

# 2023 ELA 7 - Unit 2: Literary Analysis

Content Area: **Language Arts Literacy**  
Course(s): **Language Arts Literacy**  
Time Period: **September**  
Length: **1**  
Status: **Published**

## Alternative Assessment(s)

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- Performance tasks
- Project-based assignments
- Problem-based assignments
- Presentations
- Reflective pieces
- Concept maps
- Case-based scenarios
- Portfolios

## Benchmark

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- Skills-based assessment
- Reading responses
- Writing responses

## Unit Overview

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Literary Analysis - Students will read works of exceptional craft and thought whose range extends across genres and cultures. Such works offer insight into the human condition and serve as models for students' thinking and writing. Texts include high-quality contemporary works, as well as the classics. Through wide and deep reading of literature and literary nonfiction, students will gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate arguments; and the capacity to face challenges posed by complex texts. Students will gain the capacity to surmount the challenges posed by complex texts. Students will learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to communicate clearly and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. Students will take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner.

Students will gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. Literary Analysis tasks require students to read two literary texts that are intentionally paired due to common themes. Students read the texts, analyze each text individually as well as the texts as a pair, and then write an analytical essay.

## Standards

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LA.RI.7	Reading Informational Text
	Key Ideas and Details
	Integration of Knowledge and Ideas
	Range of Reading and Level of Text Complexity
LA.W.7.2	Text Types and Purposes
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	Production and Distribution of Writing
	Research to Build and Present Knowledge
LA.SL.7.1	Range of Writing
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	LA.SL.7.2
	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.SL.7.3	LA.SL.7.3
	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
	Presentation of Knowledge and Ideas

## Content-Specific Focus Skills

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### Reading

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- Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

### Writing

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- Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

## **Critical Language**

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Introduction paragraph (Hazel Bought All the Carnations)

-hook

-backstory

-argument/thesis

-claims

Body paragraphs

-I.C.E. format (introduce the claim, cite evidence, explain)

Closing paragraph

-Repeat B.A.C. (backstory, argument, claim) and mic drip (lesson learned)

Theme

Figurative language

## **Summative Assessment**

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- LAT (literary analysis task) essay based off of literature read in class to discuss a common theme and how POV differ amongst the protagonists

- Multiple choice quizzes/tests on content
- Test on content & literary devices

## **Formative Assessments**

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- Do Now
- Exit ticket
- Grammar quizzes
- Journal entries
- Verbal or nonverbal check-ins
- Vocabulary quizzes

## **Resources and Materials**

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Accelerated Reader - independent reading program

Achieve 3000

Actively Learn

IXL

Quizlet

Blooket

"A Christmas Carol" (play version)

Tuesdays with Morrie (excerpt - chapter about money)

## **Modifications**

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### **IEP & 504 Modifications**

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### **At-Risk Modifications**

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## **ELL Modifications**

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## **G&T Modifications**

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## **Technology Materials and Standards**

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## **Computer Science and Design Thinking Standards**

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## **Equity Considerations**

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## **Amistad Mandate**

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Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- 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:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

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### **LGBTQ and Disabilities Mandate**

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

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### **Climate Change**

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### **Asian American Pacific Islander Mandate**

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic

- Political
- Social