

# Unit #2 - Literary Analysis 2023

Content Area: **English**  
Course(s): **English I**  
Time Period: **September**  
Length: **Marking Period 2**  
Status: **Published**

## **Unit Overview:**

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Students will be able to read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

## **Essential Questions:**

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Can the students read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it?

Can students cite specific textual evidence when writing or speaking to support conclusions drawn from the text?

Can students determine central ideas or themes of a text and analyze their development?

Can students summarize the key supporting details and ideas?

Can students analyze how and why individuals, events, and ideas develop and interact over the course of a text?

Can students write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence?

## **Enduring Understandings:**

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Writers write arguments to support claims in an analysis of a topic or text, using valid reasoning and relevant and sufficient evidence.

Good readers interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.

Writing includes analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

Readers assess how point of view or purpose shapes the content and style of a text.

Readers determine or clarify the meaning of unknown and multiple-meaning words and phrases

Readers use context as a clue to the meaning of a word or phrase.

Good readers and writers use academic and domain-specific words and phrases.

Good writers write to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

### **Standards/Indicators/Student Learning Objectives (SLOs):**

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**NJLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**NJLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**NJLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

### **Career Readiness, Life Literacies, & Key Skills:**

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Writing:

- MLA Formatting
- Clear Claims
- Thesis Statements
- Textual Evidence

- Analysis

- Reasoning

Reading:

- Annotating

- Theme

- Author's Purpose

- Character Development

- Cause/Effect

- Compare/Contrast

Critical Language:

- Purpose

- Intent

- Craft

- Structure

- Syntax

- Diction
- Inference
- Reasoning
- Synthesis

### **Inter-Disciplinary Connections:**

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### **Equity Considerations**

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### **Amistad Mandate**

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Topic: Rhetorical Analysis

Materials Used: MLK, "I Have a Dream"

Addresses the Following Component of the Mandate: Vestiges of Slavery in this Country

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

## **Holocaust Mandate**

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Topic: Rhetorical Analysis

Materials Used: Ted Talk, "How the Magic of Kindness helped me survive the Holocaust"

Addresses the Following Component of the Mandate: Holocaust Studies

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

## **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses): Rhetorical Analysis

Materials Used: "America's Most Important Gay-Rights Speech?" by Richard Socarides

Addresses the Following Component of the Mandate: Political / Social

- Economic
- Political
- Social

## **Climate Change**

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Topic: Rhetorical Analysis

Materials Used: President Obama's "No Nation is Immune" speech

Addresses the Following Components: Political, Social

## **Asian American Pacific Islander Mandate**

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Topic (Person and Contribution Addresses): Rhetorical Analysis

Materials Used: "Fish Cheeks" by Amy Tan and "Folding Wontons In" by Abraham Chang

Addresses the Following Component of the Mandate: Social

- Economic
- Political
- Social

### **Summative Assessment:**

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Using one or more texts as source material, students will compose a four-paragraph literary analysis essay. Students will identify an author's use of literary devices and explain how these literary devices enhance the text's theme. The students' writing will be assessed using a common scoring rubric. The rubric will be shared with the students at the outset of the unit.

- Literary Analysis Task

### **Benchmark**

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Skills-based assessment

Reading responses

Writing responses

### **Alternative Assessment**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Materials:**

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### Non-Fiction:

- MLK “I Have a Dream”
- John Lewis, “Speech at the March on Washington”
- Achieve 3000
- Actively Learn
- IXL
- Common Lit
- Newsela
- KellyGallagher.org

### Fiction:

- “The Landlady” Roald Dahl
- “Presence” Hayes Davis
- “MVP” Clare Mishica
- “The Raven” Edgar Allen Poe

- “Masque of the Red Death” Edgar Allen Poe
- “The Lottery” Shirley Jackson
- “The Necklace” Guy De Maupassant
- “Gift of the Magi” O. Henry
- “A Good Man is Hard to Find” Flannery O’ Connor
- “Good Country People” Flannery O’ Connor

#### Teacher Resources:

- Promethean Board
- Classroom
- Google Slides
- Common Lit
- Achieve 3000
- IXL
- Quizlet
- Turnitin
- Read&Write
- Youtube

#### Student Resources

- Chromebook
- Literary Packet
- Study Guides
- Novels

- Print Media
  
- NoRedInk

### **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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- Jigsaw
- Peer-Review
- Flash Cards
- Quizlet
- Blooket
- Pre-writing Activities
- Exit Ticket
- Self-Reflection
- Direct Instruction
- Outlining
- Graphic Organizers
- Brainstorming
- Peardeck
- Kahoot!
- Modeling
- Differentiated Instruction

### **Formative Assessment:**

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- LAT Organizer
- Multiple Choice
- Short Constructed Response

### **Modifications**

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### **G&T Modifications:**

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- Alternate assignments/enrichment assignments

- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating

- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

### **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

### **Technology Materials and Standards**

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