

**Grade 11, 1<sup>st</sup> Quarter, Unit 2**  
**Introduction to Literary Texts**

**Number of Instructional Days:** 15-20

**Overview**

Students will read eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature and demonstrate an understanding of how two or more texts from the same period treat similar themes or topics. Students will read this literature to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. They will determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, provide an objective summary of the text, determine the meaning of words and phrases as they are used in the text including figurative and connotative meanings, analyze the impact of specific word choices on meaning and tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Students will also write informative/explanatory texts to examine and convey complex ideas. They will select, organize, and analyze content appropriate for their writing. Students should be able to use a variety of formatting, graphics, and multimedia to enhance understanding. They will thoroughly develop a topic by selecting the most significant and relevant facts, extending definitions, and using concrete details, quotations, and other information. They will provide a logical conclusion that articulates the significance of the topic. They will draw evidence from literary or informational texts to support analysis, reflection, and research.

In addition, students will write **short** narratives. They will develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. They will engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. Throughout the narrative, they will create a smooth progression of experiences or events; use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution); use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Students will 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 and vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

They will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies, use context as a clue to the meaning of a word or phrase, identify and correctly use patterns of word changes that indicate different meanings or parts of speech, consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage, verify the preliminary determination of the meaning of a word or phrase, demonstrate understanding of figurative language, word relationships, and nuances in word meanings, interpret figures of speech in context and analyze their role in the text, and analyze nuances in the meaning of words with similar denotations.

### Concepts to be Learned and Skills to be Used

- CITE **strong and thorough textual evidence** to **SUPPORT analysis of what the text says explicitly as well as inferences drawn from the text**, including determining where the text leaves matters uncertain.
- DETERMINE **two or more themes or central ideas of a text** and **ANALYZE** their **development over the course of the text**, including how they interact and build on one another to **PRODUCE a complex account**
- PROVIDE an **objective summary of the text**
- ANALYZE the **impact of specific word choices** on meaning and tone
- DEMONSTRATE knowledge of eighteenth-, and nineteenth-, and early-twentieth-century **foundational works of American literature**
- DETERMINE how **two or more texts from the same period treat similar themes or topics**
- WRITE **informative/explanatory texts** to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- INTRODUCE a **topic**
- ORGANIZE **complex ideas, concepts, and information** so that each new element builds on that which precedes it to create a unified whole
- INCLUDE **formatting** (e.g., headings), **graphics** (e.g., figures, tables), and **multimedia** when useful to aiding comprehension.
- DEVELOP the **topic** thoroughly by selecting the most significant and **relevant facts, extended definitions, concrete details, quotations, or other information, and examples** appropriate to the audience’s knowledge of the topic
- PROVIDE a **concluding statement or section** that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)
- WRITE **narratives** to DEVELOP real or imagined **experiences or events USING effective technique, well-chosen details, and well-structured event sequences**

- ENGAGE and ORIENT the **reader** by SETTING OUT a **problem, situation, or observation** and its significance, ESTABLISHING **one or multiple point(s) of view, and introducing a narrator and/or characters**
- CREATE a **smooth progression of experiences or events**
- USE **narrative techniques**, such as **dialogue, pacing, description, reflection, and multiple plot lines**, to DEVELOP **experiences, events, and/or characters**
- USE a variety of **techniques** to SEQUENCE **events** so that they build on one another to CREATE a **coherent whole** and BUILD toward a **particular tone and outcome** (e.g., a sense of mystery, suspense, growth, or resolution).
- USE **precise words and phrases, telling details, and sensory language** to CONVEY a **vivid picture of the experiences, events, setting, and/or characters**
- PROVIDE a **conclusion** that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
- DRAW **evidence** from literary or informational texts to support analysis, reflection, and research
- 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
- VARY **syntax** for effect, CONSULTING **references** for guidance as needed
- APPLY an **understanding of syntax** to the study of complex texts when reading
- DETERMINE or CLARIFY the **meaning of unknown and multiple-meaning words and phrases** based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- USE **context** (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase
- IDENTIFY and correctly USE **patterns of word changes** that indicate different meanings or parts of speech
- CONSULT general and specialized **reference materials** both print and digital, to find the pronunciation of a word or determine or CLARIFY its **precise meaning, its part of speech, its etymology, or its standard usage**
- VERIFY the **preliminary determination of the meaning of a word or phrase**
- DEMONSTRATE **understanding of figurative language, word relationships, and nuances in word meanings**
- INTERPRET **figures of speech** in context and ANALYZE their **role in the text**
- ANALYZE **nuances** in the meaning of words with similar denotations

### Essential Questions

*This section lists two to six essential questions students should be able to answer by the end of this unit of study. While these questions will relate directly to the unit and represent the big ideas of the unit, they should be relatively broad and open-ended in nature, and should not be easily answered with a “yes” or “no” answer.*

- When reading literary texts, how does an author’s word choice affect the reader’s understanding of and reaction to the text?
- What techniques does the author use to develop theme?
- What common themes are developed within a specific literary time period? How do authors from the same time period treat these similar themes?
- What techniques can you use to create an effective introduction?
- How do you select and evaluate evidence to support writing for informational writing?
- What effective narrative techniques and details can you use to create an engaging and well-structured short narrative piece?

### Written Curriculum

#### Grade-Level Expectations

*The Common Core standards for this unit are listed in their complete form, including all numbering and standard information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one standard in this section.*

#### Standards that are the *Focus* in the Unit of Study:

RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4: Determine the meaning of words and phrases as they are used in the text including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

L.11-12.3 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.

L.11-12.3a Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

L.11-12.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

L.11-12.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

L.11-12.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5b Analyze nuances in the meaning of words with similar denotations.

**Standards that *Reinforce* the Unit of Study Focus Standards:**

RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation conventions.
- b. Spell correctly.

**Standards the *Recur* through many/all of the Units of Study:**

RL.11-12.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

L.11-12.6: 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.

**Clarifying the Standards**

*Key: RL= Reading Standards for Literature, RI=Reading Standards for Informational Text, W=Writing Standards, SL=Speaking and Listening Standards, L = Language Standards*

**RL** - In the previous grade span (9-10) students were asked to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **As they move to grades 11 and 12, students must also determine where the text leaves matters uncertain.**

In the previous grade span (9-10), students determine a theme or central idea of the text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **As they move to grades 11 and 12,**

**students must determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.**

In the previous grade span (9-10), students determine the meanings of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. **As they move to grades 11 and 12, students must build upon this by including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.**

In the previous grade span (9-10), students analyze how an author draws on and transforms source material in a specific work. **As they move to grades 11 and 12, students demonstrate knowledge of 18<sup>th</sup>, 19<sup>th</sup>, and early 20<sup>th</sup> century foundational works of American literature including how two or more texts from the same period treat similar themes or topics.**

**W**— In the previous grade span (9-10), students were asked to write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **As they move to grades 11 and 12, they are expected to organize information so that each new element builds on that which precedes it to create a unified whole. They must develop the topic thoroughly by selecting the most significant and relevant facts and evidence.**

In the previous grade span (9-10), students wrote narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. They engaged and oriented the reader by setting out a problem, situation, or observation establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. They used narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; a variety of techniques to sequence events so that they build on one another to create a coherent whole; precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and provided a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **In grades 11 and 12, students will continue practicing these skills while also establishing the significance of the problem, situation, or observation. They will also use a variety of techniques to build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).**

In the previous grade span (9-10), students drew evidence from literary or informational texts to support analysis, reflection, and research. They applied grades 9-10 reading standards to literary non-fiction. **As they move to grades 11 and 12, they continue to practice these skills while reading texts appropriate for grades 11-12.**

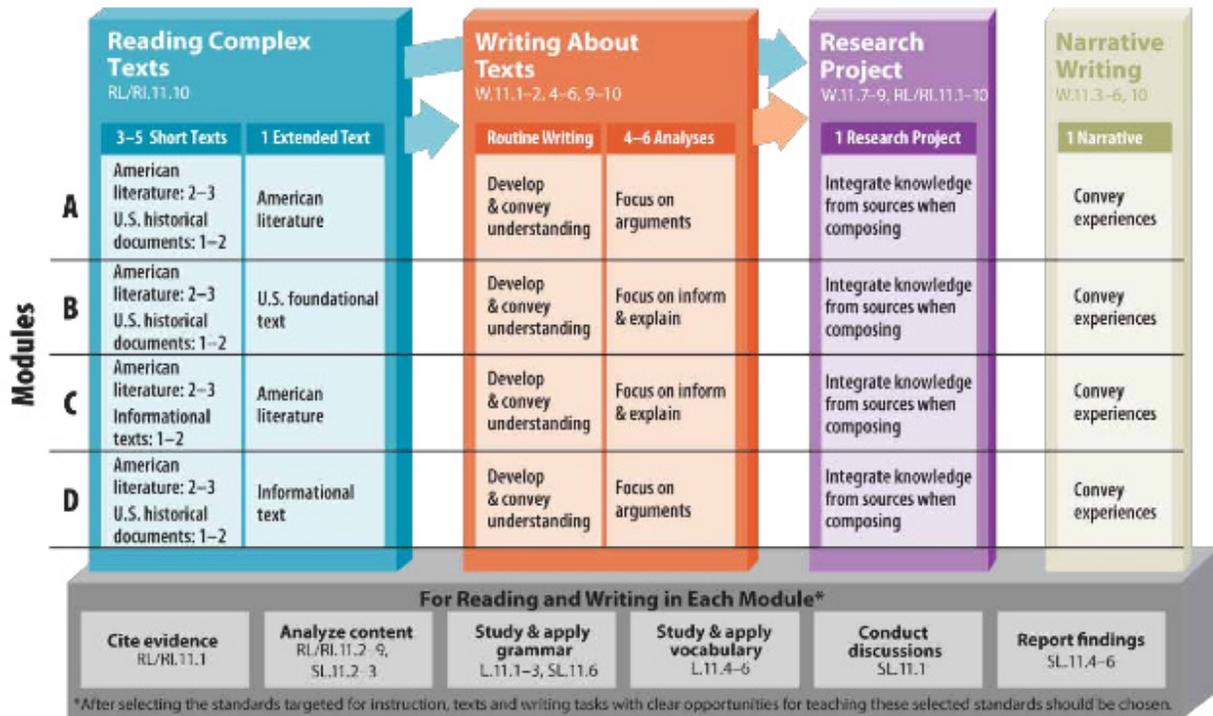
**L**— In the previous grade span (9-10), students were asked to apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style,

and to comprehend more fully when reading or listening. They were asked to write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. **In grades 11 and 12, students are asked to vary syntax for effect, consulting references (e.g. Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.**

In the previous grade span (9-10), students were asked to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. They were also asked to use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. They also had to identify and correctly use patterns of word changes that indicate different meanings or parts of speech. They also had to consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Lastly, they had to verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **In grades 11 and 12, students will continue practicing these skills while also consulting reference materials for the standard usage of words.**

In the previous grade span (9-10) students had to demonstrate understanding of figurative language, word relationships, and nuances in word meanings, interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text, and analyze nuances in the meaning of words with similar denotations. **In grades 11 and 12, students will continue practicing these skills.**

Resources



*Writers Inc.*, Senbranek, Patrick, Dave Kemper, and Verne Meyer

*Writing for Understanding*, The Vermont Writing Collaborative

*AchievetheCore.org*

*ReadWriteThink.org*

*WebEnglishTeacher.com*

**Terminology**

Analysis - The process and method of studying the nature of something or of determining its essential features and their relationships. It can also include examining the parts of something ( such as a text, topic, etc.) to come to a more thorough understanding of the whole.

Characterization- portrayal; description: the actor's characterization of a politician. The creation and convincing representation of fictitious characters.

Conjunctive - serving to connect; serving to connect two clauses or sentences, as however

Connotation - Refers to the association that is connected to a certain word or the emotional suggestions related to that word.

Craft - An art, trade, or occupation requiring special skill. Author's craft is the style and techniques a writer uses to create an interesting piece.

Delineate - To portray in words; describe or outline with precision

Denotation - The explicit or direct meaning or set of meanings of a word or expression, as distinguished from the ideas or meanings associated with it or suggested by it; the association or set of associations that a word usually elicits for most speakers of a language, as distinguished from those elicited for any individual speaker because of personal experience. Compare connotation.

Diction - Style of speaking or writing as dependent upon choice of words: good diction.

The accent, inflection, intonation, and speech-sound quality manifested by an individual speaker, usually judged in terms of prevailing standards of acceptability; enunciation.

Evaluate - To judge or determine the significance, worth, or quality of; assess

Evidence - Facts, figures, details, quotations, or other sources of data and information that provides support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline.

Figurative language - Language used to create a special effect or feeling. It is characterized by language that compares (simile/metaphor) exaggerates (hyperbole), and means something other than what it first appears to mean. Other figurative language techniques are personification, alliteration, onomatopoeia, idioms, etc.

Formal Style - Speech or writing marked by precise use of language. Contrast with informal style.

Imagery - the formation of mental images, figures, or likenesses of things, or of such images collectively: the dim imagery of a dream.

Informal Style - Speech or writing marked by casual, familiar, and sometimes colloquial (slang) use of language.

Informational Text - Text designed to convey factual information rather than tell a story. Informational text may employ techniques such as lists, comparing/contrasting, cause and effect, graphs and charts.

Literary Text - Text designed to convey imaginative information and perhaps tell a story.

Point of View - The perspective from which a speaker or writer recounts a narrative or presents information.

Reflection - Careful thought or consideration.

Rhetoric - The art of speaking and writing effectively.

Structure - Anything composed of parts arranged together in some way; an organization; The relationship or organization of the component parts of a work of art or literature: the structure of a poem.

Subjunctive - Noting or pertaining to a mood or mode of the verb that may be used for subjective, doubtful, hypothetical, or grammatically subordinate statements or questions, as the mood of be in if this be treason.

Summarize - To state or express in a concise form.

Syntax - The study of rules for the formation of grammatical sentences in a language. The study of the patterns of formation of sentences and phrases from words.

Synthesize - To form a new idea from many parts or elements (opposed to analyze): to synthesize a statement.

Theme - A central idea, concern, or purpose in a literary work.

Verbals - A word, particularly a noun or adjective, derived from a verb.

Voice - The literary term used to describe the individual writing style of an author. Voice was generally considered to be a combination of a writer's use of syntax, diction, punctuation, character development, dialogue, etc.