



Marietta City Schools

District Unit Planner

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

Grade 8 Language and Literature

See extensions in the Unit Planner for Honors

Unit title	Reader & Writer Identity: Text Techniques	MYP year	3	Unit duration (hrs)	7.5 hours
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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	<u>Grammar Conventions (GC)</u> Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	<u>STANDARD 6-8.L.GC.1: Grammar, Usage, & Mechanics</u> Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts. <u>STANDARD 6-8.L.GC.2: Syntax</u> 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	<u>Techniques (T)</u> Students evaluate and apply various techniques to comprehend and shape meaning.	<u>STANDARD 6-8.T.T.1: Narrative Techniques</u> Analyze and apply narrative techniques. <u>STANDARD 6-8.T.T.2: Expository Techniques</u> Analyze and apply expository techniques. <u>STANDARD 6-8.T.T.3: Argumentative Techniques</u> Analyze and apply argumentative techniques. <u>STANDARD 6-8.T.T.4: Poetic Techniques</u> Analyze and apply poetic techniques.
PRACTICES	<u>Engagement & Intention for Comprehension & Composition (EICC)</u> Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks	<u>STANDARD K-12.P.EICC.1: Reader & Writer Identity</u> Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and

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	and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.	producer of texts. <u>STANDARD K-12.P.EICC.2: Engagement & Intention</u> 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. <u>STANDARD K-12.P.EICC.4: Writing Processes</u> Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
MYP Criteria <i>(for applicable MYP Courses Grades 6-10)</i>	A- Analyzing <ul style="list-style-type: none">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 <ul style="list-style-type: none">effectively organizes ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way C- Producing Text <ul style="list-style-type: none">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 ideasmakes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, D- Using Language <ul style="list-style-type: none">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	
<u>MCS Gifted Standards</u> <i>(applicable to advanced content course level only)</i>		

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.4A: Develop skills and techniques associated with effective verbal and non-verbal communication, adjusting for a given audience or task.

Unit Vocabulary**Academic**

Texts, Evaluate, Evaluation, Apply, Techniques, Comprehension, Composition, Interpretation, Construction, Shape meaning, Structure, Analysis, Analyze, Engage, Engagement, Enhance, Intention, Purpose, Author, Audience, Describe, Explain, Recognize

Specialized

Narrative, 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

General

Greed, Desire, Consequences, Temptation, Materialism, Wealth, Poverty, Envy, Excess, Selfishness, Satisfaction, Value, Experience, Possession, Consumerism, Capitalism, Economy, Profit, Market, Resources, Trade, Scarcity, Obsession, Morality, Choices, Sacrifice, Happiness, Fulfillment, Gratification, Privilege, Status, Power, Entitlement, Exploitation, Demand, Worth, Ethics, Inequality, Motivation, Perspective, Influence, Mindset, Reflection

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. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.	Style The characteristic way that a writer uses linguistic devices, literary devices and features for particular purposes and effects; for example, word choice, sentence structure, figurative	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.

	devices, repetition, motif, allusion, imagery and symbolism.	
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		
<p>Factual— What are narrative, expository, argument, and poetic techniques?</p> <p>Conceptual— How do authors shape their message through the use of narrative, expository, argument, and poetic techniques?</p> <p>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?</p>		
<p>Assessment Tasks</p> <p><i>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.</i></p> <ul style="list-style-type: none"> • 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) . 		
<p>Assessment Title, Description, and Type (formative, summative, MYP, Performance Task)</p> <p><i>(H) - indicates Honors level assessment</i></p> <p>Summative Assessments Only:</p> <p><i>Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:</i></p>	<p>Standard + Grade Level Expectation (s) Assessed and/or</p> <p>MYP Criterion Assessed <i>(applicable only to MYP Task)</i></p>	
<p>Title: <i>Identifying Techniques (Recognizing narrative and poetic techniques; recognizing expository and argument techniques)</i></p> <p>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 explaining how they shape meaning.</p> <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p>	<p>8.T.T.1.a Analyze how narrative techniques are used across the text to develop plot, characters, and setting.</p> <p>8.T.T.2.a Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure.</p> <p>8.T.T.3.a Analyze the development of argumentative techniques used to present and design content, including an author’s claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion that logically follows the argument.</p> <p>8.T.T.4.a Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony.</p> <p>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.</p>	

<p>Title: <i>Describing and Explaining the Function of Techniques in a Single Text</i></p> <p>Description: 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.</p> <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p>	<p>8.T.T.1.a Analyze how narrative techniques are used across the text to develop plot, characters, and setting.</p> <p>8.T.T.2.a Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure.</p> <p>8.T.T.3.a Analyze the development of argumentative techniques used to present and design content, including an author's claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion that logically follows the argument.</p> <p>8.T.T.4.a Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony.</p> <p>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.</p>
<p>Title: <i>Analyzing a Multimodal Text</i></p> <p>Description: With a multimodal text, students should:</p> <ul style="list-style-type: none"> • Identify text techniques in all modes • Explain how identified techniques shape meaning • Evaluate the impact of the author's overall message on the intended audience. <p>Type:</p> <p><input checked="" type="checkbox"/> Summative</p>	<p>8.T.T.1.a Analyze how narrative techniques are used across the text to develop plot, characters, and setting.</p> <p>8.T.T.2.a Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure.</p> <p>8.T.T.3.a Analyze the development of argumentative techniques used to present and design content, including an author's claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion that logically follows the argument.</p> <p>8.T.T.4.a Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony.</p>
<p>Title: Scenario- Based Extended Text - GRASP Task - Constructing a multimodal text</p> <p>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, argument, and poetic techniques in their written response.</p> <p>Type:</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> MYP Task</p> <p>G - Goal</p> <p>R- Role</p> <p>A -Audience</p> <p>S- Situation</p>	<p><u>MYP:</u></p> <p>A- Analyzing</p> <ul style="list-style-type: none"> • 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 <p>B- Organizing</p> <ul style="list-style-type: none"> • effectively organizes ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way <p>C- Producing Text</p> <ul style="list-style-type: none"> • 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, <p>D- Using Language</p> <ul style="list-style-type: none"> • 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 <p><u>GA ELA K-12 ELA Standards:</u></p> <p>8.T.T.1.e Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.</p> <p>8.T.T.2.d Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance</p>

P - Product	writing and engage audiences. 8.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. 8.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.	
Approaches to learning (ATL) Skills		
<u>Category (s):</u>	<u>Cluster (s):</u>	<u>Skill Indicator (s):</u>
Communication	Communication Skills	1. Give and receive meaningful feedback
Self-Management	Reflection Skills	1. Develop new skills, techniques and strategies for effective learning
Communication	Communication Skills	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
<p>Learning Experience 1: NoRedInk</p> <p>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,</p>	<p>K-12.L.GC.1.50 **Mechanics:** Use ellipses appropriately.</p> <p>K-12.L.GC.1.51 **Mechanics:** Use hyphens with appropriate affixes and compound words.</p> <p>K-12.L.GC.1.52 **Mechanics:** Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences.</p> <p>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).</p> <p>K-12.L.GC.1.56 **Mechanics:** Use colons to introduce lists, examples, and explanations.</p> <p>K-12.L.GC.1.57 **Usage:** Form and use verbals and verbal phrases (participles/participials, gerunds, and</p>	<ul style="list-style-type: none"> • Graphic Organizers • Visual Supports • Modeling • Vocabulary Support 	<ul style="list-style-type: none"> • Materials in Lesson Guidance • No Red Ink Resources

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style, and sentence fluency in student writing.	infinitives) based on function.		
<p>Learning Experience 2: <i>Analyzing Narrative Techniques in Fables and Fiction</i></p> <p>Description: Students analyze how narrative techniques like dialogue, pacing, and setting develop the moral and plot in traditional and modern fictional texts. By comparing two stories, they explore how authors use structure and technique to convey theme and character motivation. *Honors students will extend their analysis by writing a response that displays another point of view.</p>	<p>8.T.T.1.a Analyze how narrative techniques are used across the text to develop plot, characters, and setting.</p> <p>8.T.T.1.e Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.</p> <p>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.</p>	<p><u>Scaffolds:</u></p> <ul style="list-style-type: none"> • Graphic Organizers • visual supports • Chunked texts • Guided story map 	<ul style="list-style-type: none"> • Lesson Guidance • No Red Ink Resources • Thinking Maps • Unit Texts
<p>Learning Experience 3: <i>Musical Messages – Tone, Character, and Theme in Lyrics</i></p> <p>Description: Students analyze lyrics as both narrative and argumentative texts. They examine how artists construct character voice and tone while embedding claims about money, happiness, and societal values. *Honors students will extend their analysis by comparing multiple songs and composing a written argument that evaluates the effectiveness of lyrical techniques in shaping cultural commentary.</p>	<p>8.T.T.1.a Analyze how narrative techniques are used across the text to develop plot, characters, and setting.</p> <p>8.T.T.1.e Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.</p> <p>8.T.T.3.a Analyze the development of argumentative techniques used to present and design content, including an author’s claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion that logically follows the argument.</p> <p>8.T.T.3.c Apply argumentative techniques (e.g., author’s claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion) to enhance writing and engage audiences.</p> <p>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.</p>	<p><u>Scaffolds:</u></p> <ul style="list-style-type: none"> • Graphic Organizers • Visual supports • Sentence Starters 	<ul style="list-style-type: none"> • Lesson Guidance • No Red Ink Resources • Unit Texts
<p>Learning Experience 4: <i>The Beast Within – Exploring & Crafting Poetic Techniques</i></p> <p>Description: Students closely read a poem to</p>	<p>8.T.T.4.a Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony.</p> <p>8.T.T.4.b Apply poetic techniques (e.g., stanzas,</p>	<ul style="list-style-type: none"> • Guided notes for poetic techniques • Sentence starters • Graphic organizer 	<ul style="list-style-type: none"> • Lesson Guidance • No Red Ink Resources • Unit Texts

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analyze how poetic techniques like stanza structure, rhyme scheme, and figurative language shape meaning. They then use these techniques to compose original poems that reflect personal or societal struggles with greed. * Honors students will also write an analytical reflection connecting their creative choices to themes and techniques found in the original poem, demonstrating a deeper understanding of poetic craft and purpose.	rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences. 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.		
<p>Learning Experience 5: <i>Understanding Expository Techniques in Informational Texts</i></p> <p>Description: Students examine how expository texts present complex topics like capitalism and inequality using facts, structure, and visuals. Through paired reading of a nonfiction article and data graph, they analyze author techniques and how evidence supports claims. *Honors students will extend this work by writing a structured response that critiques the effectiveness of the author’s argument and proposes alternative ways to present the information for greater impact.</p>	<p>8.T.T.2.a Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure.</p> <p>8.T.T.2.d Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.</p> <p>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.</p>	<ul style="list-style-type: none"> • Use a paragraph frame to support main idea identification • Sentence starters • Graphic Organizer 	<ul style="list-style-type: none"> • Lesson Guidance • No Red Ink Resources • Unit Texts

<p>Learning Experience 6: <i>Synthesizing Information from Visuals and Text</i></p> <p>Description: Students explore multiple media forms—photo, infographic, and TED Talk—to synthesize perspectives on greed and happiness. This experience strengthens their ability to analyze, compare, and draw conclusions across texts and visuals. *Honors students will deepen this synthesis by composing a multi-paragraph response that evaluates the impact of each medium and argues which is most effective in conveying its message.</p>	<p>8.T.T.1.e Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.</p> <p>8.T.T.2.d Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.</p> <p>8.T.T.3.c Apply argumentative techniques (e.g., author’s claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion) to enhance writing and engage audiences.</p> <p>8.T.T.4.b Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.</p> <p>8.P.EICC.1.b Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.</p> <p>8.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.</p> <p>K-12.P.EICC.2.a Share real or imagined experiences by interpreting and constructing texts that tell or include stories.</p> <p>K-12.P.EICC.2.d Interpret and construct texts to aid the analysis and evaluation of texts and ideas.</p>	<ul style="list-style-type: none"> • Pre- Writing Graphic Organizer • Modeling 	<p>Lesson Guidance No Red Ink Resources</p>
<p style="text-align: center;">Unit Texts</p> <p style="text-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>Unit Core Texts</p>	<p style="text-align: center;">On-Level</p> <p style="text-align: center;"><i>*grade level appropriate texts that meet grade level complexity guidelines*</i></p>	<p style="text-align: center;">Honors</p> <p style="text-align: center;"><i>*extensions/additional texts noted here for advanced study as applicable*</i></p>	<p style="text-align: center;">Support</p> <p style="text-align: center;"><i>*grade level complex text (s) accessibility support provided for access to grade level content/textst*</i></p>
<p>Unit Novel (s), Plays, Extended Work (s) (Reading)</p>	<p style="text-align: center;">N/A (short mini-unit)</p>	<p style="text-align: center;">N/A (short mini-unit)</p>	<p style="text-align: center;">N/A (short mini-unit)</p>

Other Prose Texts and Poetry (Reading)	Fable: “The Goose with the Golden Egg” Article: “Capitalism” Poem: “Greed’s Endless Hunger”	Short Story: “The Treasure in the Forest”	Excerpts from short stories and articles can be used to achieve the learning intention.
Visual Texts (Viewing)	Video: Veruca Salt- “I Want it Now”	Infographic: “The Research Behind Why Experiences Make Us Happier Than Things”	
Auditory Texts (Listening)	Song: “Royals” Lorde	Song: “Price Tag” Jessie J	
Multimodal Texts <i>(A single text that includes Integrated Modes)</i>	TedTalk: “Greed in Our Society” with transcript		

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..