**Unit 3- Analyzing Tone in Fiction**

**High Priority** – Students must know:

* **9.5.4.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
	+ - I can determine how the meaning of particular words and phrases are used in a text to establish or shift the tone.
		- I can determine how the meaning of a text is affected by the meaning of words or phrases used.
* **9.5.6.6:** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
	+ - I can determine the author’s point of view or purpose in writing a particular text.
		- I can analyze how an author uses rhetoric to advance their point of view or purpose.
* **9.11.5.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	1. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
	2. Analyze nuances in the meaning of words with similar denotations.

**Medium Priority** – Students should know:

* **9.4.5.5:** Analyze how an author’s choices 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.
	+ - I can analyze how an author’s choices in structuring a text contribute to effects such as mystery, tension, or surprise.

**Low Priority** – It is nice for students to know:

* **9.5.5.5:** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).