Instructional Timeframe:	Learning Goals	Suggested Learning Support
Unit 5 Author's Purpose/Tone (Fiction/Nonfiction) **25 Days**	**Overarching learning goals:** - I can identify techniques an author uses. - I can analyze why the author chose the techniques. - I can identify the tone of a passage and analyze why the author chose the specific tone - I can identify faulty arguments and persuasive techniques - I can use text structures and features to further analyze texts **Overarching language goals:** - I can read closely for understanding and purpose with fluency and comprehension. -I can speak and listen with peers in small groups to discuss a prompt.	• Fiction: "And Of Clay Are We Created" by Isabel Allende 1240 Lexile • "Girl, Trapped in Water for 55 Hours, Dies Despite Rescue Attempts" by Julia Preston • "Peruvian Child" by Pat Mora • Use of animals in biomedical research **Resources outside of the textbook:** • "When should photographers drop their cameras? By Jon Kelly (http://www.bbc.com/news/magazine-20616635) • Topic 2: NSA surveillance • Topic 3: Child Immigration
PASS Content Standards	- **1.0 Vocabulary-** Roots, prefixes, and suffixes to determine word meaning; word origins; reference materials; connotative and denotative meaning; context clues - **2.1.a Literal Understanding-** identify the structures and format of various informational documents and explain how authors use the features to achieve purpose - **2.1.b Literal Understanding-** understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language) - **2.1.c Literal Understanding-** monitoring and self-correcting methods (re-reading, slowing down, subvocalizing, consulting resources, questioning) - **2.1.d Literal Understanding-** Recognize signal/transitional words and phrases and their contributions to the meaning of the text - **2.4.b Analysis and Evaluation-** evaluate deceptive and/or faulty arguments in persuasive texts - **2.4.c Analysis and Evaluation-** analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes - **2.4.d Analysis and Evaluation-** Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions - **3.1 Literary Genres-** demonstrate a knowledge of and an appreciation for various forms of literature - **3.2.b Literary Elements**- explain how an author's viewpoint, or choice of a narrator affects the characterization and the tone, plot, mood and credibility of a text - **3.2.d Literary Elements-** evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory, and symbolism, and explain their appeal - **3.2.e Literary Elements-** evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing or flashbacks - **4.2.b Interpreting Information-** Determine the author's viewpoint to evaluate source credibility and reliability - 3.1.g Standard English Usage- Distinguish active and passive voice - 3.1.h Standard English Usage- Use correct pronoun/antecedent agreement and clear pronoun reference - **3.3.a Sentence Structure-** identify and use parallel structure -3.3.b Sentence Structure- Correct dangling and misplaced modifiers - **3.3.f Sentence Structure-** use independent/dependent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information	

	- 3.3.g Sentence Structure- Use a variety of sentence structures and lengths to create a specific effect
PASS Plus (when mastering the above PASS standards, these PASS Plus standards are also mastered)	**RL.10.4 Determine the meaning of words and phrases** as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone **RL 10.5 Analyze how an author's choices** concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surpise

Possible Learning Activities	Possible Assessments	Essential Questions
- Chain Write - Small Group Discussion - Graphic Organizers - Mood/Tone - Fiction/Nonfiction Compare and Contrast - Author's Purpose/Theme Graphic Organizer - Close Reading/Annotations - Quick Writes - Classroom Debates - Small group discussion - Think-Pair-Share - Peer Editing	Poem Analysis Graphic Organizers Close Reading/Annotation Schaffer Writing Prompt What is our responsibility when we witness human suffering? Use evidences from the article "When Should Photographers Drop Their Cameras" and " And of Clay Are We Created" to support your claim Classroom Debate Brainstorming Argument Graphic Organizer Nonfiction text analysis organizer Exit tickets	What is our responsibility when we witness human suffering? Topic 1: Should we use animals in biomedical research? Topic 2: NSA surveillance: Protection or invasion of privacy? Topic 3: Immigrant Children: National crisis or national aid responsibility?
Academic Vocabulary/Concepts	Proficiency Scales	
- Inferences - Characterization - tone/mood - theme - author's purpose - main idea - supporting details - summary - Text Features - Text Structures - Author's Purpose - Thesis - Evidence - Argument/Counter-argument - Propaganda - Faulty Argument - Defend - Fact/Opinion		