

Unit 04 Literature Analysis and Criticism

Content Area: **English**
Course(s): **English 1**
Time Period: **Marking Period 2**
Length: **5 weeks**
Status: **Published**

Unit Introduction

Students will read analysis and criticism to understand points made and follow logical progression of the argument or critique. Students will evaluate and analyze the support for the arguments.

Progress Indicators for Reading Literature

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| LA.RL.9-10.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| LA.RL.9-10.5 | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). |
| LA.RL.9-10.6 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |

Progress Indicators for Reading Informational Text

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| LA.RI.9-10.5 | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
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Progress Indicators for Writing

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| LA.W.9-10.1.E | Provide a concluding paragraph or section that supports the argument presented. |
| LA.W.9-10.2.F | Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| LA.W.9-10.3.E | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| LA.W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.9-10.6 | Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| LA.W.9-10.9 | Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. |

LA.W.9-10.10

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.

Progress Indicators for Speaking and Listening

LA.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

LA.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

LA.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Progress Indicators for Language

LA.L.9-10.5.A

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

LA.L.9-10.5.B

Analyze nuances in the meaning of words with similar denotations.

LA.L.9-10.6

Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Essential Questions

- How can words in context help a person communicate more effectively in the world?
- How do the part of speech and the context clues help in correct use of new or unfamiliar words?
- What are different ways that an argument or position paper can be structured?
- What types of support can be used to further a position?
- What elements of writing are examined in analytical writing?

Content/Skills

1. Words in Context and Rhetorical/Literary Terms

2. Possible Literature Selections:

Monster, The Count of Monte Cristo, Things Fall Apart, The Black Count