretive questions based on making inferences. Students will read the final section of the story, and complete an inference chart.</td>
<td>Students will develop two interpretive questions based on making inferences. Students will read the final section of the story, and complete an inference chart.</td>
<td>Students will develop one interpretive question in pairs based on making inferences. Students will pair read the final section of the story, and complete the inference chart.</td>
<td>Students will work in small groups and use phrase banks to write 4 “I Wonder Why….” questions about the ending of the story.</td>
<td>Students will work in small groups, and create 3 questions using their story details chart about the story by using sentence starters. They may write the questions in their L1 but attempt one question in English.</td>
</tr>
<tr>
<td>Character Analysis</td>
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<tr>
<td>Speaking and Listening</td>
<td>Students will judge the ending by engaging in a whole class discussion. The discussion will be based on two questions.</td>
<td>Students will judge the ending by engaging in a whole class discussion. The discussion will be based on two questions.</td>
<td>Students will illustrate Price’s decision at the end of the story by role playing in small groups. The focus is on one question.</td>
<td>Students will underline statements at the end of the story, which show Price’s decision, and share their statements in small groups with level one peers by negotiating meaning with thumbs up or down gestures if the statement showed a decision.</td>
<td>Students will work in small groups with level two students, and underline statements at the end of the story, which show Price’s decision. Students will negotiate meaning with thumbs up or down gestures if the statement showed a decision.</td>
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<tr>
<td>Analysis</td>
<td>Ben Price’s decision to not arrest Jimmy Valentine.</td>
<td>I think Ben Price.......... I believe Price’s ______ was....... I feel Ben Price made his decision because.............</td>
<td>didn’t arrest Jimmy Valentine because decision he knew he knows he felt he believed</td>
<td>Nouns (proper and common) Verbs Past/present tense</td>
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Lesson Two: Mainstream class with integrated ELL students. Total Class Time=60 minutes

Instructional Activities

Start and end the lesson with the objective for the day. Teacher will say content and language objective.

TSW

1.) T-Chart Review (ML) (5 minutes)

TSW
-view the t-chart from lesson one, which modeled good and bad decisions a person makes. (ML)

Level 2-1 will identify a good and bad decision on the chart by circling one they’ve made or someone they know. Level 5 and 4 will serve as peer tutors by being grouped with level 2 or 1 students.
Level 3 will turn and talk to a partner and name one good or bad decision they’ve made.

2.) Interpretive Questions (10 minutes)

TSW
-review inference charts and write down two questions. Students will be encouraged to ask interpretive questions, which are based on the inferences. (OL) Four students will volunteers their questions as a model. (ML)

Level 3 will work in pairs and develop one question.
Level 2-1 will have a model of an interpretive question on the board, and the teacher will frontload the word in context.

Example: Why is the sky blue?

The sky is blue because it was made that way.

3.) The End (20 minutes)

TSW
-read the final section of “A Retrieved Reformation,” and complete the inference chart. (OL)

Level 3 will read in small groups and add one inference and story detail to the chart.
Focus: Why does Ben Price let Jimmy go free?

Level 2 and 1 will read along with the teacher as the ending is read aloud to them. Students will focus on a targeted passage with a provided listening guide.

Reference Appendix 2.3 A and B  pg 31-32

Level 2 will work in small groups to write four "I wonder why" questions about the ending. Each group member will develop one question; ask their question, and practice speaking. Use inference chart from lesson one to view items.

Example:  "I wonder why Ben Price let Jimmy Valentine go."
"I wonder why Jimmy Valentine is Ralph Spencer."

Reference Appendix 2.3 C  pg 33

Level 1 will fill in and create three statements in small groups about the end of the story using their story details chart. Students will then match a statement to the question and say their questions and statements.

Example: Statement: Jimmy Valentine's name is now Ralph Spencer.
Question: What name does Jimmy Valentine go by now?

Statement: Ben Price says I don't know you Ralph Spencer.
Question: Why does Ben Price pretend to not know Ralph Spencer?

Statement: Ben Price let Jimmy go free.
Question: Why does Ben Price let Jimmy go free?

Reference Appendix 2.3 D  pg 34

4.) Group Discussion (15 minutes)

TSW - discuss the end of the story in small groups, based on the following two questions (OL)
- Why does Jimmy turn to leave immediately after freeing Agatha?
- What is it significant that Ben Price pretends not to know Jimmy?

Level 3 will role play the end of the story in pairs focusing on the decision Price made. Each student will switch character roles after 2 minutes. Based on the second question. (ML)

Level 2 and 1 will underline statements at the end of the story, which show Price's decision based on the two questions. (ML)

Levels 2 and 1 will gesture a thumbs up or down if they think the statement is a decision.
5.) Exit (10 minutes)

TSW

- answer one of the questions developed by S and hand it in. (ML)

Both level 2-1 will turn a statement into a question and hand it in.
Level 3 will answer one wonder why question handing it in.

Reference Appendix 2.5 A [e.g. 35]

Example for level 2-1

Jimmy Valentine is a free man.
How did Jimmy become a free man?

Example: I wonder why Jimmy Valentine changed his name to Ralph Spencer.

Answer: Jimmy Valentine changes his name because he wanted to start a new life.

Reference Appendix 2.5 B  [e.g. 3c]
“There isn’t a man nearer than Little Rock who can open that door,” said Mr. Adams, in a shaky voice. “My God! Spencer, what shall we do? That child—she can’t stand it long in there. There isn’t enough air, and, besides, she’ll go into convulsions from fright.”

Agatha’s mother, frantic now, beat the door of the vault with her hands. Somebody wildly suggested dynamite. Annabel turned to Jimmy, her large eyes full of anguish, but not yet despairing. To a woman nothing seems quite impossible to the powers of the man she worships.

“Can’t you do something, Ralph—try, won’t you?”

He looked at her with a queer, soft smile on his lips and in his keen eyes.

“Annabel,” he said, “give me that rose you are wearing, will you?”

Hardly believing that she had heard him aright, she unpinned the bud from the bosom of her dress, and placed it in his hand. Jimmy stuffed it into his vest pocket, threw off his coat and pulled up his shirt sleeves. With that act Ralph D. Spencer passed away and Jimmy Valentine took his place.

“Get away from the door, all of you,” he commanded, shortly.

He set his suitcase on the table, and opened it out flat. From that time on he seemed to be unconscious of the presence of anyone else. He laid out the shining, queer implements swiftly and orderly, whistling softly to himself as he always did when at work. In a deep silence and immovable, the others watched him as if under a spell.

In a minute Jimmy’s pet drill was biting smoothly into the steel door. In ten minutes—breaking his own burglarious record—he threw back the bolts and opened the door.

Agatha, almost collapsed, but safe, was gathered into her mother’s arms. Jimmy Valentine put on his coat, and walked outside the railings toward the front door. As he went he thought he heard a faraway voice that he once knew call "Ralph!" But he never hesitated. At the door a big man stood somewhat in his way.

“Hello, Ben!” said Jimmy, still with his strange smile. “Got around at last, have you? Well, let’s go. I don’t know that it makes much difference, now.”

And then Ben Price acted rather strangely.

“Guess you’re mistaken, Mr. Spencer,” he said. “Don’t believe I recognize you. Your buggy’s waiting for you, ain’t it?”

And Ben Price turned and strolled down the street.
1.) Agatha asks ________________ to do something.
   A. Ralph
   B. The girl’s mother

2.) Ralph Spencer acts like Jimmy again when _________________.
   A. He decided to help the girl
   B. He just feels like it

3.) As Jimmy went outside he heard _________________.
   A. a bird
   B. a voice

4.) Ben Price acts ________________ toward Jimmy Valentine.
   A. mean
   B. strange

5.) Ben Price says to Jimmy _________________.
   A. “Don’t believe I recognize you”
   B. “You’re arrested”
Level Two
Appendix 2.3 C
I Wonder Why Questions

Directions: Work in small groups to write four "I wonder why" questions about the ending. Each group member will develop one question, ask their question, and say their questions out loud. Then cut the questions into strips.

Model: I wonder why Agatha never knew Ralph Spencer was actually Jimmy Valentine.

I wonder why__________________________?

I wonder why__________________________?

I wonder why__________________________?

I wonder why__________________________?
Level One
Appendix 2.3 D

Directions: create three statements in small groups about the end of the story using your story details chart. Then match a statement to the question and say your questions and statements.

1.) Jimmy is used to_____________.

   fancy living or poor living

2.) Jimmy probably_____________ a lot.

   tells no lies or lies

3.) Create your own based on the chart using the same model as above.

Statements


2. Jimmy Valentine's name is now Ralph Spencer.

3. Ben Price says I don't know you Ralph Spencer.

Questions

What name does Jimmy Valentine go by now? ____

Why does Ben Price pretend to not know Ralph Spencer? ____

Why does Ben Price let Jimmy go free? ____
Exit Ticket
Level 3
Appendix 2.5 A

Directions: Answer one wonder why question you created and hand it in.

I wonder why
Directions: Turn the following statement into a question.

Statement: Jimmy Valentine cares for other people who have < less than him.

Question: Who__________________________?
Description Narrative

The following lesson was developed for students to learn how to develop interpretive questions and discuss endings in texts. Also, according to content students are developing analysis skills, through interpreting a character’s decision. Based on all the different language levels in the class, students are working on various tasks to meet the intended objective.

The modifications that were made for this lesson are students at level two and one are provided with a listening guide, during the read aloud of the ending. Students at level 3 will read in small groups. This grouping and modifying materials strategy is used during the third activity. Also, during this activity students are working in developing their questions, and this was modified for level two students by they are working on developing I wonder why questions using sentence starters. Level three students will continue to add an inference and story detail to their charts, but the focus is on the following question “Why does Ben Price let Jimmy go free? During this same activity, level one students will work in small groups to create three statements about the end of the story by using their story details chart from lesson one. However, the statements will have fill in the blanks and word boxes. Also, these students will need to create one statement based on the models and have to match a statement to the question. All of the activities encompass that all students in the groups have the chance to write, speak, and make a decision when finding the correct answer or developing an answer.

The exit ticket has also been modified for each level by, level two and one students will need to turn a provided statement into a question. Level three students will answer one of the I wonder why question they created. Level five and four will answer one of the questions they developed and hand that in.
Lesson 3
### Content Objectives

1. SWBAT justify Ben Price’s decision to let Jimmy Valentine go from his point of view.

### Language Objectives

1a.) Students will write a formal business letter, and become familiar with the language in letter writing - salutation, body, closing, and tone.

1b.) Students will dispute a decision.

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<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, Listening, and Writing</td>
<td>Students will dispute Price’s decision form his point of view by writing a formal business letter, which includes six key traits. Students will review story details and inferences chart for evidence to support their main idea.</td>
<td>Students will dispute Price’s decision form his point of view by writing a formal business letter, which includes four key traits. Students will review story details and inferences chart for evidence to support their main idea.</td>
<td>Students will work in pairs to brainstorm main ideas for the letter. Students will complete a graphic organizer and begin a writing a letter. Students will read a provided story details and inference chart, and be provided a student model of possible support for the letter.</td>
<td>Students will work in pairs to match the different components of a letter and write a letter with a provided word bank. During class, teacher will work with groups at intervals. Students may use their L1, but must attempt to write the words in English.</td>
<td>Students will work with a level two student to match the different components of a letter, and write a letter with a provided word bank. During class, teacher will work with groups at intervals. Students may use their L1, but must attempt to write the words in English.</td>
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</table>
### Lesson Three

<table>
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<th>Function</th>
<th>Situation/Topic</th>
<th>Expressions</th>
<th>Vocabulary/Phrases</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Argue      | In a formal business letter arguing Ben Price’s decision to let Jimmy Valentine go. | I believe that my______ to let Jimmy Valentine go could be justified by..............  
I did not arrest Jimmy Valentine because..............  
A business letter should have these three components | decision  
he was changing his life  
apprehending him wouldn’t have  
Body  
Salutation  
Closing | Verbs past and present tense (ing)  
Nouns  
Adjectives |
Lesson Three: Mainstream class with integrated ELL students. Total Class Time=60 minutes

Instructional Activities

Start and end the lesson with the objective for the day. Teacher will say content and language objective.

TSW

1.) (ML) (5 minutes)
   TSW
   -read the prompt for the business letter. (OL)

   Writing Situation
   In the story “A Retrieved Reformation” by O.Henry, Jimmy Valentine, a master safecracker who has turned his life around, is set to marry Annabel, a banker’s daughter who knows nothing about his former life. Jimmy, has vowed to never crack another safe, is compelled to do just that in order to rescue Annabel’s niece from the bank safe.

   Writing Directions
   Imagine that you’re Ben Price, the detective who has been relentlessly tracking Jimmy Valentine. Write a letter to your lieutenant, justifying your decision to let Jimmy Valentine walk away and continue his life as Ralph Spencer. Use evidence from the story to support your arguments. The letter should persuade your lieutenant that your decision was the correct one.

   Level 3-1 will have the prompt read aloud to them with pauses, different vocabulary, and sentence length. Also, a checklist of criteria for the letter will be provided.

   Reference Appendix 3.1

2.) Quick Write (OL) (5 minutes)
   TSW
   -complete the following quick write (OL)

   Ask students to do a five-minute quick write in answer to these questions:

   Why does Ben Price decide to let Jimmy Valentine go free? What made Ben change his mind about apprehending Jimmy?
Level 3 will complete the quick write with a partner using sentence starters.

Level 2 and 1 students will be in small groups together to fill out a quick write with provided fill in the blanks.

Reference Appendix 3.2 A and B

3.) Drafting a Business Letter (40 minutes)

TSW
- begin drafting a letter keeping in mind the six criteria attached to the prompt.
- consult their story details and inference charts for evidence to support their main idea.
- create their own graphic organizers or use the one provided to Level 3 students. (OL)

Level 3 will use a graphic organizer to develop a letter. Examples of main ideas will be provided. Then students will begin creating a letter in groups. A letter format will be provided. (ML)

Level 2 and 1 will fill out a letter that has already been done. The task is to fill in the blanks of the letter with the correct words from a word box. Students will be paired with one level two and one level one students. (ML)

Reference Appendix 3.3 A-D

4.) Exit (10 minutes) (ML)

TSW
- each student in levels five and four will be part of a group with students in levels 3-1. The students in levels five and four will read rough drafts of their letters to the groups.

Level 3-1 will self-assess their letters with a provided checklist.
Level 3 will work with their pair to self-assess their letter.
Level 2-1 will self-assess their letter with student from level 5-4 as peer tutors.

Note: The business letter will be the final assessment for the segmented lessons. Attached will be the rubrics for levels 5-4 and checklist for levels 3-1.

Reference Appendix 3.4 A-D
Writing Situation

Jimmy Valentine has turned his life around. (2 seconds)

He is set to marry Annabel. (2 seconds)

She knows nothing about his past life. (2 seconds)

Jimmy has promised to never steal again. (2 seconds)

Jimmy Valentine needs to save Annabel’s niece from the bank safe. (2 seconds)

Writing Directions/Prompt

Picture, you are Ben Price. (2 seconds)

Write a letter to your lieutenant, to give a good reason for letting Jimmy Valentine go. (2 seconds)

Use story details to support your arguments. (2 seconds)

The letter should persuade the lieutenant that your decision was correct. (2 seconds)
Directions: Complete the following quick write with a partner. Use the starters to complete the sentence.

1.) I believe Ben Price decided to let Jimmy Valentine free because

2.) I think Ben Price changed his mind about arresting Jimmy because
Quick Write
Level 2-1
Appendix 3.2 B

Directions: In small groups, fill out the quick write with a word to fill in the blank.

1.) I believe___________ let Jimmy Valentine go free because he was different.
   A. Agatha       B. Ben Price

2.) Ben Price changed his mind about taking_______1. ___________ because_______2. ________.
   1.) Jimmy Valentine or Agatha
   2.) He felt like it. or He saved a young girl.
This standard format will work for any business letter. Your ideas should be clearly expressed and formally presented.

**Heading** (position: left margin. Include: your address, the date)

**Inside address** (position: left margin, 4 lines below heading; include: person's name, title, address)

**Salutation** (position: 2 lines below inside address; forms: Dear Ms. Xxxxxxx: Dear Dr. xxxxxxx: Dear Customer Service: and the like; end the salutation with a colon)

**Body of letter** (position: 2 lines below the salutation)

**Closing** (position: 2 lines below the body; forms: Sincerely, Yours truly, and the like)

**Signature** (type your name 4 spaces below the closing and sign in the space between)
Dear Lieutenant: 

I let Jimmy Valentine_________ and let him keep living as __________ because I feel that he put his __________ at risk, and he came clean and told everyone that he___________. This shows that he become a new man. For example, he was going to marry__________. Jimmy has showed he was getting married and was serious about it because he gave away his___________. Arresting Jimmy now wouldn't be important.

__________Sincerely,

Ben Price

Word Bank

go a free man freedom body Annabel
Ralph Spencer closing robbed banks salutation tools
Dear Lieutenant:

I _______________ Jimmy Valentine ________________,

and let

him _______________ because ________________

_____ . For example, ________________.

Jimmy ________________.

Arresting ________________.

Sincerely,

Ben Price
Support for the business Letter

- Jimmy had led a good life for the past year.
- He had an honorable job.
- He was getting married.
- He was on his way to throw his burglary tools away.
- He was willing to give up his freedom to save a child.
- It seems that Valentine knew what he did was wrong and being in jail wouldn't help.
Writing Situation
In the story “A Retrieved Reformation” by O. Henry, Jimmy Valentine, a master safecracker who has turned his life around, is set to marry Annabel, a banker’s daughter who knows nothing about his former life. Jimmy, who has vowed to never crack another safe, is compelled to do just that in order to rescue Annabel’s niece from the bank safe.

Writing Directions
Imagine that you are Ben Price, the detective who has been relentlessly tracking Jimmy Valentine. Write a letter to your lieutenant, justifying your decision to let Jimmy Valentine walk away and continue his life as Ralph Spencer. Use evidence from the story to support your arguments. The letter should persuade your lieutenant that your decision was the correct one.

Keep in mind the following key traits as you compose your letter:

Key Traits (20 points)
Ideas
- Lists several examples of how Jimmy has become a new man
- Uses evidence from the text to support key points
- Answers any opposing arguments that the lieutenant might have about Ben’s decision

Organization (20 points)
- Includes a salutation, body, and closing that are appropriate for a formal business letter
- Addresses the reason for the letter in the first paragraph
- Structures the body paragraphs to logically support the writer’s claims made in the introductory paragraph
- Uses transitions to connect ideas

Voice (10 points)
- Uses a formal and respectful tone
- Conveys Ben’s personality and style, as reflected in the story

Word Choice (10 points)
- Uses language that is precise and appropriate for a formal letter

Sentence Fluency (5 points)
- Varies sentence structure and length

Conventions (10 points)
- Follows the conventions of written English

Total points = 75
Student Earned Points = 
Numerical Grade = 6
Level Four (ML)
Rubric for Writing Prompt
The following is how the business letter will be graded. Each trait will be assigned a point value.

Key Traits (20 points)
Ideas
• Lists at least three examples of how Jimmy become a new man
• Uses at least three pieces of evidence from the text to support key points

Organization (20 points)
• Includes, a salutation, body, and closing that are appropriate for a formal business letter
• Addresses the reason for the letter in the first paragraph
• Uses transitions to connect ideas

Word Choice (10 points)
• Uses language that is precise and appropriate for a formal letter

Conventions (10 points)
• Follows the conventions of written English

Total Points=60

Student Earned Points=

Numerical Grade=
Check List for the Persuasive Business Letter

Levels 2-1

1.) The salutation, body, and closing are labeled on the letter.

2.) All the correct words filled in the blanks.

3.) Five out of the ten words are filled in correctly.

4.) The letter shows understanding for a business letter.

5.) Each student has written, decided an answer, and read the letter out loud.
Levels 2-1 Check List for the Business Letter

This is how your business letter will be graded.
All 5 checks = 100
4 out of 5 checks = 90
3 out of 5 checks = 80
2 or 1 checks = 70

1.) The salutation, body, and closing are labeled on the letter._____

2.) All the correct words filled in the blanks._____

3.) Five out of the ten words are filled in correctly._____

4.) The letter shows understanding for a business letter._____

5.) Each student has written, negotiated a decision, and read the letter out loud._____

Appendix 3.4 D
Description Narrative

The following lesson was developed for students to learn how to write a persuasive business letter and to justify a decision through a written format. However, based on all the types of learning levels and writing levels in the mainstream classroom with integrated ELL students, the lesson had to be modified in a variety of ways.

The modifications that were made for this lesson are in activity one the prompt and writing situation were modified for levels 3-1 by adjusting the pace of speech used and modifying the written text with shorter phrases, step by step directions, and modified vocabulary. Also, the writing situation and directions were read aloud to all students at their specific level.

In the second activity, the quick write was adjusted for levels 3 by they completed the quick write with a partner and used sentence starters. Level two and one were to complete the quick write in small groups together and fill out the quick write with provided fill in the blanks. Level two and one were mixed in their groups. The third activity asked for all levels to draft a business letter. All students were able to use an organizer, but level 3 was given a specific model to follow, and levels two and one were to fill out a letter that was already done for them. Then level three would create a letter in groups with a provided letter format. They were also to match the different components of a business letter. All students were provided with the support for the business letter. However, levels two and one had modified texts for this using different vocabulary and sentence length.

The end of the lesson was for students in levels 3-1 to be grouped with level five and four students. The level five and four students are to read their rough drafts to the level 3-1 students as models. Level 3-1 students were to self-assess their letter with a checklist, which was modified from the original rubric. Level four actually only had to meet four of the key traits
from the provided rubric. Level 3 was to self-assess with a partner in their same level. However, level 2-1 self-assessed themselves but with peer-tutoring from a level five or four student.
Checklists
Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

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Grammar and Function Checklist

Grammar

Nouns

Nouns Common

Nouns proper

Verbs present tense

Verbs past tense

Adverbs

Adjectives

Functions

Make Inferences

Analysis

Argue

Persuade
Original Lessons
Jail Time or No? Re-thinking a Decision in O. Henry’s “A Retrieved Reformation”

WRITING PRODUCT: Persuasive Letter

Recommended time: Approximately class sessions

OVERVIEW
This lesson guides students through activities that focus on analyzing characters in O. Henry’s “A Retrieved Reformation.” It culminates in a persuasive letter, written from the point of view of Ben Price to his lieutenant, arguing that Ben’s decision not to arrest Jimmy Valentine was the correct one.

READING-WRITING CONNECTION
Lesson activities integrate literary response and analysis reading standards—emphasizing character analysis—and response-to-literature writing standards.

OBJECTIVES
Students will
- make inferences about the two main characters in the story
- analyze Ben Price’s decision not to arrest Jimmy Valentine
- review the business letter format
- write a formal business letter from the point of view of Ben Price, arguing that his decision to let Jimmy Valentine go was the right thing to do

READING FOR WRITING
Have students complete the following activities during and after reading to prepare for the writing assignment.

1. Make inferences
Tell students that they will be using details from the story to make inferences about the characters of Jimmy and Ben in “A Retrieved Reformation.” On the board, create a Story Details and Inferences chart that includes details and quotations about the two. Model how to make inferences based on the characters’ looks, actions, and speech and what others say about them. Then have students continue constructing their own charts by rereading the story in four sections, pausing between sections to record the details and inferences.

Section 1: Lines 1–65 (“A guard came to the prison shoe shop . . . He never touched ‘hard’ drinks.”)

Section 2: Lines 66–119 (“A week after the release of Valentine, 9762. . . gave information.”)

Section 3: Lines 120–173 (“Yes, there ought to be a. . . Well, I don’t know!”)
Section 4: Lines 175–256 ("The next morning Jimmy took breakfast . . . And Ben Price turned and strolled down the street.")

Have students reread sections 1, 2, and 3 first and complete activities 1 and 2 before proceeding to the last section.

Story Details and Inferences

<table>
<thead>
<tr>
<th>Section 1: Jimmy Valentine</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pardoned by the governor after serving only 10 months of a four-year sentence</td>
<td>He has important friends who do him favors.</td>
</tr>
<tr>
<td>Uses his rehabilitation money for food, wine, and a good cigar</td>
<td>Jimmy is used to fancy living.</td>
</tr>
<tr>
<td>Tosses a quarter into the hat of a blind man</td>
<td>Seems sympathetic to others’ misfortunes</td>
</tr>
<tr>
<td>Walks out with his suitcase full of burglary tools</td>
<td>Jimmy has no intention of giving up his profession.</td>
</tr>
</tbody>
</table>

See page 5 for a copy master of the blank chart.

2. Develop and ask questions
After reading each of the first three sections, have students review their charts and write down any questions that they have. Encourage students to ask interpretive questions for which there is no one right answer and which call for opinion, speculation, and conclusions based on the making of inferences. Have students volunteer their questions. Then make a list on the board so that, as a class, you can discuss as many unanswered issues as possible.

Possible questions that students might ask about section 1 include the following:
Why are people like the governor so fond of Jimmy?
Why would Jimmy want to perform another robbery when he just got out of jail?

3. Interpret the ending of "A Retrieved Reformation"
Reread the final section of the story and have students fill out the charts. Then stage a discussion of these final questions:
- Why does Jimmy turn to leave immediately after freeing Agatha?
- What is it significant that Ben Price pretends not to know Jimmy?
READING THE PROMPT

Present the following writing prompt to students. Ask them to underline or highlight the writing type, the central question to be addressed, and the most important elements in the Key Traits.

WRITING PROMPT

Writing Situation
In the story “A Retrieved Reformation” by O. Henry, Jimmy Valentine, a master safecracker who has turned his life around, is set to marry Annabel, a banker’s daughter who knows nothing about his former life. Jimmy, who has vowed to never crack another safe, is compelled to do just that in order to rescue Annabel’s niece from the bank safe.

Writing Directions
Imagine that you are Ben Price, the detective who has been relentlessly tracking Jimmy Valentine. Write a letter to your lieutenant, justifying your decision to let Jimmy Valentine walk away and continue his life as Ralph Spencer. Use evidence from the story to support your arguments. The letter should persuade your lieutenant that your decision was the correct one.

Keep in mind the following key traits as you compose your letter:

Key Traits
Ideas
- Lists several examples of how Jimmy has become a new man
- Uses evidence from the text to support key points
- Answers any opposing arguments that the lieutenant might have about Ben’s decision

Organization
- Includes a salutation, body, and closing that are appropriate for a formal business letter
- Addresses the reason for the letter in the first paragraph
- Structures the body paragraphs to logically support the writer’s claims made in the introductory paragraph
- Uses transitions to connect ideas

Voice
- Uses a formal and respectful tone
- Conveys Ben’s personality and style, as reflected in the story

Word Choice
- Uses language that is precise and appropriate for a formal letter

Sentence Fluency
- Varies sentence structure and length

Conventions
- Follows the conventions of written English

See page 6 for a copy master of the prompt and Key Traits.
PLANNING
After students have read the prompt, have them complete these activities to help them prepare their response.

1. Quickwrite
Ask students to do a five-minute quickwrite in answer to these questions:

**Why does Ben Price decide to let Jimmy go free? What made Ben change his mind about apprehending Jimmy?**

Sample
I think that Ben Price let Jimmy Valentine go free because of the true reformation that he sees in him. Putting his freedom and future at risk, Jimmy comes clean and publicly reveals his true profession. This selfless act is enough evidence to show that he had truly become a new man. The circumstances also aided Ben’s decision. Jimmy was about to start a new life, marrying Annabel and giving away his tools. It was clear that this was a significant turning point in Jimmy’s life. Arresting Jimmy now would serve no purpose.

2. Review Story Details and Inferences chart
Have students consult their Story Details and Inferences chart for evidence to support their main idea. Encourage students to go back to the story as necessary in order to add details and inferences to their charts.

The following is some of the evidence that the student ultimately uses as support:
- Jimmy had led an exemplary life for the past year.
- He had pursued an honorable profession.
- He was engaged to be married.
- He was on his way to get rid of his burglary tools.
- He was willing to give up his freedom and the new life he’d made for himself to save a child.
- It appeared that Valentine was already rehabilitated, and incarceration would not be helpful or warranted.

EVALUATION
Give students the criteria for an exemplary paper, as shown on the Key Traits section below the writing prompt. They may use this guide when revising their papers. Teachers can also adapt these criteria into a scoring rubric.
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