

Unit 3: Personal Style	UEQ: How do an author's stylistic choices influence a reader's interpretation?
APPROXIMATE TIMELINE: 6-8 weeks Key vocabulary: narrator, point-of-view, plot structure, irony, protagonist, antagonist, theme, biography, thesis, text structure, author's purpose, audience, allusion, figurative language, imagery, symbol, paradox, flashback Grammar emphasis: active and passive voice; paragraphing and adding supporting details Punctuation emphasis: parentheses and brackets	IDENTIFIED CORE RESOURCES: <i>Choices include:</i> • <i>Things Fall Apart</i> – Chinua Achebe • <i>Heart of Darkness</i> – Joseph Conrad • <i>Jane Eyre</i> – Charlotte Bronte • <i>Great Expectations</i> – Charles Dickens • <i>The Book Thief</i> – Markus Zusak • <i>The Kite Runner</i> – Khaled Hosseini • <i>Night</i> – Elie Wiesel • <i>Persepolis</i> – Marjane Satrapi • <i>Chinese Cinderella</i> – Adeline Yen Mah SUPPLEMENTAL TEXTS: • <i>The Norton Reader</i> (shorter 13th edition) • <i>Readings in World Literature</i> • <i>An African Quilt: 24 Modern African Stories</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,	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences	After reading biographical information about the author of a text, as well as the text itself, students will write an argument in response to the following question: <i>Based on your knowledge of the author's</i>

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	drawn from the text, including determining where the text leaves matters uncertain. (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. (RL.11-12.1)	<i>life, why did he or she make certain stylistic or plot based decisions to build the story?</i> Cite evidence from both texts to support the thesis. (RL.11-12.1, RL.11-12.2, RL.11-12.5, RI.11-12.1, RI.11-12.2, W.11-12.2, W.11-12.8)
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	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)	Students will choose a word that is central to the idea or theme within an informational text or texts. They will then write a response in which they explain the use of that term in the text or across multiple texts. Use at least three pieces of textual evidence to support an original thesis statement.
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.	Analyze and evaluate the effectiveness of the structure an author uses in her or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5)	Students will read an informational text and analyze author's choice of structure and how that structure contributes to the text's effectiveness. Students will compare this text to the work of fiction the class is reading to discuss purpose and audience.
Speaking and Listening 1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	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.11-12.5) 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	After reading a piece of literature, students will decide whether they agree or disagree with the following statement: The resolution of this story is the only possible ending that would fully illustrate the author's intended message or theme. Use at least three pieces of textual evidence to support your position. Options: Read a novel, and then answer the following about the novel's protagonist: How does the positioning and development of the protagonist in the story expose the author's view of an aspect of society? Read a novel, and then answer the following about

	developed). (RL.11-12.3)	the novel's setting: How does the positioning and development of the setting in the story expose the author's view of an aspect of society? Read a novel, and then answer the following about the novel's plot sequence: How does the positioning and development of the plot sequence in the story expose the author's view of an aspect of society?
	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. - 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. - 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. - Use appropriate and varied transitions and syntax to link the	Students will produce a newspaper or literary magazine analysis to explore and interpret the novel as a whole.

	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. 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. 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). (W.11-12.2)	
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Throughout the unit, the following Writing standards will be on-going:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11-12.4)

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)

Throughout the unit, the following Language standards will be on-going:

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

- 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:

- Newspaper/literary magazine analysis

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
23. adhere
24. synopsis

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| 25. | significance |
| 26. | indicate |
| 27. | criterion |