

Unit 07 Literary Analysis: Writing

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

Unit Introduction

Students will bring together the knowledge and skills from the preceding units to analyze literature, including making claims and supporting with evidence, as well as interpreting and making connections. Students will engage in academic discussion based on literature as well provide thoughtful feedback on peer writing.

Progress Indicators For Reading Literature

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| LA.RL.9-10.7 | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). |
| LA.RL.9-10.8 | (Not applicable to literature) |
| LA.RL.9-10.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare). |

Progress Indicators For Reading Informational Text

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| LA.RI.9-10.7 | Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| LA.RI.9-10.8 | Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. |
| LA.RI.9-10.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts. |

Progress Indicators For Writing

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| LA.W.9-10.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge |
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level and concerns.

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| LA.W.9-10.1.C | Use transitions (e.g., words, phrases, clauses) 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. |
| LA.W.9-10.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.9-10.1.E | Provide a concluding paragraph or section that supports the argument presented. |
| LA.W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| 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.B | Apply grades 9–10 Reading standards to nonfiction informational (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). |

Progress Indicators For Speaking and Listening

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| LA.W.9-10.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| LA.W.9-10.1.C | Use transitions (e.g., words, phrases, clauses) 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. |
| LA.W.9-10.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.9-10.1.E | Provide a concluding paragraph or section that supports the argument presented. |

Progress Indicators For Language

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| LA.L.9-10.1.A | Use parallel structure. |
| LA.L.9-10.1.B | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| LA.L.9-10.2.A | Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. |
| LA.L.9-10.2.B | Use a colon to introduce a list or quotation. |
| LA.L.9-10.2.C | Spell correctly. |
| | Knowledge of Language |

Essential Questions

How does vocabulary help people communicate effectively?

How is the development of our language influenced by other cultures?

How do writers effectively communicate ideas, thoughts, and opinions using appropriate writing skills?

How do writers apply the processes of brainstorming, writing multiple drafts, editing, and revising?

How do writers effectively critique another's work?

Content

Literature May Include:

Satrap's *Persepolis*