

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p align="center"><b>Unit 3</b> Author's Purpose/Tone</p> <p align="center"><b>27 Days</b></p>	<p><b>Overarching learning goals:</b> -I can recognize and analyze an author's purpose and perspective -I can identify and analyze tone</p> <p><b>Overarching language goals:</b> <u>Reading</u> -I can use text features to locate and comprehend information -I can identify an implied main idea -I can analyze patterns of organization, including chronological order and comparison and contrast <u>Writing</u> -I can write a problem-solution essay <u>Speaking, Listening, &amp; Viewing</u> -I can compare and contrast how events and information are presented in non-print sources</p>	<p>Non-fiction "Island Morning" p.514 (descriptive essay) "Georgia O'Keeffe" p.524 (biographical essay) "Who Killed the Iceman?" p.534 (magazine article) "Skeletal Sculpture" p.540 (process description) "The Lost Boys" p.546 (magazine article) Fiction "The Open Window" p.560 (SS) "The House on Mango Street" p.568 (novel excerpt)</p>
<p align="center"><b>PASS Content Standards</b></p>	<ul style="list-style-type: none"> <li>- <b>1.0 Vocabulary</b>- Roots, prefixes, and suffixes to determine word meaning; word origins; reference materials; connotative and denotative meaning; context clues</li> <li>- <b>2.1.b Literal Understanding</b>- draw upon own background to provide connections to text</li> <li>- <b>2.1.c Literal Understanding</b>- monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning</li> <li>- <b>2.1.e Literal Understanding</b>- Use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts</li> <li>- <b>3.1. Literary Genres</b>- read, construct meaning, and respond to a wide variety of literary forms</li> <li>- <b>3.2.b Literary Elements</b>- explain how the author's voice and/or choice of narrator affect the characterization and the point of view, tone, plot, mood, and credibility of a text</li> <li>- <b>3.2.e Literary Elements</b>- Analyze characters and identify author's point of view</li> <li>- <b>3.1.a Standard Usage</b>- distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect)</li> <li>- <b>3.1.b Standard Usage</b>- use correct verb forms and tenses</li> <li>- <b>3.1.c Standard Usage</b>- use correct subject-verb agreement</li> </ul>	
<p align="center"><b>PASS Plus</b></p>	<p><b>RL.9.4 Determine the meaning of words and phrases</b> as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)</p> <p><b>RL 9.5 Analyze how an author's choices</b> 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.</p>	
Possible Learning Activities	Possible Assessments	Essential Questions
<p>Dorothea Lange's "Migrant Mother" photograph- Ask students to begin by identifying concrete details. Ask them about their interpretation of the photograph. Finally, ask students to draw an inference about the photograph. Use the photo analysis worksheet.</p>	<ul style="list-style-type: none"> <li>-Writing workshop: problem-solution essay</li> <li>-Use news formats and ask students to identify the purpose of the article and describe how the author achieves this through writing/visuals</li> <li>-bell work can focus on the grammar, do a weekly grammar check for progress</li> <li>- students can identify the questions a reader would expect to be answered by reading the text</li> <li>-students can recognize the implications of text features</li> </ul>	<ul style="list-style-type: none"> <li>How does the speaker in a text contribute to the author's purpose?</li> <li>How does the arrangement of ideas contribute to the author's purpose?</li> <li>How do the words in a text reveal the author's purpose?</li> <li>How do the syntax, words, and syllables create a rhythm to reveal the meaning of the text?</li> </ul>



	<p>-Students can link appropriate experiences and prior knowledge about the topic, author, or type of material to the text</p> <p>-The students will explain the implications of the text for the reader or contemporary society</p> <p>-The student will extend or further develop meaning by comparing texts presented in different media</p>	
<p><b>Academic Vocabulary/Concepts</b></p>	<p><b>Proficiency Scales</b></p>	
<p>Syntax Organizational Patterns Structural Features Choice of Detail Analogy Allusion Exaggeration Parallelism Transitions (the focus should be on how these concepts are reflected in BOTH fiction and nonfiction)</p>	<p>Click on the document titled "Author's Purpose Proficiency Scale" <a href="http://okcpssecondarycurriculum.weebly.com/english-i.html">http://okcpssecondarycurriculum.weebly.com/english-i.html</a></p>	