

Unit Overview-Literary Analysis

In this writing unit, students are required to brainstorm, plan, draft, edit, revise and publish a literary analysis. The purpose of writing a literary analysis is to encourage students to think about how and why a poem, short story, novel, or play was written. When analyzing literature, students need to remember that authors make specific choices for particular reasons. Students should illuminate author's choices and attempt to explain their significance.

Emphasis should be on the methods writers employ to develop and strengthen their writing over time. This occurs through ongoing revision of written work that addresses the effective use of details, dialogue, literary devices, and appropriate attention to task, purpose, and audience. Throughout this process, teachers will be providing explicit instruction in craft, organization, development, and conventions. As students write, teachers should be conferring with students, providing each student with feedback that will move them forward in their writing development.

Concept 1 Generating Ideas	Concept 2	Concept 3 Planning and Drafting	Concept 4 Revising	Concept 5 Editing and Publishing
Outcome(s): <ul style="list-style-type: none"> Writers use a variety of strategies to generate ideas based on given writing prompt. 	Outcome(s): <ul style="list-style-type: none"> Writers skillfully develop a coherent thesis that provides a clear and effective direction for analysis. 	Outcome(s): <ul style="list-style-type: none"> Writers thoughtfully draft a working document that meets the requirements of the writing task. 	Outcome(s): <ul style="list-style-type: none"> Writers employ a variety of strategies to skillfully revise writing to ensure diversity in word choice, sentence structure, and format. 	Outcome (s): <ul style="list-style-type: none"> Writers review their document for grammatical and mechanical errors and publish final product.
Teaching Points: 1.1 & 1.2	Teaching Points: 1.3	Teaching Points: 1.4 & 1.5 & 1.6	Teaching Points: 1.7 & 1.8	Teaching Points: 1.9
CCLS: W.11.1, W.11.4 & W.11.9	CCLS: W.11.1 & W.11.4	CCLS: W.11.4 & W.11.5	CCLS: W.11.5 L.11.3	CCLS: W.11.6 L.11.1 & L.11.2

WRITING STANDARDS	LANGUAGE STANDARDS
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Implementation Dates:
Writing Unit: October 26-November 6, 2015

W.11.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax 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.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11.4 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.11.5 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.

W.11.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing

L.11.1 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.11.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.11.3 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.

<p>feedback, including new arguments or information.</p> <p>W.11.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> 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").</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]").</p>	
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Writing Rubric	Writing Prompt (Assignment)
<p>Link to standards-based writing rubric</p>	<p>For this literary analysis you will be responding to a critical lens/quote dealing with character. You will restate the quote, interpret the quote as you understand it, and support your opinion using the literature you read in Reading Unit 1 and one other work you read during ninth or tenth grade. You will need to use TWO literary elements or techniques of your choice (characterization, conflict, setting, irony, symbolism, theme, etc.) to support your claim. Be sure to include specific references to the text, and details within your paper.</p> <p>Critical Lens: "The bravest of individuals is the one who obeys his or her conscience." -J.F. Clarke</p> <p>Exemplars from June 2002 NYS Regents: click here</p>

Language Lessons	
<p><u>Menu of Common Language Misusage</u></p> <p>(these lessons can be used throughout the unit or during revision as</p>	<p>Subject Verb Agreement click here</p> <p>Passive Voice click here</p> <p>Run-on Sentences (semicolon & conjunctions) click here</p>

individual student needs are identified) *for additional resources, consult your Glencoe Writer's Choice workbook SAT Grammar Rules: click here	Pronoun Antecedent Agreement click here Parallel Sentence Structure click here Misplaced Modifiers click here Varying Syntax click here Finite vs. Nonfinite Verbs click here Comma Usage click here
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Mentor Texts
Refer to the text used in Unit 1 Reading Literature

Big Ideas	Essential Questions
<ul style="list-style-type: none"> Writers use evidence from texts to develop new ideas Writers utilize a revolving method with the writing process to improve their writing Writers of literary analysis use textual evidence to support their thesis 	What are the features of a literary analysis essay? How do I construct an effective thesis?
Vocabulary	Anchor Charts
<ul style="list-style-type: none"> diction edit revise thesis 	<ul style="list-style-type: none"> structure style thesis transitional words/phrases Designing a thesis statement Components of Literary Analysis Ways to cite evidence (MLA)

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools
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Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools
Purpose/ Generating	<p>1.1 Writers review literary analysis writing and explain the purpose for this type of writing.</p> <p>1.2 In order to develop a thesis for literary analysis, writers revisit their annotations in the text to generate ideas (brainstorm).</p>	<p><u>Review</u> Writers read through examples of literary analysis.</p> <p><u>Quick Write</u> After reading literary analysis examples, students explain the purpose of literary analysis as a type of writing.</p> <p><u>Idea Generating:</u> Organizational charts to track brainstorming.</p>	<p>Learning centers that target and differentiate various components of writing.</p> <p>One on one 'writing' conferences with students.</p>	<p>How to Write a Literary Analysis Paper</p> <p>What is Literary Analysis?</p> <p>Graphic Organizers</p>
Thesis	<p>1.3 Writers formalize their thesis for analysis by constructing a strong claim that can be supported effectively through evidence from the text.</p>	<p><u>Writing Activity:</u> What is a thesis statement and/ or claim? Why is the thesis critical to developing a clear and concise paper?</p> <p><u>Mini-Lesson/Model:</u> Teachers model how to develop a strong thesis based on ideas generated.</p> <p><u>Discussion:</u> Discuss thesis statements. Students should provide strong and weak examples of a thesis explaining what makes a thesis strong/ or weak.</p> <p><u>Writer's Workshop:</u> Students develop a strong thesis and are prepared to defend it while conferencing with the teacher.</p> <p><u>Writing Activity</u> (on index cards or post-it notes): What is a thesis statement and/ or claim? Why is this crucial for writing a clear and concise paper?</p>	<p><u>Writing conferences:</u> One on one with students.</p> <p>Numerous examples/ non-examples provided to struggling writers.</p> <p>Sentence starters for reluctant writers.</p>	<p>How to write a thesis</p> <p>Examples of a strong thesis</p>

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools
Planning & Drafting	<p>1.4 Writers develop an outline of their literary analysis essay using relevant details, supporting evidence and quotations from the text.</p> <p>1.5 Writers evaluate their outline draft by determining which details, evidence and quotations best support their thesis.</p> <p>1.6 Writers begin to draft their essay utilizing their detailed outline.</p>	<p><u>Mini-Lesson/Model:</u> Teachers demonstrate how to use an outline format (MLA or other) to plan their writing draft, being sure to include citations with page numbers.</p> <p><u>Writing Conference:</u> Writers complete first portion of outline and review it with the teacher.</p>	<p>Use sentence prompts to illicit responses from reluctant writers.</p> <p>Transitional words Anchor Charts</p>	<p><u><i>Creating Writers Through 6- Trait Writing - Assessment and Instruction</i></u> By: Vicki Spandel</p> <p><u><i>6+1 Traits of Writing (Scholastic)</i></u> By: Ruth Culham</p> <p>Planning</p> <p>Drafting</p> <p>MLA Outline format</p>

Standard/ Outcome	Teaching Points (Lesson Objectives)	Checks for Understanding	Scaffolds & Supports	Instructional Resources & Tools
Revising	<p>1.7 Writers will re-read their draft, highlighting areas that are structurally weak and checking for a command of the conventions of standard English grammar and usage.</p> <p>1.8 Writers share their second draft with a peer. Utilizing a peer evaluation feedback form, writers revise their essay.</p>	<p><u>Mini-Lesson:</u> Using constructive criticism to peer edit properly</p> <p><u>Mini-Lesson:</u> How to use transitional words and phrases in writing</p> <p><u>Quick Write/Journal:</u></p> <ul style="list-style-type: none"> • How can I make the evidence in my body paragraph more clear and analytical in regard to the prompt? • Are my arguments valid and powerful? Have I used textual evidence to support my thesis? • What do I know about revision and what do I need to know in order to revise my literary analysis? • In looking at my writing, what needs to be revised? How do I know? 	<p>Provide students with different colored sticky notes to use as note markers for revision points needed.</p>	<p><i>Tufte's Artful Sentences:</i> Chapters 3 & 4 click here</p> <p>The Art of Writing:</p> <p>How to Revise & Edit: Click here</p> <p>Peer Revision: click here</p> <p>Peer Edit with Perfection: click here</p> <p>Transitional Words and Phrases: click here</p> <p>"Dead" Words</p>
Editing & Publishing	<p>1.9 Writers polish their writing piece by checking once again for punctuation, spelling, capitalization, and by using an editing checklist.</p>	<p>After revision(s), students review their work and check for any errors using an editing checklist.</p> <p>Publish draft utilizing Microsoft Word, google docs, etc.</p>	<p>Students who are struggling with revision should use the editing checklist, as well as the most frequently misspelled words list.</p>	<p>Editing Checklist</p> <p>Frequently misspelled words</p>