Marietta City Schools

District Unit Planner

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

Grade 7 Language and Literature

See extensions in the Unit Planner for Honors

Unit title	*Reader & Writer Identity: Text Techniques*	MYP year		2	Unit duration (hrs)	*7.5 hours*

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	**Grammar Conventions (GC)** Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	**STANDARD 6-8.L.GC.1: Grammar, Usage, & Mechanics** Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts. **STANDARD 6-8.L.GC.2: Syntax** 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.
TEXTS	**Techniques (T)** Students evaluate and apply various techniques to comprehend and shape meaning.	**STANDARD 6-8.T.T.1: Narrative Techniques** Analyze and apply narrative techniques. **STANDARD 6-8.T.T.2: Expository Techniques** Analyze and apply expository techniques. **STANDARD 6-8.T.T.3: Argumentative Techniques** Analyze and apply argumentative techniques. **STANDARD 6-8.T.T.4: Poetic Techniques** Analyze and apply poetic techniques.
PRACTICES	**Engagement & Intention for Comprehension & Composition (EICC)** Students develop personal and academic identities as readers and writers, approaching texts for a variety of	**STANDARD K-12.P.EICC.1: Reader and Writer Identity** 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.

Published: 8/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

ELA Resources

Approved Novel List

	tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.	**STANDARD K-12.P.EICC.2: Engagement and Intention** 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.
MYP Criteria *(for applicable MYP Courses Grades 6-10)*	**A- Analyzing** ● provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, ● perceptively analyses the effects of the creator's choices on an audience **B- Organizing** ● effectively organizes ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way **C- Producing Text** ● 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 ● makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, **D- Using Language** ● Writes in a consistently appropriate style that serves the context and intention. ● Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective	

[MCS Gifted Standards](#)   *(applicable to advanced content course level only)*

Strand 2: Creative Thinking Skills

MCS.Gifted.S2B. Develop and apply the cognitive components of creative thinking: fluency, flexibility, originality, and elaboration.

MCS.Gifted.S2D. Apply components of creative thinking in finding, solving, and evaluating solutions to authentic real-world problems and dilemmas.

Strand 3: Higher Order Thinking and Problem Solving Skills

MCS.Gifted.S3A: Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.

Strand 4: Advanced Communication and Collaboration Skills

MCS.Gifted.S4A: Develop skills and techniques associated with effective verbal and non-verbal communication, adjusting for a given audience or task.

Unit Vocabulary

Academic	Specialized	General
Texts, Analysis/analyze, Evaluate/evaluation, Engage/engagement, Apply, Enhance, Techniques, Intention, Comprehension, Purpose, Composition, Author, Interpretation, Audience, Construction, Describe, Shape meaning, Explain, Structure, Recognize	*Characters, Characterization, Setting, Plot, Events, Conflict, Pacing, Themes, Modes, Genres, Expository, Main ideas, Key details, Facts, Sense of closure, Presentation of events, Argument, Claim, Supporting relevant evidence, Counterclaim, Logical conclusion, Poetic, Stanzas, Rhyme scheme, Imagery, Figurative language, Sound devices*	*Scrutinize, Resilience, Extract, Educational attainment, Protrude, Socioeconomic status, Seamless, Displacement, Replenish, Inaugural, Meander, Perseverance, Suitable, Unity, Homelessness, Democracy*

IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS

Key concept	Related concept(s)	Global context
Creativity Is the process of generating novel ideas and considering existing ideas from new perspectives.	**Style** The characteristic way that a writer uses linguistic devices, literary devices, and features for particular purposes and effects.	**Personal and Cultural Expression** Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

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, argumentative, and poetic techniques?
Conceptual— How do authors shape their message through the use of narrative, expository, argumentative, and poetic techniques?
Debatable— Should authors integrate narrative, expository, argumentative, 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.
- *3- 6 constructed texts (at least 1 of which is an extended constructed text)*
- *2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze)*
- *2 selected response and new read assessments for skills application to new text (s)*
- *1 MYP Task or Performance Task (project, presentation, etc. with integrated writing/creating and speaking component assessing the 4 MYP Criteria) .*

Assessment Title, Description, and Type (formative, summative, MYP, Performance Task) (H) - indicates Honors level assessment ***Summative Assessments Only:*** *Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:*	Standard + Grade Level Expectation (s) Assessed and/or MYP Criterion Assessed *(applicable only to MYP Task)*
Title: *Identifying Techniques* **Description:** As students read and interpret the variety of short texts, they will annotate and respond orally, or in writing, identifying the techniques in each and explain how they shift meaning. **Type:** ☑ **Formative**	**7.T.T.1.a** Analyze how narrative techniques are used across the text to develop plot, characters, and setting. **7.T.T.2.a** Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure. **7.T.T.3.a** Analyze 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. **7.T.T.4.a** Analyze poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. **K-12.P.EICC.1.d** Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
Title: *Describing and Explaining the Function of Techniques in a Single Text* **Description:** Students will closely examine a single text to identify specific techniques used by the author to express ideas and enhance creativity. They will gather textual evidence to explain how these techniques shape the meaning of the text, engage the audience, and invite critical analysis—mirroring the ways readers and writers interact with and craft purposeful texts. **Type:** ☑ **Summative**	**7.T.T.1.a** Analyze how narrative techniques are used across the text to develop plot, characters, and setting. **7.T.T.2.a** Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure. **7.T.T.3.a** Analyze 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. **7.T.T.4.a** Analyze poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. **K-12.P.EICC.1.d** Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. 0
Title: *The Power of Technique: Crafting and Analyzing Texts with Purpose* **Description:** Students will explore how writers intentionally use a variety of techniques—narrative, expository, argumentative, and poetic—to express ideas, connect with audiences, and achieve specific purposes. After reading a mentor text that integrates multiple modes (e.g., a short narrative with embedded facts, a persuasive tone, and poetic language), students will analyze how these techniques work	**7.T.T.1.e** Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes. **7.T.T.2.d** Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences. **7.T.T.3.c** Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences. **7.T.T.4.b** Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences. **K-12.P.EICC.2.d** Interpret and construct texts to aid the analysis and evaluation of texts and ideas.

Published: 8/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

ELA Resources
Approved Novel List

together to shape meaning. Then, they will craft their own original hybrid text that purposefully blends at least two writing modes (e.g., narrative and argument, expository and poetic) using the techniques they've studied. This task allows students to interpret and construct texts that not only express their own ideas creatively and critically, but also demonstrate their understanding of how different techniques engage readers and support communication goals. ☑ **Formative**	
Title: Scenario- Based Extended Text - GRASP Task - Constructing a multi-genre text **Description:** 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, argumentative, and poetic techniques in their written response. **Type:** ☑ **Summative** ☑ **MYP Task**	**7.T.T.1.e** Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes. **7.T.T.2.d** Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences. **7.T.T.3.c** Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences. **7.T.T.4.b** Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences. **K-12.P.EICC.2.d** Interpret and construct texts to aid the analysis and evaluation of texts and ideas. MYP Criteria Assessed: **A- Analyzing** ● provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, ● perceptively analyses the effects of the creator's choices on an audience **B- Organizing** ● effectively organizes ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way **C- Producing Text** ● 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 ● makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, **D- Using Language** ● Writes in a consistently appropriate style that serves the context and intention. ● Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective

Approaches to learning (ATL) Skills

Category (s):	Cluster (s):	Skill Indicator (s):
Communication	Exchanging thoughts, messages and information effectively through interaction	1. Give and receive meaningful feedback
Self- Management	Reflection Skills	1. Develop new skills, techniques and strategies for effective learning
Communication	Reading, Writing and using language to gather and communicate information	1. Take effective notes in class

Learning Experiences
Add additional rows below as needed.
Learning Experiences include *how* students will learn what they need to know and be able to do for *interpreting texts* and *constructing texts* expectations.

Learning Experience and Description	Grade Level Expectation (s) (from Unit Focus Standards)	Personalized Learning and Differentiation	Learning Experience Resources
Learning Experience 1: *The Story of Perseverance: Narrative & Expository Techniques* **Description:** Students analyze **narrative and expository techniques** in multiple texts to craft personal or fictional stories of perseverance.	**7.T.T.1.a** Analyze how narrative techniques are used across the text to develop plot, characters, and setting. **7.T.T.1.e** Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes. **7.T.T.2.a** Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure. **7.T.T.2.d** Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences. **7.L.GC.2.b** Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text. (C) **K-12.P.EICC.1.d** Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.	● Modeling ● Graphic Organizers ● Visual Supports	● Materials in Lesson Guidance ● No Red Ink Resources ● Thinking Maps
Learning Experience 2: *Ted Talk Debate: Argumentative & Expository Techniques* **Description:** Students analyze **argumentative and**	**7.T.T.3.a** Analyze 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	● Modeling ● Graphic Organizers ● Visual Supports	● Materials in Lesson Guidance ● No Red Ink Resources ● Thinking Maps

expository techniques and construct a text about grit and success.	argument. **7.T.T.3.c** Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences. **7.T.T.2.a** Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure. **7.T.T.2.d** Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences **7.L.GC.2.b** Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text. **K-12.P.EICC.1.d** Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.		
Learning Experience 3: *From Poetry to Prose: Crafting a Multi- Genre Piece* **Description:** Students analyze **poetic techniques** and create a hybrid poetry- prose piece by incorporating **narrative techniques.**	**7.T.T.4.a** Analyze poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. **7.T.T.4.b** Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences. **7.T.T.1.e** Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.	• Graphic Organizers • Visual Supports • Modeling • Vocabulary Support (Poetic Terms)	• Materials in Lesson Guidance • No Red Ink Resources • Thinking Maps
Learning Experience 4: *Visual StoryTelling: Photograph, Song, and Expository Techniques* **Description:** Students analyze visual and musical storytelling and will compose a text using **expository and poetic techniques** about how perseverance is presented in these mediums.	**7.T.T.2.a** Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure. **7.T.T.2.d** Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences. **7.T.T.4.a** Analyze poetic techniques used to present and design content, including stanzas, rhyme scheme,	• Graphic Organizers • Visual Supports • Modeling • Vocabulary Support (Poetic Terms)	• Materials in Lesson Guidance • No Red Ink Resources • Thinking Maps

Published: 8/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.
ELA Resources
Approved Novel List

	imagery, figurative language, and/or sound devices. **7.T.T.4.b** Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences. **7.L.GC.2.b** Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text.		
Learning Experience 5: *The Ultimate Grit Showcase: Multi- Genre Piece* **Description:** Students synthesize **narrative, expository, argumentative, and poetic techniques**. Students will **craft** a single, intertwined piece that weaves together all of the techniques into a seamless, engaging composition about perseverance. The structure will follow a blended format, where each technique enhances the others rather than standing alone as separate sections.	**7.T.T.1.e** Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes. **7.T.T.2.d** Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences. **7.T.T.3.c** Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences. **7.T.T.4.b** Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences. **K-12.P.EICC.1.e** Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.	● Modeling ● Writing Graphic Organizers ● Visual Supports ● Writing Process	● Materials in Lesson Guidance ● No Red Ink Resources ● Thinking Maps

Learning Experience 6: *NoRedInk* **Description:** Throughout the unit, NoRedInk will be used as a personalized tool to close gaps in grammar and writing by providing differentiated, adaptive practice based on each student's needs. Students will complete a diagnostic to identify skill gaps and receive targeted lessons aligned with unit writing tasks. Teachers will monitor progress through built-in reports, assign mini-lessons, and use student data for flexible grouping and conferencing. NoRedInk activities—such as mentor sentences, writing applications, and grammar practice—will be embedded into warm-ups, writing workshops, and revision routines to support clarity, style, and sentence fluency in student writing.	**K-12.L.GC.1.50 **Mechanics:**** Use ellipses appropriately. **K-12.L.GC.1.51 **Mechanics:**** Use hyphens with appropriate affixes and compound words. **K-12.L.GC.1.52 **Mechanics:**** Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences. **K-12.L.GC.1.53 **Grammar, Mechanics**** Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier). **K-12.L.GC.1.56 **Mechanics:**** Use colons to introduce lists, examples, and explanations. **K-12.L.GC.1.57 **Usage:**** Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function.	● Graphic Organizers ● Visual Supports ● Modeling ● Vocabulary Support	● Materials in Lesson Guidance ● No Red Ink Resources

Unit Texts
All texts meet grade level complexity guidelines regardless of course level. Support with reading comprehension, fluency, and vocabulary are provided to meet student needs.

Unit Core Texts	**On-Level** *grade level appropriate texts that meet grade level complexity guidelines**	**Honors** *extensions/additional texts noted here for advanced study as applicable**	**Support** *grade level complex text (s) accessibility support provided for access to grade level content/textst**
Unit Novel (s), Plays, Extended Work (s) (Reading)	**N/A (short mini unit)**	**N/A (short mini unit)**	**N/A (short mini unit)**
Other Prose Texts and Poetry (Reading)	**Article:** At the Head of Her Class, and Homeless"by NPR Staff **Short Story:** "Awa"by Keisha Bush **Poem:** "The Hill We Climb" (copies in the Media Center)	**Article:** At the Head of Her Class, and Homeless"by NPR Staff **Short Story:** "Awa"by Keisha Bush **Poem:** "The Hill We Climb" (copies in the Media Center)	
Visual Texts (Viewing)	**Photograph:** "A Migrant Mother" by Dorthea Lange	**Photograph:** "A Migrant Mother" by Dorthea Lange **Photograph:** Frida Kahlo Self Portraits	

Auditory Texts (Listening)	**Song:** "Eye of the Tiger" by Survivor	**Song:** "Eye of the Tiger" by Survivor	
Multimodal Texts *(A single text that includes Integrated Modes)*	**Ted Talk:** "Grit: The Power of Passion and Perseverance" by Angela Duckworth **Transcript:** "Grit: The Power of Passion and Perseverance" by Angela Duckworth	**Ted Talk:** "Grit: The Power of Passion and Perseverance" by Angela Duckworth **Transcript:** "Grit: The Power of Passion and Perseverance" by Angela Duckworth	

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..

Published: 8/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

ELA Resources

Approved Novel List