

English 12 PLC
April 13, 2026

PROPOSAL: To read *The Other Wes Moore: One Name, Two Fates* by Wes Moore in English 12 classes

The FCHS ELA department would like to include the following novel in the curriculum for English 12 beginning with the 2026-2027 school year and going forward.

Book	Synopsis	Awards & Honors
<p><i>The Other Wes Moore: One Name, Two Fates</i> by Wes Moore</p>	<p><u>From Goodreads:</u></p> <p>In December 2000, the Baltimore Sun ran a small piece about Wes Moore, a local student who had just received a Rhodes Scholarship. The same paper also ran a series of articles about four young men who had allegedly killed a police officer in a spectacularly botched armed robbery. The police were still hunting for two of the suspects who had gone on the lam, a pair of brothers. One was named Wes Moore.</p> <p>Wes just couldn't shake off the unsettling coincidence, or the inkling that the two shared much more than space in the same newspaper. After following the story of the robbery, the manhunt, and the trial to its conclusion, he wrote a letter to the other Wes, now a convicted murderer serving a life sentence without the possibility of parole. His letter tentatively asked the questions that had been haunting Who are you? How did this happen?</p> <p>That letter led to a correspondence and a relationship that lasted for several years. Through dozens of letters and prison visits, Wes discovered that the other Wes had led a life not unlike his own. Both had had difficult childhoods, both were fatherless; they'd hung out on similar corners with similar crews, and both had run into trouble</p>	<ul style="list-style-type: none">● New York Times Best Seller● Wall Street Journal Best Seller● Widespread praise from critics, including starred reviews in <i>Publishers Weekly</i> and <i>Kirkus Reviews</i>● Widely adopted for school curriculum in the State of Indiana

	<p>with the police. At each stage of their young lives, they had come across similar moments of decision, yet their choices would lead them to astonishingly different destinies.</p> <p>Told in alternating dramatic narratives that take readers from heart-wrenching losses to moments of surprising redemption, <i>The Other Wes Moore</i> tells the story of a generation of boys trying to find their way in a hostile world.</p> <p><u>About the Author:</u></p> <p>Westley Watende Omari Moore (born October 15, 1978) is an American politician, businessman, author, and former U.S. Army officer, serving as the 63rd governor of Maryland since 2023.</p>	
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CONNECTION TO: English 12 Indiana State Standards

The following Indiana state standards will be addressed through the exploration of *The Other Wes Moore: One Name, Two Fates* by Wes Moore:

- 11-12 RC.1- Analyze what a text says explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis, including where the text leaves matters uncertain.
- 11-12 RC.3- Analyze and evaluate how an author’s choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall meaning and effect of a work.
- 11-12 RC.5 - Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea.
- 11-12 RC.6- Analyze a complex set of ideas or sequence of events and explain how specific ideas, events, and individuals develop throughout the text.

- 11-12 RC.7- Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), and analyze how style and content contribute to the power and persuasiveness of the text.
- 11–12 RC.9- Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.
- 11-12 RC.14 - Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
- 11-12 W.1- Write arguments in a variety of forms that:
 - a. Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Use rhetorical strategies to enhance the effectiveness of the claim.
 - c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - d. Use effective and varied transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - e. Establish and maintain a consistent style and tone appropriate for the purpose and audience.
 - f. Provide a concluding statement or section that follows and supports the argument presented.
- 11-12.W.2 – Write informative compositions on a variety of topics that:
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
 - b. Utilizing credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- d. Choose language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
 - e. Establish and maintain a style appropriate for the purpose and audience.
 - f. Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- 11-12.W.3 – Write narrative compositions in a variety of forms that:
 - a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
 - b. Create a smooth progression of experiences or events.
 - c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.
 - d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - f. Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative.
- 11-12.W.5 – Research
 - Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
- 11-12 CC.1 Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
- 11-12 CC.2 Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.