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| Grade: 9-12 | ESL Units of Study Semester 2 English Language Arts | Unit 5 |
| Analyzing Author's Craft Number of Instructional days: 4 Weeks (1 Week=230 Minutes) | | |

Overview

The students will read a variety of American novels analyzing how author's choices regarding structure contribute to the aesthetic impact of the text. The students will analyze author choices and style in a multi-media presentation. For their presentation, students will use technology to review multiple sources of information, evaluating the credibility of each source and noting any discrepancies. Additionally, students will use technology to produce, publish, and update their presentations in response to ongoing feedback.

Teachers should provide students with several pieces of work displaying different types of structure to augment their learning of the writer's choice. Students will then be asked to demonstrate this comprehension in their own literary analysis presentation.

This unit is taught at this time of year to reinforce students' knowledge of text elements and the components of structure. Students will then demonstrate their understanding through a presentation while utilizing various media.

As with all units aligned to the Common Core State Standards, English Learners should read and be exposed to texts with an appropriate range of complexity. Teachers maintain high expectations by engaging students in tasks that provide high challenge with appropriate support. Activities are robust but flexible enough to allow multiple entry points for all students regardless of where they start. Teachers should continually integrate the WIDA model performance indicators to support instruction of English Learners. Additionally, when writing and speaking in discussions, students will use academically challenging vocabulary.

Reading Anchor Standard

[CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.](#)

[CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text \(e.g., a section, chapter, scene, or stanza\) relate to each other and the whole.](#)

Writing Anchor Standard

[CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.](#)

Speaking and Listening Anchor Standard

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[CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.](#)

Language Anchor Standard

[CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.](#)

Concepts to Be Learned and Skills to Be Used

- ANALYZE the **impact** of the **author's choices** regarding how to
 - DEVELOP and RELATE **elements** of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- 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.
- USE **technology**, including the Internet.
 - PRODUCE, PUBLISH, and UPDATE individual or shared writing products in response to ongoing feedback, including new arguments or information.
- INTEGRATE **multiple sources** of information presented in **diverse formats** and media (e.g., visually, quantitatively, orally).
 - MAKE **informed decisions** and solve problems.
 - EVALUATE the **credibility and accuracy** of each source.
 - NOTE any **discrepancies** among the data.
- MAKE strategic **use of digital media** (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Essential Questions

- *How do the structural choices of an author create meaning and impact aesthetics?*
- *How does technology augment understanding of findings, reasonings and evidence and contribute to audience interest?*
- *How can I use multimedia to enhance my presentation?*

Assessment

Task Name: [Analyze How Author Structures Text to Shape Meaning](#)

Written Curriculum

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

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Reading Standards for Literature

Key Ideas and Details

[RL.11-12.3](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

- RL9-10.3 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.

Craft and Structure

[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.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 such effects as mystery, tension, or surprise.

Reading Standards for Informational Text

Craft and Structure

[RI.11-12.5](#) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

- 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).

Writing Standards

Production and Distribution of Writing

[W.11-12.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- W.9-10.6. Use technology, including the Internet, to produce, publish, 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.

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Speaking and Listening Standards

Comprehension and Collaboration

[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.

- SL.9-10.2. Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Presentation of Knowledge and Ideas

[SL.11-12.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- SL.9-10.5. standard is identical to grades 11-12

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

Reading Standards for Literature

Key Ideas and Details

[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.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Standards for Informational Text

Key Ideas and Details

[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.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Standards for Informational Text

Integration of Knowledge and Ideas

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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.

- RI.9-10.9 Analyze seminal U.S. 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"), including how they address related themes and concepts.

Writing Standards

Text Types and Purposes

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.9-10.1. standard is identical to grades 11-12
 - 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.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among 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.
 - b. Develop claim(s) and counterclaims fairly, 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.
 - 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.
 - c. Use words, phrases, and 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.
 - 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.

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d. 9-10 standard is identical to grades 11-12

e. Provide a concluding statement or section that follows from and supports the argument presented.

e. 9-10 standard is identical to grades 11-12

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.

o W.9-10.2. Standard is identical to 11-12

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.

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; 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.

b. Develop the topic with well-chosen, relevant, and sufficient 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.

c. Use appropriate and varied transitions 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.

d. Use precise language and domain-specific vocabulary 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.

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e. 9-10 standard is identical to 11-12

[f. Provide a concluding statement or section that follows from and supports the information or explanation presented \(e.g., articulating implications or the significance of the topic\).](#)

f. 9-10 standard is identical to 11-12

Production and Distribution of Writing

[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.)

- o W.9-10.4. standard is identical to 11-12

Standards that **Recur** in the Unit of Study:

Reading Standards for Literature

Range of Reading and Level of Text Complexity

[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. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.](#)

- o RI.9-10.10 standard is identical to grades 11-12

Range of Reading and Level of Text Complexity

[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. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.](#)

- o RI.9-10.10 standard is identical to grades 11-12

Writing Standards

Range of Writing

[W.11-12.10 Write routinely over extended time frames \(time for research, reflection, and revision\) and shorter time frames \(a single sitting or a day or two\)](#)

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[for a range of tasks, purposes, and audiences.](#)

- o W.9-10.10 standard is identical to grades 11-12

Speaking and Listening Standards

Presentation of Knowledge and Ideas

[SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.](#) (See grades 11–12 Language standards 1 and 3 on page 54 [of the full ELA Common Core State Standards document] for specific expectations.)

- o SL.9-10.6 standard is identical to grades 11-12 (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

Language Standards

Vocabulary Acquisition and Use

[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.](#)

- o L.9-10.6 standard is identical to grades 11-12

Clarifying the Standards

Key =

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| RL | Reading Standards for Literature | W | Writing Standards |
| RI | Reading Standards for Informational Text | SL | Speaking & Listening Standards |
| RF | Foundational Skills | L | Language Standards |

RL 11-12.3 Prior to grades 9 & 10, students have had exposure to literary elements, such as dialogue, setting, and plot, interact within a text to shape its meaning. In grade 10, students are expected to analyze how complex characters develop and impact the plot and/or theme. **In grade 11, this skill will be further developed to analyze how the author's choices about all literary elements (characterization, plot, setting, etc.).** This skill will be addressed in further depth in grade 12.

RL 11-12.5 In grades 9 & 10, students are expected to analyze how an author's choices in literary structure create a sense of mystery or anticipation. **In grade 11, this skill will be further developed to analyze how structural choices in specific portions of text create meaning and impact aesthetics.** This skill will

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be addressed in further depth in grade 12.

RI 11-12.5 In grades 9 & 10, students are expected to analyze how sentences, paragraphs, and larger sections of a text aid in the development of the author's ideas or claims. **In grade 11, this skill will be further developed to evaluate whether the author's use of these structural elements make the claims and/or ideas clear, persuasive, or engaging.** This skill will be addressed in further depth in grade 12.

RF N/A

W 11-12.6 In grades 9 & 10, students are expected to use technology to produce, publish, and share individual/shared writing products, making use of technology's ability to connect to other information and display information in a dynamic form. **In grade 11, this skill will be further developed by using technology to produce, publish, and update individual / shared writing products to respond to feedback and include new arguments or ideas.** This skill will be addressed in further depth in grade 12.

SL 11-12.2 In grades 9 & 10, students will be expected to integrate and evaluate the credibility of multiple sources from various formats. **In grade 11, this skill will be further developed to utilize sources to make informed decisions and solve problems.** This skill will be addressed in further depth in grade 12.

SL 11-12.5 Students at all secondary levels are expected to strategically incorporate digital media in presentations in order to add interest and enhance understanding of findings, reasoning, and evidence. **In grade 11-12, this skill will be further developed through more practice.**

L No standards in this unit.

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

Edge

Level C

Project: Multimedia Presentation pg. 345

Breaking the Ice (satirical essay) pg. 390

Literature and Thought Series Unit 5 Resources

Decisions, Decisions

The Dandelion Garden: A Motherly Fable for Elderly Children (Fable)
pg. 132

Cluster One pgs. 13-42

[Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms](#)

Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point.

Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives

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information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

[Appendix B: Text Exemplars and Sample Performance Task](#)

Hawthorne, Nathaniel. *The Scarlet Letter*, p.145
Fitzgerald, F. Scott. *The Great Gatsby*, p. 149
Faulkner, William. *As I Lay Dying*, p. 149
Hurston, Zora Neale. *Their Eyes Were Watching God*. p. 150

Wright, R. *Native Son*
Twain, M. *Adventures of Huckleberry Finn*
Melville, H. *Moby Dick*

[Appendix C: Samples of Student Writing](#)

Appendix C does not include 11th grade samples.

Terminology:

Key Terms

Aesthetic
Credible
Discrepancies
Multi-media

Challenging Concepts

Students are often consumed by the content of a text yet fail to recognize the structure used by the writer to create an aesthetically pleasing work. Teachers can use source material and have students compare it to a fictional (artistic) representation. Through this comparison it can be shown the steps the author takes to create a more aesthetic form of work.

Online Resources:

- Multicultural Resources <http://www.edchange.org/multicultural>
- <http://medialiteracyproject.org/>
- Dual Language: <http://www.dlenm.org/>
- <http://www.aps.edu/academics/common-core-state-standards/ccss-resources-1>

WiDA: <http://www.wida.us/standards/eld.aspx>

[Excerpt from The Things They Carried:](#)

[Excerpt from The Narrative of the Expedition of Coronado:](#)

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www.emergingtech.com

www.prezi.com

www.cooltoolsforschool.wikispaced.com

www.CoreAnalysisFrame.ClassZone

www.classzone.com/c2/books/mlalit.../Ms_Fiction_Frames.pdf

<http://www.middletownhs.org/ourpages/auto/2012/9/7/49947734/ObrienAmbush.pdf>

Additional Resources

None

The standards listed below include all the CCSS linked to this Unit of Study. The list does not distinguish among FOCUS, SUPPORTING and RECURRING standards in this Unit of Study.