Unit 2: Literary Analysis 2023 (Resource)

Content Area: **English**
Course(s): **Language Arts Literacy**
Time Period: **November**
Length: **Approximately 60 days**
Status: **Published**

Unit Overview:

Unit 2 Literary Analysis - Students will read works of exceptional craft and thought whose range extends across genres, cultures, and centuries. 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. To become college and career ready, students must grapple with works of exceptional craft and thought whose extending across genres, cultures, and centuries. 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 to an external, sometimes unfamiliar audience, 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.

New technologies and digital texts will confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

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/Indicators/Student Learning Objectives (SLOs):

ANCHOR STANDARDS:

Key Ideas and Details

NJSLSA.R1. 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.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.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.

NJSLSA.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.

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

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Text Types and Purposes

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

8th Grade Progress Indicators:

Key Ideas and Details

RL.8.1. 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.

RL.8.2. 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.

RL.8.3. 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. Craft and Structure

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. 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.

RL.8.6. 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.

Integration of Knowledge and Ideas

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Text Types and Purposes

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

   A. 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).

   B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

   C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal style/academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Knowledge of Language

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g. verbal irony, puns) in context.

B. Use the relationship between particular words to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Content-Specific Focus Skills:

Critical Language:

- Introduction

- Hook
- Back Story
- Thesis
- Claim

- Conclusion

- Theme

- Mood

- Irony

- Citation

Summative Assessment:

- Alternate Assessment (when indicated per IEP)

- Benchmark

- Essay

- Lexia; Achieve3000; IXL; Instructional Software (Reports)

- Marking Period Assessment: Literary Analysis Essay Prompt: In class, we have spent time reading and analyzing "A Retrieved Reformation" by O. Henry and "Thank You, Ma'am" by Langston Hughes.   In an essay, compare and contrast how each text demonstrates the general theme of redemption.

- Multiple choice tests on the readings

- Projects based on the theme of Redemption

- Reading Inventory

- STAR

- 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.

- Writing Portfolio

Benchmark (Assessments):

Skills-based assessment
Reading responses
Writing responses

Alternative Assessment(s):

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

Resources & Materials:

- Accelerated Reading - independent novel choices, independent non-fiction choices
- Textbook selections
- "Thank You Ma'am"- Langston Hughes
- "A Retrieved Reformation" -O'Henry
- "The Tell Tale Heart" -Edgar Allen Poe
- "The Raven" - Edgar Allen Poe - poetry
- "The Adventure of Speckled Band" - Sherlock Holmes Mystery - Arthur Conan Doyle
- "The Hounds of Baskerville" from the TV show *Sherlock*
- "A Retrieved Reformation" by O. Henry
  "The Children of Loki" by Neil Gaiman
  "Orpheus" by Olivia Coolidge
  "Time Enough at Last" from The Twilight Zone
  "The Present" by Simon Rich
  "The Interlopers" by Saki
  "The Storyteller" by Saki
- Author studies, symbolism,

Formative Assessment:

- Anticipatory Set
- Closure
- Lexia; Achieve3000; IXL; Instructional Software (Progress Monitoring)
- Vocabulary Quizzes
- Warm-Up

Equity Considerations

Amistad Mandate

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

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic:

- Social/artistic contributions of LGBTQ individuals
- Portrayals of neurodivergent characters in popular media

Materials Used:

- "The Interlopers" and "The Storyteller" by Saki (HH Munro)
- "Thank You, Ma'am" by Langston Hughes
- "The Hounds of Baskerville" from the TV show *Sherlock*

Addresses the Following Component of the Mandate:

- Social

- Economic
- Political
- Social

Asian American and Pacific Islander Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

Topic:

- Human effects upon the environment/weather

Materials Used:

- "Time Enough at Last" from *The Twilight Zone*

Addresses the Following Component of the Mandate:

- Media affecting and managing audience experience and create intention when addressing global issues including climate change.

Modifications

G&T Modifications:

- 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:

- 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

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:

*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; accommodations and modifications include, but aren't limited to) -

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Breaking larger assignments/projects into shorter tasks w/ clear deadlines for each section
- 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

- Modeling; Examples

- 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

- Small Groups and 1:1 assistance as needed

- 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

Computer Science and Design Thinking Standards