

Unit 2: Language of Literature	UEQ: How do writers use literary techniques to describe and reflect on life experiences in ways that provoke thought and reflection by the reader?
APPROXIMATE TIMELINE: 6-8 weeks Key vocabulary: allegory, propaganda, satire, onomatopoeia, simile, metaphor, personification, alliteration, assonance, tone, allusion, rhyme, rhyme scheme, rhythm, repetition, sonnet, free verse, blank verse, couplet/octave/sestet/quatrain, denotation & connotation, figurative language, imagery, translation, syntax, diction Grammar emphasis: capitalization; using (strong) verbs; using figurative language Punctuation emphasis: hyphens, dashes, and ellipses	IDENTIFIED CORE RESOURCES: <i>Choices include:</i> • <i>Metamorphoses</i> – Ovid • <i>Metamorphosis</i> – Franz Kafka • <i>The Aeneid</i> – Virgil • <i>The Iliad</i> – Homer • <i>Animal Farm</i> – George Orwell • <i>Night</i> – Elie Wiesel • <i>Book Thief</i> – Markus Zusak • <i>The Kite Runner</i> – Khaled Hosseini • Selections from <i>Inferno</i> – Dante Alighieri • Various poetry using the theme of change/transformation • Teacher-selected informational texts, author biographies, short stories SUPPLEMENTAL TEXTS: • from various fiction (e.g. selections from Dr. Seuss to teach allegory) • <i>The Norton Reader</i> (shorter 13th edition) • <i>Readings in World Literature</i> GRAMMAR & PUNCTUATION EXERCISES: • from various resources, including <i>Language Network</i> textbook (yellow)

PA FOCUS STANDARDS	COMMON CORE LEARNING STATEMENTS (transposed to LEQs on Lessons)	STUDENT LEARNING ACTIVITIES (will vary depending on teacher discretion based upon student ability level)
Reading Informational Text 1.2 Students read, understand, and respond to information text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. Reading Literature 1.3 Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. Writing 1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Speaking and Listening 1.5 Students present	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. (RI.11-12.3)	Students will read a major literary work and explore how the author utilizes plot structure, characterization, and theme to describe and reflect on life experiences in order to incite reader engagement.
	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (RI.11-12.4)	As a pre-reading activity, students will read two or more nonfiction texts of historical or cultural significance and determine the author's purpose of each. Students will then evaluate the strength of word choice within each text to determine which is the most effective. Cite at least three pieces of evidence to support an original thesis statement, in preparation for an upcoming Socratic Seminar.
	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RI.11-12.6)	*Teacher will model using another nonfiction reading before students complete this activity.
	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.11-12.4)	While reading a major literary work, students will create a vocabulary log to collect repeated key words in the text and explain the denotation and connotation of the chosen word. After reading, students will select one repeated term to focus upon and write a response that analyzes how this word choice by the author of the text conveys various meanings over the course of the text. Students will read various poems to analyze word choice and the impact of these word choices on meaning and tone.
	Write narratives to develop	Students will plan, write, and edit a narrative that

appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences: 1) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) or view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 2) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 3) 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). 4) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 5) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3)	explores and reflects upon a personal life experience, focusing on word choice to communicate this experience.
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: apply the understanding that usage is a matter of	Students will complete exercises to demonstrate understanding and application of the conventions of standard English grammar and usage when writing or speaking, specifically focusing on capitalization, using (strong) verbs, hyphens, dashes, and ellipses.

	convention, can change over time, and is sometimes contested, and resolve issues of complex or contested usage, consulting references as needed. (L.11-12.1) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: observe hyphenation conventions and spell correctly. (L.11-12.2) 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 and apply an understanding of syntax to the study of complex texts when reading. (L.11-12.3) *Specific technique and language standards should be delivered for this activity and throughout the unit in the form of mini-lessons that are driven by student work.	
<i>Throughout the unit, the following Writing standards will be on-going:</i> <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11-12.4)</i> <i>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. (W.11-12.10)</i> <i>Throughout the unit, the following Language standards will be on-going:</i> <i>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</i>		

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

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. (L.11-12.6)

Throughout the unit, the following Speaking and Listening standards will be on-going:

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (SL.11-12.6)

ASSESSMENT:
• Narrative essay

VOCABULARY: (in addition to various terms deriving from readings)
1. perspective 2. compose 3. delineate 4. designates 5. satirize 6. empathize 7. elaborate 8. affiliated 9. antithesis 10. concur 11. exemplary 12. implicate 13. tentative 14. annotation 15. persuade 16. applicable 17. evaluate 18. adapt 19. proposal 20. accumulate 21. remediate 22. manuscript

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| 23. | adhere |
| 24. | synopsis |
| 25. | significance |
| 26. | indicate |
| 27. | criterion |