

UNIT OF STUDY 3

Title: Close Reading Subject/Course: AP Eng. Lang/Comp Length: 2 weeks Unit three Topic: The Art and Craft of Analysis Grade: 11 Designer: Sheryl Murtha	
UNIT GOALS AND EXPECTATIONS	
IMPORTANT CONCEPTS: Close reading is both a craft and an art Close reading is essential for understanding difficult material The craft of close reading involves annotating, asking questions, understanding author's style and diction Close reading means talking with the text.	ESSENTIAL QUESTIONS: What is close reading? What is the purpose of close reading? How will close reading affect my class work? How will close reading help me in college? What skills do I need to practice for close reading? How is close reading related to analysis? How do I go about practicing close reading?
STUDENT LEARNING EXPECTATIONS: (ongoing writing SLES) W.5.11.7 Write responses to literature that articulate the significant ideas of literary works; support important ideas and viewpoints, etc. W.7. 11. Use figurative language effectively W.7.11.3 Apply such elements of discourse as purpose, speaker, audience, and form when competing writing assignments	R.9.11.6 Critique complex structures in informational texts, including relationships among concepts, details, and visual components. R.9.11.3 Explain the use of appropriate strategies to support active reading and engagement R.10.11.9 analyze word choice, tone, and voice R.10.11.21 Use literary terms to critique a work R.10.11.22 Analyze the impact of diction, imagery, style, and figurative language on tone, mood, and theme using literary terminology.
SPECIFIC DECLARATIVE KNOWLEDGE-What I know Define close reading Understand what comprises an author's style Understand tone and identify tone in a specific work Define diction and syntax Understand and be able to identify syntactical terminology: trop, scheme Understand and recognize in non-fiction examples of figurative language (59) Understand how to embed quotations	PROCEDURAL KNOWLEDGE- What I need to do Analyze an author's style Use a graphic organizer to assist close reading Embed quotations effectively
UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)	
Oral analysis of an ad that either appeals to you or provokes you. (51) Annotate John F. Kennedy's Inaugural Address using a teacher-provided graphic organizer	

<p>Traditional Assessments: Quiz over terminology: Included will be rhetorical terms from the previous unit</p>	<p>Other Evidence of Learning: Annotations Group oral analysis of ad (delivered by house speaker)</p>
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ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Read for Analysis—Judith Viorst—In groups, analyze book for rhetoric</p> <p>Model close reading techniques using selected passages (graphic organizer in text, annotation, stop-and-write, etc.)</p> <p>Work through Lessons 1-2 in <i>Advanced Composition Skills</i>. Read for meaning first and then interpretive language afterward. Instill in students' minds the four words that will generally describe their achievement on the essays: impressive, sufficient, insufficient, and unsuccessful.</p> <p>Discuss the Douglass reading, pointing out the effectiveness of his narrative. Ask students to explain what makes the story real. What are the specific details Douglass includes? Discuss the effectiveness of specific diction choices. Aim to help them see the impact of the author's choices.</p> <p>Explain the précis. Ask students to write a précis for each article as homework assignment.</p>	<p>The Language of Composition</p> <p>Alexander and the Terrible, Horrible, No-Good Very Bad Day</p> <p>Advanced Composition Skills: 20 Lessons for AP Success</p>
Career Connections	
<p>Speech writer</p>	