



# Marietta City Schools

## District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

### Grade 6 Language and Literature Unit 1

*\*See extensions in the Unit Planner for Honors\**

Unit title	Reading Like a Writer; Writing Like a Reader (an Introduction to Texts Techniques)	MYP year	1	Unit duration (hrs)	4 weeks (250 hrs per week)
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Georgia English Language Arts Standards		
DOMAIN	UNIT BIG IDEA (S)	UNIT FOCUS STANDARDS
LANGUAGE	<p><b><u>Grammar Conventions (GC)</u></b> Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</p> <p><b><u>BIG IDEA: Vocabulary (V)</u></b> Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases.</p>	<p><b><u>STANDARD 6-8.L.GC.1: Grammar, Usage, &amp; Mechanics</u></b> Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.</p> <p><b><u>STANDARD 6-8.L.GC.2: Syntax</u></b> Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning. text's appeal to audiences or achieve specific purposes.</p> <p><b><u>STANDARD 6-8.L.V.1: General, Academic, &amp; Specialized Vocabulary</u></b> Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.</p>
TEXTS	<p><b><u>Techniques (T)</u></b> Students evaluate and apply various techniques to comprehend and shape meaning.</p>	<p><b><u>STANDARD 6-8.T.T.1: Narrative Techniques</u></b> Analyze and apply narrative techniques.</p> <p><b><u>STANDARD 6-8.T.T.2: Expository Techniques</u></b> Analyze and apply expository techniques.</p> <p><b><u>STANDARD 6-8.T.T.3: Argumentative Techniques</u></b> Analyze and apply argumentative techniques.</p> <p><b><u>STANDARD 6-8.T.T.4: Poetic Techniques</u></b> Analyze and apply poetic techniques.</p>
PRACTICES	<p><b><u>Engagement &amp; Intention for Comprehension &amp; Composition (EICC)</u></b> Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks</p>	<p><b><u>STANDARD K-12.P.EICC.1: Reader &amp; Writer Identity</u></b> Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.</p>

	<p>and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.</p> <p><b><u>Author’s Craft (AC)</u></b></p> <p>Students apply knowledge of author’s craft to enhance the interpretation and construction of texts.</p>	<p><b><u>STANDARD K-12.P.EICC.2:</u></b> Engagement &amp; Intention</p> <p>Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.</p> <p><b><u>STANDARD K-12.P.AC.3.b</u></b> Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.</p> <p><b><u>STANDARD K-12.P.AC.3.c</u></b> Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.</p>
<p><b>MYP Criteria</b></p> <p><i>(for applicable MYP Courses Grades 6-10)</i></p>	<p><b>A- Analyzing</b></p> <ul style="list-style-type: none"><li>provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts,</li><li>perceptively analyses the effects of the creator’s choices on an audience</li></ul> <p><b>B- Organizing</b></p> <ul style="list-style-type: none"><li>effectively organizes ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way</li></ul> <p><b>C- Producing Text</b></p> <ul style="list-style-type: none"><li>demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas</li><li>makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience,</li></ul> <p><b>D- Using Language</b></p> <ul style="list-style-type: none"><li>Writes in a consistently appropriate style that serves the context and intention.</li><li>Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective</li></ul>	
<p><b><u>MCS Gifted Standards</u></b></p> <p><i>(applicable to advanced content course level only)</i></p>		
<p><b><u>Strand 2: Creative Thinking Skills</u></b></p> <p><i>MCS.Gifted.S2B:</i> Develop and apply the cognitive components of creative thinking: fluency, flexibility, originality, and elaboration.</p> <p><i>MCS.Gifted.S2D:</i> Apply components of creative thinking in finding, solving, and evaluating solutions to authentic real- world problems and dilemmas.</p> <p><b><u>Strand 3: Higher Order Thinking and Problem Solving Skills</u></b></p> <p><i>MCS.Gifted.S3A:</i> Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.</p> <p><b><u>Strand 4: Advanced Communication and Collaboration Skills</u></b></p> <p><i>MCS.Gifted.4A:</i> Develop skills and techniques associated with effective verbal and non-verbal communication, adjusting for a given audience or task.</p>		
<p><b>Unit Vocabulary</b></p>		
<p><b><u>Academic</u></b></p> <p><i>(frequently encountered terms in academic contexts derived from ELA standards)</i></p> <p><i>Texts</i> <i>apply</i> <i>Comprehension</i> <i>Interpretation</i></p> <p><i>Evaluate / evaluation</i> <i>Techniques</i> <i>Composition</i> <i>Construction</i></p>	<p><b><u>Specialized</u></b></p> <p><i>(Discipline-specific terms to ELA Content within the standards)</i></p> <p><i>*terms from GaDOE Text Techniques Chart</i></p> <p><b><u>Narrative</u></b></p> <p><i>Characters</i> <i>Setting</i> <i>Events</i></p> <p><i>Characterization</i> <i>Plot</i> <i>Conflict</i></p>	<p><b><u>General</u></b></p> <p><i>(critical terms taught from unit text (s) and concepts to aid in comprehension)</i></p> <p><i>Materialism</i> <i>Consumption</i> <i>Perception</i> <i>Perseverance</i></p>

<i>shape meaning</i>	<i>Structure</i>	<i>Pacing</i>	<i>Themes</i>	<i>Vulnerable</i>
<i>Analysis/ analyze</i>	<i>Engage /engagement</i>	<i>Modes</i>	<i>Genres</i>	<i>Sacrifice</i>
<i>Enhance</i>	<i>Intention</i>	<u><i>Expository</i></u>		<i>Irony</i>
<i>Purpose</i>	<i>Author</i>	<i>Main ideas</i>	<i>Key details</i>	<i>Fleeting</i>
<i>Audience</i>	<i>Describe</i>	<i>Facts</i>	<i>Sense of closure</i>	<i>Ephemeral</i>
<i>Explain</i>	<i>Recognize</i>	<i>Presentation of events</i>		<i>Deferred</i>
<i>Multimodal</i>	<i>Mode</i>	<u><i>Argument</i></u>		<i>Consumerism</i>
<i>Genre</i>		<i>Claim</i>	<i>Supporting relevant evidence</i>	<i>Cognitive</i>
		<i>Counterclaim</i>	<i>Logical conclusion</i>	<i>Eudaimonic</i>
		<u><i>Poetic</i></u>		<i>Illusion</i>
		<i>Stanzas</i>	<i>Rhyme scheme</i>	<i>Neuromarketing</i>
		<i>Imagery</i>	<i>Figurative language</i>	
		<i>Sound devices</i>		
IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS				
Key concept		Related concept(s)		Global context
Communication		Style Audience Imperatives		Personal and Cultural Expression
Statement of inquiry				
Readers and writers both look for and/or use techniques to craft text that expresses ideas, reflect on and extend creativity, and invite critical analysis as well as appreciation of the aesthetic.				
Inquiry questions				
Factual— What are narrative, expository, argument, and poetic techniques?				
Conceptual— How do authors shape their message through the use of narrative, expository, argument, and poetic techniques?				
Debatable- Should authors integrate narrative, expository, argument, and poetic techniques within a single work to enhance meaning, creativity, and aesthetic or is it more effective to focus on one technique depending on the purpose and audience of the text? How might this change based on the mode of the text?				
Assessment Tasks				
Each unit includes the following assessment types. Texts are interpreted through reading, viewing, and listening and constructed through writing, speaking, or creating. Text Techniques (narrative, expository, argument, and poetic) will be applied to the various texts students will write, speak, or create.				
<ul style="list-style-type: none"><li>• 3- 6 constructed texts (at least 1 of which is an extended constructed text)</li><li>• 2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze)</li><li>• 2 selected response and new read assessments for skills application to new text (s)</li><li>• 1 MYP Task or Performance Task (project, presentation, etc. with integrated writing/creating and speaking component assessing the 4 MYP Criteria) .</li></ul>				
Assessment Title, Description, and Type (formative, summative, MYP, Performance Task) (H) - indicates Honors level assessment Summative Assessments Only:		Standard + Grade Level Expectation (s) Assessed and/or  MYP Criterion Assessed		

<p>Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:</p>	<p>(applicable only to MYP Task)</p>
<p><b>Title:</b> <i>Identifying Techniques (Recognizing narrative and poetic techniques; recognizing expository and argument techniques)</i></p> <p><b>Description:</b> As students read and interpret the variety of short texts, they will annotate and identify the techniques in each and explain how they shape meaning.</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> <b>Formative</b></p> <p><input type="checkbox"/> <b>Summative</b></p> <p><input type="checkbox"/> <b>MYP Task</b></p> <p><input type="checkbox"/> <b>Performance Task</b></p>	<p><b>6.T.T.1.a</b> Describe how narrative techniques are used across the text to develop plot, characters, and setting.</p> <p><b>6.T.T.2.a</b> Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.</p> <p><b>6.T.T.3.a</b> Recognize and explain argumentative techniques used to present and design content, including an author’s claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument.</p> <p><b>6.T.T.4.a</b> Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.</p> <p><b>K-12.P.EICC.1.d</b> Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.</p>
<p><b>Title:</b> <i>Describing and Explaining the Function of Techniques in a Single Text</i></p> <p><b>Description:</b> Students will use a single text and identify text techniques used within the text. They will then pull evidence (examples) of each technique to explain how it shapes meaning of the text, and engages the audience in a written text analysis paragraph. .</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> <b>Formative</b></p> <p><input type="checkbox"/> <b>Summative</b></p> <p><input type="checkbox"/> <b>MYP Task</b></p> <p><input type="checkbox"/> <b>Performance Task</b></p>	<p><b>6.T.T.1.a</b> Describe how narrative techniques are used across the text to develop plot, characters, and setting.</p> <p><b>6.T.T.2.a</b> Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.</p> <p><b>6.T.T.3.a</b> Recognize and explain argumentative techniques used to present and design content, including an author’s claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument.</p> <p><b>6.T.T.4.a</b> Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.</p> <p><b>K-12.P.EICC.1.d</b> Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.</p>
<p><b>Title: Analyzing a Multimodal Text</b></p> <p><b>Description:</b> With a multimodal text, students will:</p> <ul style="list-style-type: none"> <li>- Identify text techniques in all modes</li> <li>- Explain how identified techniques shape meaning in the multimodal text</li> <li>- Evaluate the impact of the author’s overall message on the intended audience.</li> </ul>	<p><b>6.T.T.1.a</b> Describe how narrative techniques are used across the text to develop plot, characters, and setting.</p> <p><b>6.T.T.2.a</b> Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.</p> <p><b>6.T.T.3.a</b> Recognize and explain argumentative techniques used to present and design content, including an author’s claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument.</p>

<b>Type:</b> <input checked="" type="checkbox"/> <b>Formative</b> <input type="checkbox"/> <b>Summative</b> <input type="checkbox"/> <b>MYP Task</b> <input type="checkbox"/> <b>Performance Task</b>	<b>6.T.T.4.a</b> Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
<b>Title:</b> Scenario- Based Extended Text - GRASP Task - <b>Constructing a multimodal text Mini-Summative</b>  <b>Description:</b> Considering all the sources of texts in the unit, students will be presented with a context/scenario, purpose, and audience and will construct an extended text applying narrative, expository, argument, and poetic techniques in their written response. <b>Type:</b> <input checked="" type="checkbox"/> <b>Formative</b> <input type="checkbox"/> <b>Summative</b> <input checked="" type="checkbox"/> <b>MYP Task</b> <input type="checkbox"/> <b>Performance Task</b>  <b>G - Goal</b>  <b>R- Role</b>  <b>A -Audience</b>  <b>S- Situation</b>  <b>P - Product</b>	<b>MYP:</b> <b>A- Analyzing</b> <ul style="list-style-type: none"> <li>provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts,</li> <li>perceptively analyses the effects of the creator’s choices on an audience</li> </ul> <b>B- Organizing</b> <ul style="list-style-type: none"> <li>effectively organizes ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way</li> </ul> <b>C- Producing Text</b> <ul style="list-style-type: none"> <li>demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas</li> <li>makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience,</li> </ul> <b>D- Using Language</b> <ul style="list-style-type: none"> <li>Writes in a consistently appropriate style that serves the context and intention.</li> <li>Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective</li> </ul> <u>GA ELA K-12 ELA Standards:</u> <b>6.T.T.1.e</b> Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes. (C)  <b>6.T.T.2.c</b> Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.(C)  <b>6.T.T.3.c</b> Apply argumentative techniques (e.g., author’s claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.(C)  <b>6.T.T.4.b</b> Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.(C)  <b>K-12.P.EICC.2.d</b> Interpret and construct texts to aid the analysis and evaluation of texts and ideas. (I/C)
<b>Approaches to learning (ATL) Skills</b>	
<b>Category (s):</b> Self-Management Communication	<b>Cluster (s):</b> Reflection Skills Communication Skills  <b>Skill Indicator (s):</b> -Develop new skills, techniques and strategies for effective learning -Read critically and for comprehension. -Write for different purposes.

<p align="center"><b>Learning Experiences</b> Add additional rows below as needed.</p>
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Learning Experiences include <i>how</i> students will learn what they need to know and be able to do for <i>interpreting texts</i> and <i>constructing texts</i> expectations.			
Learning Experience and Description	Grade Level Expectation (s) (from Unit Focus Standards)	Personalized Learning and Differentiation	Learning Experience Resources
<p><b>Learning Experience 1</b> - What role do different writing techniques play in shaping how we see the world?</p> <p><b>Activating Prior Knowledge and Building Background Knowledge</b></p> <p>Students will activate prior knowledge about the 4 primary genres of writing and their techniques and features: Narrative, Expository, Argument, and Poetic.</p> <p>Students will recall (from previous instruction) and categorize key concepts and terms related to each of the text techniques (Narrative, Argumentative, Expository, and Poetic).</p> <p>Through read-aloud/think-aloud teacher modeling, students will identify techniques used in a variety of sample texts and the ways in which author's use them to convey messages and strengthen writing.</p>	<p><b>6.T.T.1.a</b> Describe how narrative techniques are used across the text to develop plot, characters, and setting.</p> <p><b>6.T.T.2.a</b> Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.</p> <p><b>6.T.T.3.a</b> Recognize and explain argumentative techniques used to present and design content, including an author's claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument.</p> <p><b>6.T.T.4.a</b> Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.</p> <p><b>K-12.P.EICC.1.d</b> Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.</p>	<p>Anchor chart technique definitions with incorporated icons or visuals</p> <p>Pre-highlighted sections of texts for learners needing more support</p> <p>Sentence stems: "The author uses ____ to ____," "This technique helps the reader understand ____."</p> <p>Partner or group discussion frames</p> <p><b>Possible Extension:</b> Write a paragraph about how each technique is used to shape the reader's perception differently.</p>	<p>Activating Prior Knowledge and Building Background Knowledge Lesson Guidance</p> <p>Text Technique Card Sort Activity</p> <p><u>Text (s) for Introduction</u> <b>Article:</b> "Cheetozard, A Pokémon-Shaped Cheeto, Sold For \$88,000 — Here's Why" (930L) <b>Photograph:</b> Barbara Kruger – <i>I shop therefore I am</i></p>
<p><b>Learning Experience 2</b> -How do different texts convey a message about teens and the idea of consumerism?</p> <p><b>Techniques and their individual and combined functions</b></p> <p>Students will read a sample student writing paragraph and color-code for where they see narrative, expository, argument, and poetic techniques used.</p> <p><b>Discussion:</b> What was the impact of the student adding techniques from one style to the other? Did it strengthen or confuse the writing?</p>	<p><b>6.T.T.1.a</b> Describe how narrative techniques are used across the text to develop plot, characters, and setting.</p> <p><b>6.T.T.2.a</b> Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.</p> <p><b>6.T.T.3.a</b> Recognize and explain argumentative techniques used to present and design content, including an author's claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument.</p> <p><b>6.T.T.4.a</b> Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.</p>	<p>Technique Key with clear definitions and visuals</p> <p>Pre-highlighted text excerpts or guided annotations</p> <p>Sentence stems: "The author uses ____ to ____," "This technique helps the reader understand ____."</p> <p>Partner or group discussion frames</p> <p>Graphic organizer to sort sections of the multimodal text by technique and theme</p> <p><b>Possible Extension:</b> Students create a "Technique Remix": transforming one of the texts into a different</p>	<p>Techniques and their individual and combined functions Lesson Guidance</p> <p>Techniques Tour Graphic Organizer</p> <p><b>Text for Modeling:</b> "You Can Buy Happiness, If It's An Experience" by Maanvi Singh</p> <p><b>Techniques Tour Text(s)</b> <b>1 "Teens Against Consumerism" blog</b> Argumentative / Multimodal How do visual and written arguments work together to influence readers? <b>2 "A Dream Deferred"</b> Poetic/ Narrative How do poetic devices shape our understanding of dreams and</p>

<p>Teachers will introduce the <b>Text Techniques Tour Activity and model thinking</b> for the activity using the Text for Modeling article.</p> <p>Students will go on a "<b>Technique Tour</b>" across a curated set of texts, each representing one or more writing techniques. They will work in small groups to explore 1–2 texts at a time, identifying the dominant technique(s) used and explaining how those techniques impact meaning and audience interpretation.</p> <p>During the activity, students will discuss how different techniques shape their understanding of the topic and the author’s message? Which mode or technique do they think is most powerful—and why?</p>	<p><b>K-12.P.EICC.1.d</b> Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.</p>	<p>format and reflect on how the message changes.</p>	<p>disappointment?</p> <p><b>3 “How a Penny Made Me Feel Like a Millionaire” (TED Talk)</b> Narrative / Argumentative How does the speaker use a personal story to convince us of a bigger idea?</p> <p><b>4 “This Is Your Brain on Ads” (NPR article with videos)</b> Expository / Argument/ Multimodal How do facts and visuals work together to shape our understanding of consumer behavior?</p> <p><b>*see Honors text list for alternate texts*</b></p>
<p><b>Learning Experience 3</b> - How do authors and speakers blend narrative, informational, argumentative, and poetic techniques to impact audiences for specific purposes in a narrative text?</p> <p><b>Analyzing a Narrative Short Story for the 4 Techniques</b></p> <p>Teachers will review the techniques with students, and their new learning around what constitutes texts, and the purpose, function, and impact of combining text techniques.</p> <p>Students will read a narrative short story that includes elements of argument, expository, and poetic techniques in addition to its narrative structure.</p> <p>Students will identify text techniques in the story and explain how identified techniques shape meaning for a specific purpose</p> <p>Students will analyze the combined techniques and the intended impact on the audience/reader and will evaluate the impact of the author’s overall message on the intended audience.</p>	<p><b>K-12P.AC.3.b</b> Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.</p>	<p>Provide Sentence Starters for Learners who need support</p> <p>Guided prompts adapted from the text to generate thinking.</p> <p><b>Possible Extension:</b> Use a paired text from honors to accompany “The Jacket” and have students complete a comparative analysis of the author’s use of the four techniques. Students can create a canva or google slides comparative presentation.</p>	<p>Analyzing a Narrative Short Story for the 4 Techniques Lesson Guidance</p> <p>Narrative Text Assignment Sheet and Graphic Organizer</p> <p>Narrative Text for Analysis and Evaluation: “The Jacket” by Gary Soto</p> <p><b>*see Honors text list for alternate texts*</b></p>

<p><b>Learning Experience 4-</b> How might an author blend text techniques in a <b>multimodal text</b> to shape meaning and achieve the author or speaker’s purpose?</p> <p style="text-align: center;"><b>Blending Techniques and Modalities</b></p> <p><b>Multimodal texts and their functions</b> Teachers will define multimodal texts and their functions, and then facilitate student conversations around types of texts that qualify as multimodal. They will then expand the understanding of what will qualify as <b>text</b> this school year.</p> <p>In groups, students will compare and contrast the text techniques identified from an assigned text. Use a graphic organizer to note which techniques are identified, evidence (examples) from the text, and explain how the technique helps to shape the meaning. Compare all modes (text, audio, video, infographic images)</p> <p><b>How does the mode (visual vs. written vs. auditory) affect the impact?</b></p>	<p><b>6.T.T.1.a</b> Describe how narrative techniques are used across the text to develop plot, characters, and setting.</p> <p><b>6.T.T.2.a</b> Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.</p> <p><b>6.T.T.3.a</b> Recognize and explain argumentative techniques used to present and design content, including an author’s claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument.</p> <p><b>6.T.T.4.a</b> Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.</p> <p><b>K-12.P.EICC.1.d</b> Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.</p> <p><b>K-12.P.AC.3.b</b> Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.</p>	<p><b>Possible Scaffolds:</b> Technique Key with clear definitions and visuals</p> <p>Pre-highlighted text excerpts or guided annotations</p> <p>Sentence stems: “The author uses ____ to ____,” “This technique helps the reader understand ____.”</p> <p>Partner or group discussion frames</p> <p>Graphic organizer to sort sections of the multimodal text by technique and theme</p> <p><b>Possible Extension:</b> "Flip the Format: Transform the Text"</p> <p>Students analyze the original text for its primary technique (narrative, expository, argument, or poetic), identifying how that technique shapes understanding. Then, they’ll choose a new technique and <b>transform the text into a different mode</b> (e.g., rewrite a narrative as a poem or an argumentative essay as a story).</p>	<p>Blending Text Techniques and Modalities Lesson Guidance</p> <p>Multimodal Texts Graphic Organizer</p> <p><b>Multimodal text</b>, “Teens Still Like Cash Despite the Rise of Financial Technology” Michelle Fox (CNBC)- includes article, infographic, and video</p> <p>*additional multimodal text examples</p>
<p><b>Learning Experience 5- Constructing a Multimodal Text and Applying Techniques</b></p> <p>Teachers will provide explicit instruction in the writing process to prepare students for the GRASP Task Assessment.</p> <p style="text-align: center;"><b>GRASP Task Formative MYP Performance Task: Consumerism in Society</b></p> <p><b>G - Goal:</b> Demonstrate an understanding of consumerism and materialism by applying narrative, expository, argumentative, and poetic techniques in a written response that explores the effects of consumerism and materialism on individuals or society.</p> <p><b>R - Role:</b> You are a writer for a magazine that focuses on</p>	<p><b>6.T.T.1.e</b> Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes. (C)</p> <p><b>6.T.T.2.c</b> Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.(C)</p> <p><b>6.T.T.3.c</b> Apply argumentative techniques (e.g., author’s claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.(C)</p> <p><b>6.T.T.4.b</b> Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.(C)</p>	<p>Support or extension may differ by teacher based on student needs.</p>	<p>GRASP Task resources and Rubric</p>

<p>cultural trends. Your task is to create a piece that addresses the impact of consumerism and materialism, using various writing techniques to convey your message.</p> <p><b>A - Audience:</b> Your readers are young adults (ages 12–16) who are curious about the world around them and how society influences their choices, particularly regarding the concepts of “keeping up with Jones” and wanting the latest trends/fads or keeping up with the latest technologies.</p> <p><b>S- Situation:</b> The magazine has received an increasing number of letters from readers asking questions about how consumerism and materialism affect their lives, from the pressure to buy new things to the idea of what it means to have "enough." Your editor wants you to respond by constructing a thought-provoking, piece that tackles these concerns. He wants you to incorporate more than one mode in your piece (written and visual or written and auditory, etc.)</p> <p><b>P - Product:</b> You will create a multimodal piece that engages your audience and challenges them to reflect on or reconsider a perspective of consumerism or materialism among young people. Your work should be both visually and verbally compelling and blend different text techniques (e.g., storytelling, factual analysis, persuasive argument, poetic language) to strengthen its impact.</p>	<p><b>K-12.P.EICC.2.d</b> Interpret and construct texts to aid the analysis and evaluation of texts and ideas. (I/C)</p>		
<p align="center"><b>Unit Texts</b></p> <p align="center"><i>All texts meet grade level complexity guidelines regardless of course level. Support with reading comprehension, fluency, and vocabulary are provided to meet student needs.</i></p>			
<p><b>Unit Core Texts</b></p>	<p align="center"><b>On-Level</b></p> <p align="center"><i>*grade level appropriate texts that meet grade level complexity guidelines*</i></p>	<p align="center"><b>Honors</b></p> <p align="center"><i>*extensions/additional texts noted here for advanced study as applicable*</i></p>	<p align="center"><b>Support</b></p> <p align="center"><i>*grade level complex text (s) accessibility support provided for access to grade level content/texts*</i></p>
<p><b>Unit Novel (s), Plays, Extended Work (s) (Reading)</b></p>	<p align="center"><b>N/A (short mini-unit)</b></p>	<p align="center"><b>N/A (short mini-unit)</b></p>	<p align="center"><b>N/A (short mini-unit)</b></p>
<p><b>Other Prose Texts and Poetry (Reading)</b></p>	<p><b>Article:</b> “You Can Buy Happiness, If It's An Experience” by Maanvi Singh</p>	<p align="center"><b>Additional Texts</b></p> <p><b>Articles:</b> “Keeping Up with the Joneses” CommonLit Staff</p>	<p>Excerpts from short stories and articles can be used to achieve the learning intention.</p>

	<p>"Teens Against Consumerism Anti-Excess Movement" (Voices of Youth Blog)</p> <p><b>Short Stories:</b> "The Jacket" by Gary Soto</p> <p><b>Speech:</b> "How a Penny Made Me Feel Like a Millionaire" (TED Talk) by Tania Luna (transcript on Common Lit.)</p> <p><b>Poem:</b> "A Dream Deferred" by Langston Hughes</p>	<p>"The Power of Advertising" Shelby Ostergaard</p> <p><b>Speech:</b> "The Economic Bill of Rights" President Franklin D. Roosevelt</p> <p><b>Short Story:</b> "The Gift of the Magi" by O'Henry (1200L)</p> <p><b>Poetry:</b> "The New Colossus" by Emma Lazarus</p>	
<b>Visual Texts (Viewing)</b>	<p><b>Photograph:</b> Barbara Kruger – <i>I shop therefore I am</i></p>	<p><b>Photograph:</b> "The Money Lender and His Wife" by Quentin Metsys</p>	
<b>Auditory Texts (Listening)</b>	<p><b>Ted Talk:</b> "How a Penny Made Me Feel Like a Millionaire" (TED Talk) by Tania Luna (transcript on Common Lit.)</p>		
<b>Multimodal Texts</b> (A single text that includes Integrated Modes)	<p>"This is Your Brain on Ads - An Internal Battle" By Maya Cueva (NPR article with videos)</p> <p>"Teens Still Like Cash Despite the Rise of Financial Technology" Michelle Fox (CNBC)- includes article, infographic, and video</p> <p>Teens' Social Media Habits and Experiences (Pew Research Center) Article with infographic</p>		

**Unit Novel (s), Plays, Extended Work (s):** Fiction and non-fiction novels, memoirs, plays, etc. that are central to the unit context, topic, and theme.

**Other Prose Texts and Poetry:** Short stories, articles, poetry, essays, written speeches, etc.

**Visual Texts:** Art, photographs, images, graphs/charts, video/film, etc.

**Auditory Texts:** Selected excerpts of audio texts, podcasts, oratory/speeches, Ted Talks, etc.

**Multimodal Texts:** Text that includes Integrated Modes such as an article with an embedded video or infographic, websites, etc..