

**Grade 11, 3rd Quarter, Unit 1**  
**Reading and Responding to Literary Texts**

**Number of Instructional Days:** 20 – 25

**Overview**

While reading literary texts, students 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. They will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. They will also analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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.

Students will also integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**Concepts to be Learned and Skills to be Used**

- 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 **how an author's choices** concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact
- ANALYZE a **case in which grasping point of view** requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- 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)
- INTEGRATE **multiple sources of information** presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and **SOLVE problems**, evaluating the credibility and accuracy of each source and **NOTING any discrepancies** among the data

### 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 texts, how does an author’s word choice affect the reader’s understanding of and reaction to the text?
- How does the way an author structures a text affect the reader’s understanding and reaction to the text?

### 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.11-12.2: 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.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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.

SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

### **Standards that *Reinforce* the Unit of Study Focus Standard**

RI.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.

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.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

W.11-12.4: 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.)

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.)

**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.

RI.11-12.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11.CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.11-12.10: 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.

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.

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.

- a. 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.11-12.6: 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 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.**

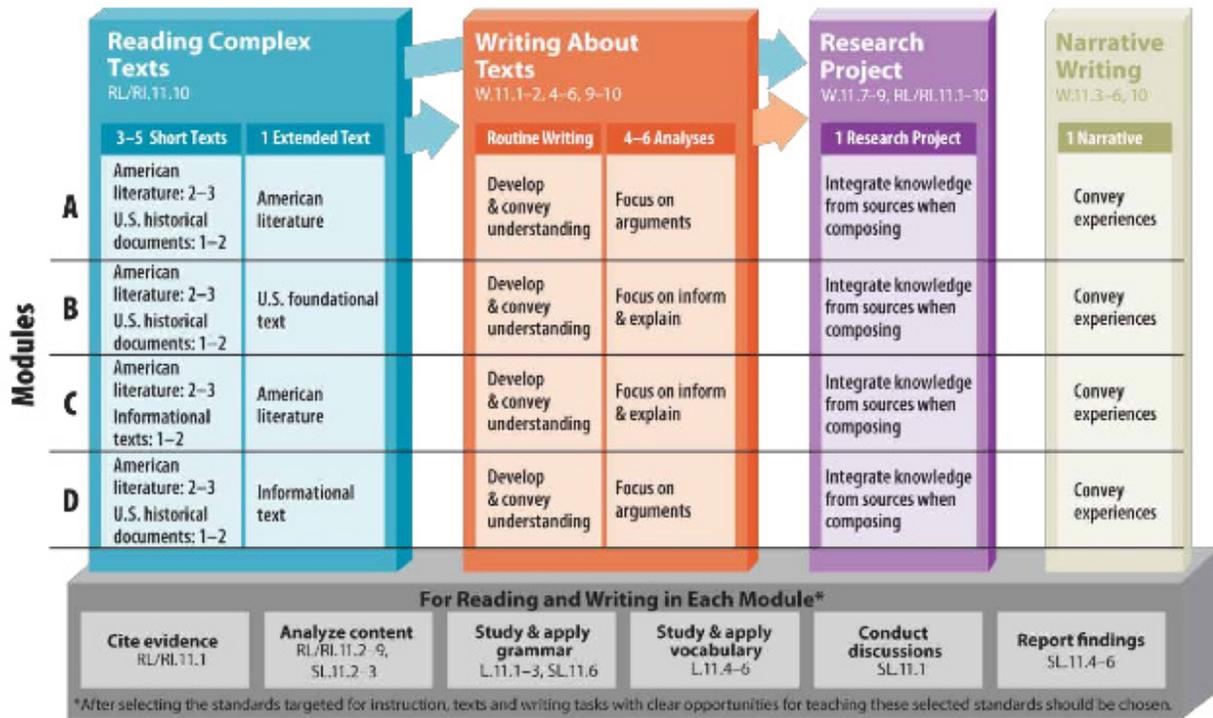
In the previous grade span (9-10), students are asked to analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effect as mystery, tension, or surprise. **As they move to grades 11 and 12, they should analyze author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.**

In the previous grade span (9-10), students are asked to analyze a particular point of view or a cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. **As they move to grades 11 and 12, they should analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement).**

**W** - In the previous grade span (9-10), students 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.**

**SL** - In the previous grade span (9-10), students integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source. **In grades 11 and 12, students integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**

Resources



References to Appendices A, B, and C and Other Resources

**Appendix B: Examples of Possible Texts and Sample Performance Tasks**

Pages 164 – 171

**Informational Texts: English Language Arts**

Paine, Thomas. *Common Sense*

Jefferson, Thomas. *The Declaration of Independence*

United States. The Bill of Rights (Amendments One through Ten of the United States Constitution).

Thoreau, Henry David. *Walden*

Emerson, Ralph Waldo. "Society and Solitude"

Porter, Horace. "Lee Surrenders to Grant, April 9th, 1865"

Chesterton, G. K. "The Fallacy of Success"

Mencken, H. L. *The American Language, 4th Edition*

Wright, Richard. *Black Boy*

Orwell, George. "Politics and the English Language"

Hofstadter, Richard. "Abraham Lincoln and the Self-Made Myth"

Tan, Amy. "Mother Tongue"

Anaya, Rudolfo. "Take the Tortillas Out of Your Poetry"

### Page 171, Sample Performance Tasks for Informational Texts: English Language Arts

- Students *delineate* and *evaluate* the *argument* that Thomas Paine makes in *Common Sense*. They *assess the reasoning* present in his analysis, including the *premises and purposes* of his essay. [RI.11–12.8]
- Students *analyze* Thomas Jefferson's Declaration of Independence, identifying its *purpose* and evaluating *rhetorical features* such as the listing of grievances. Students compare and contrast the *themes* and argument found there to those of other *U.S. documents of historical and literary significance*, such as the Olive Branch Petition. [RI.11–12.9]
- Students *provide an objective summary* of Henry David Thoreau's *Walden* wherein they *analyze how* he articulates the *central ideas* of living simply and being self-reliant and how those ideas *interact and build on one another* (e.g., "According to Thoreau, how specifically does moving toward complexity in one's life undermine self-reliance?") [RI.11–12.2]
- Students *analyze how* the *key term success* is interpreted, *used, and refined over the course of* G. K. Chesterton's essay "The Fallacy of Success." [RI.11–12.4]
- Students determine Richard Hofstadter's *purpose and point of view* in his "Abraham Lincoln and the Self-Made Myth," *analyzing* how both Hofstadter's *style* and *content contribute* to the *eloquent* and *powerful* contrast he draws between the younger, ambitious Lincoln and the sober, more reflective man of the presidential years. [RI.11–12.6]

### 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.

**Argument** - The setting forth of reasons together with a conclusion drawn from them, based on validated evidence.

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

Claim - An assertion of something as a fact: He made no claims to originality.

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.

Counter Claim - A claim made to offset another claim

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.,