



**Marietta City Schools**  
**2024–2025 District Unit Planner**

*Advanced Composition*

<b>Unit title</b>	Who Are You? (Be Somebody) - Informational/Narrative Essay Writing & Syntax	<b>Unit duration (hours)</b>	35 hours
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):** *What will students learn?*

**GA DoE Standards**

**Priority Standards Unit Learning Targets:**

ELAGSE11-12RL3

- Students will analyze impact of author’s choices in literary text

ELAGSE11-12RI3

- Students will analyze impact of author’s choices in informational text

ELAGSE11-12W2b,c

- Students will write informative/explanatory texts to examine and convey complex ideas, develop topics thoroughly by selecting significant and relevant facts and details, and use appropriate and varied transitions and syntax

ELAGSE11-12L3\*

- Students will make effective choices for meaning or style by varying syntax; additionally, students will analyze syntax choices in mentor/anchor texts to comprehend more fully when reading and/or listening

**Support Standards Unit Learning Targets:**

ELAGSE11-12W3a

- Students will use narrative techniques to engage and orient reader by setting out a situation or observation and its significance, establishing a point of view, and creating a smooth progression of experiences

ELAGSE11-12SL1 (collaborative discussion)

- Students will participate in varied collaborative and academic discussions

ELAGSE11-12RL4

- Students will determine meaning of words and phrases (figurative and connotative), and analyze the impact of specific word choices on meaning and tone in literary texts

ELAGSE11-12RI4

- Students will determine meaning of words and phrases (figurative and connotative), and analyze the impact of specific word choices on meaning and tone in informational texts

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Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

ELAGSE11-12RL1

- Students will cite strong and thorough textual evidence to support analysis of what literary texts indicate explicitly and implicitly

ELAGSE11-12RI1

- Students will cite strong and thorough textual evidence to support analysis of what informational texts indicate explicitly and implicitly

ELAGSE11-12L1

- Students will demonstrate command of conventions of standard English grammar when writing or speaking as appropriate to tasks, especially noting that usage is a matter of convention and can change over time

ELAGSE11-12L2

- Students will demonstrate command of conventions of standard English capitalization, punctuation, and spelling

ELAGSE11-12RI10

- Students will read various text types in appropriate text bands

**Essential Questions**

How do writers adjust syntax and narrative techniques to communicate effectively and inspire interest with the audience?

What are narrative techniques, authorial choices, and syntax?

How can I use blended writing (expository, and narrative) to communicate for the next level?

**Assessment Tasks**

*List of common formative and summative assessments.*

**Formative Assessment(s):**

**Common Formative Assessment #1:**

Text Analysis of TIB Mentor Text

**GSE Standards Addressed:**

**RL4, RI4 - Vocabulary Usage and Tone**

Students will evaluate an author's vocabulary usage and its effect on tone in both literary and informational texts

**RI3, RL3 - Authorial Choice**

Students will analyze and evaluate impact of authorial choices in both literary and informational texts

**Common Formative Assessment #2:**

Personal response writing using Common App Style prompts

**GSE Standards Addressed:**

**W2b,c** - Students will write informative/explanatory texts to examine and convey complex ideas, develop topics thoroughly by selecting significant and relevant facts and details, and use appropriate and varied transitions and syntax.

Students will analyze how an author's syntax variance contributes to overall aesthetic feeling, mood, and effectiveness

**Summative Assessment(s):**

"This I Believe" personal essay (synthesized writing) OR Common App Essay (synthesized writing)

Text Analysis of Anchor Text (summative)

**GSE Standards Addressed:****W2b,c - Expository Writing**

- Students will write informative/explanatory texts to examine and convey complex ideas, develop topics thoroughly by selecting significant and relevant facts and details, and use appropriate and varied transitions and syntax

**W3a - Narrative Techniques**

- Students will use narrative techniques to engage and orient reader by setting out a situation or observation and its significance, establishing a point of view, and creating a smooth progression of experiences

**L3 - Syntax**

- Students will make effective choices for meaning or style by varying syntax; additionally, students will analyze syntax choices in mentor/anchor texts to comprehend more fully when reading and/or listening

<u>Learning Experiences</u>		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p><b>LE 1: This I Believe text analysis</b>  <b>DOK 1</b> Knowledge and Understanding</p>	<ol style="list-style-type: none"> <li>1. Teachers will gauge retention of previous taught concepts of <b>rhetorical transaction</b> and <b>authorial choice</b></li> <li>2. Teachers will provide multiple mini-lessons on narrative techniques, authorial choices and syntax, using anchor text as resource for text analysis</li> <li>3. Teachers will model close reading for analysis</li> <li>4. Students will examine how anchor text author synthesizes writing styles for effectiveness (expository and narrative)</li> <li>5. Teachers will recall narrative (plot) structure with students and introduce narrative techniques.</li> <li>6. Students will analyze NPR “This I Believe” Narratives for syntax and narrative techniques (authorial choices) and evaluate effectiveness of choices on identified audience</li> <li>7. Students will use selected excerpts to analyze for syntax variation, noting where the author's writing diverges from conventional grammatical practices and the effectiveness to the identified audience.</li> <li>8. Students will submit analysis vignettes (# of vignettes will be determined by PLC)</li> </ol>	<p style="text-align: center;">All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.</p> <ul style="list-style-type: none"> <li>● Students will receive graphic organizers to organize retained information and related new learning</li> <li>● Students will read full text for understanding, but will be given choice excerpts for in depth analysis</li> <li>● Mini-lessons on close reading and annotation will be delivered as needed</li> <li>● PLC constructed analysis mini-lesson will aid in norming expectations for student output (co-constructed success criteria)</li> <li>● Gradual release for syntax and analysis</li> </ul>

<p><b>LE 2:Common App Style Prompts</b> Drafting <b>DOK 2</b> Application (Basic Reasoning)</p>	<ol style="list-style-type: none"> <li>1. Students will recall syntax and analysis skills</li> <li>2. Teachers will facilitate discussion around the ideas of beliefs and connection to narrative techniques</li> <li>3. Students will participate in discussions regarding synthesis of expository writing and narrative techniques in mentor texts and draw comparisons.</li> <li>4. Teachers will model synthesis expository writing with narrative techniques both in close reading and exemplar writing</li> <li>5. Students will make choice of drafting a “This I Believe” statement or use techniques for Common App Essay</li> <li>6. Students will draft “This I Believe”/Common App statement and collaboratively evaluate application of previous lessons: varied syntax, vocabulary choices for tone and impact, and synthesized writing styles (Rough Draft and Peer Review)</li> </ol>	<ul style="list-style-type: none"> <li>● Graphic Organizer for essay organization</li> <li>● Class constructed Single-Point Rubric for synthesis writing using mentor texts</li> <li>● Peer Review with rubric</li> <li>● Teacher conferencing</li> </ul>
<p><b>LE 3:</b> This I Believe Final Drafting and Portfolio Entry <b>DOK 2</b> Apply (Basic Reasoning) <b>DOK 3</b> Analyze (Strategic Reasoning)</p>	<ol style="list-style-type: none"> <li>1. Students will conference with teachers for additional feedback of edits made after initial conferencing</li> <li>2. Teachers will provide general trended feedback for common mistakes and provide appropriate mini-lessons (as needed)</li> <li>3. Students will submit “This I Believe” or Common App Essay and add to digital portfolio</li> <li>4. (Optional Summative*) Students can create digital version of their TIB or Common App essay for presentation to class (3-5 minutes)</li> </ol>	<p>Teacher may assist more with editing as identified in conference</p>

**Common Content Resources**

**On Level Resources**

**Common Anchor Text (s)**

*This I Believe* Essays - <https://thisibelieve.org/>

“My Life as an Heiress” By Nora Ephron

*Why Didn't They Teach Me This in School* By Cary Siegel

**Common Supplemental/Ancillary Text (s)**

*What I Know for Sure* Oprah articles

**Common Media Text (s)**

<https://www.oprah.com/omagazine/what-i-know-for-sure-oprah-winfrey>

<https://www.oprah.com/own-oprahshow/what-oprah-knows-for-sure-video>

<https://www.commonapp.org/blog/2022-2023-common-app-essay-prompts>

TIB video examples and non-example

Teacher examples of TIB VoiceThread multi-media essays

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