

Grade Level/Subject 7 Unit 5

Mood, Tone, and Style: Understanding the Power of Language

Phoenixville Area School District Understanding by Design Template

Stage 1 Desired Results		
<p>Overarching PA Core Standards/ Eligible Content:</p> <p>CC.1.4.7.C / E07.E.1.1.2 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.4.7.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p style="padding-left: 40px;">E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="padding-left: 40px;">E07.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading</p>	<i>Transfer</i>	
	<p>TRANSFER GOALS</p> <p><i>will be able to independently use their learning to...</i></p> <p>Read closely and analytically to comprehend a range of increasing complex literary and informational text.</p> <p>Communicate ideas effectively in writing to address task, purpose, genre, perspective, and intended audience.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Language had both figurative and connotative meaning, and writers purposefully make decisions to influence readers through specific word choice and organization to develop bias - Mood and tone are developed in literature and media to evoke emotions in the readers/viewers 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - How are mood and tone different? - How does mood affect readers? - How does tone provide a view of an author’s bias on a topic? - How do writer’s choose language to appropriately reflect my audience and purpose for writing? - How do I choose words thoughtfully to influence a reader’s mood on a topic? - What strategies can I use to introduce and conclude persuasive writing?

<p>and content, choosing flexibly from a range of strategies.</p> <p>E07.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.</p> <p>CC.1.5.7.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<ul style="list-style-type: none"> - Writers use different strategies for persuasive conclusions compared to expository writing. - Counterarguments acknowledge the other perspective and use the information to disprove opposing arguments - The English Language draws from Greek and Latin words, and knowledge of word parts can help decode new, unfamiliar words - Writers use varied sentence structure and revision skills to make sure each sentence in writing is meaningful and supports the writer’s purpose 	<ul style="list-style-type: none"> - How can I use counterarguments to strengthen my claims? - How can I use knowledge of Greek and Latin prefixes and suffixes to determine the meaning of unfamiliar words? - How do I revise my sentence structure and word choice in writing to best support my purpose? How do I use powerful language to persuade an audience?
Knowledge and Skills Acquisition		
	<p>KNOWLEDGE</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> - Differences between mood and tone, including strategies for distinguishing between the two - How to determine appropriate tone and word choice for different writing situations - How to choose words thoughtfully to influence readers when writing - How to establish a claim and write a multi-paragraph argument defending a persuasive claim - How to craft counterarguments to strengthen persuasive writing - The English Language draws from Greek and Latin words, and 	<p>SKILLS</p> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Describing how the word choice of a piece of literature impacts the mood and tone - Determining how nonwritten factors (pictures, music, colors, etc.) impacts the mood of visual media - Establishing how an author’s tone demonstrates their beliefs on a topic - Choosing appropriate persuasive techniques for concluding a written response - Using counterarguments to strengthen analysis and disprove opposing opinions in persuasive writing - Choosing appropriate language to reflect task, purpose, and audience.

	<p>knowledge of word parts can help decode new, unfamiliar words</p> <ul style="list-style-type: none"> - How to expand, combine, vary, and reduce sentences for meaning, reader/listener interest and style. <p>VOCABULARY</p> <ul style="list-style-type: none"> - Mood (including emotion/mood words) - Tone (including emotion/mood words) - Bias - Persuasive techniques (call-to-action, make a prediction, offer a solution) - prefixes and suffixes 	<ul style="list-style-type: none"> - Using Greek and/or Latin root words to determine the meaning un unknown words. - Using varied sentence structure in writing to target a specific audience or purpose
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Stage 2 – Evidence

Code A/M/T	Evaluative Criteria	Assessment Evidence	
Transfer	<p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> - At least two completed persuasive products (one written, one visual) successfully using persuasive language, counterarguments, and grade level appropriate 	<p>PERFORMANCE TASK(S)</p> <p>RAFT Portfolio</p> <p>Persuasive Portfolio demonstrating a variety of persuasive techniques though RAFT (Role, Audience, Format, Topic) assignments. Forms should include (but are not limited to) traditional essay, commercials, posters, articles, etc.</p> <p>Portfolio should include 2- 3 completed RAFT tasks:</p> <ul style="list-style-type: none"> - One written (typed) response with 	<p>Differentiation Considerations:</p> <ul style="list-style-type: none"> -reference vocabulary notebook -Graphic organizers -peer feedback -length of project -one body paragraph vs. Three body paragraphs

	spelling and grammar	<ul style="list-style-type: none"> ○ An introduction paragraph that introduces the topic, a persuasive hook, and a thesis that previews three reasons ○ Body paragraphs with analysis supporting claim ○ An effective counterargument acknowledging the other perspective and explains its fallacies ○ A conclusion using a persuasive conclusion technique (call-to-action, solution, or prediction) ○ MLA format used ○ Grade-appropriate command of grammar conventions and spelling <ul style="list-style-type: none"> - One visual or media response with <ul style="list-style-type: none"> ○ Strong word choice and persuasive language ○ A picture, illustration, video, or other visual element ○ A written explanation to describe how they used persuasion in the media element 	-Rubrics
Acquisition Meaning making	<p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> • Identify and defend mood and tone in grade-level texts • Correctly identify the meaning of prefixes and suffixes • Correctly define unknown words based on knowledge of prefixes and suffixes 	<p>OTHER EVIDENCE</p> <p>Quizzes</p> <p>One quiz for each of the major unit components, including:</p> <ul style="list-style-type: none"> - Mood/tone identification (multiple choice, matching, short answer) - Greek/Latin Prefixes and Suffixes (multiple choice, fill-in-the-blank, short answer) 	<p>Differentiation Considerations:</p> <ul style="list-style-type: none"> -Graphic organizers -reference vocab. notebook -multiple choice limit (3 vs. 4) -word banks -one body paragraph vs. Three body paragraphs