Marietta City Schools

District Unit Planner

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

	Enhanced Literature & Composition I				
Unit title	*Reader & Writer Identity: Text Techniques*	**MYP year**	*3*	**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 9-12.L.GC.1: Grammar, Usage, & Mechanics** Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating, and constructing texts. **STANDARD 9-12.L.GC.2: Syntax** Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.
TEXTS	**Techniques (T)** Students evaluate and apply various techniques to comprehend and shape meaning.	**STANDARD 9-12.T.T.1: Narrative Techniques** Evaluate and apply narrative techniques to enhance text's appeal to audiences or achieve specific purposes. **STANDARD 9-12.T.T.2: Expository Techniques** Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes. **STANDARD 9-12.T.T.3: Argumentative Techniques** Evaluate and apply argumentative techniques to enhance text's appeal to audiences or achieve specific purposes. **STANDARD 9-12.T.T.4: Poetic Techniques** Evaluate and apply poetic techniques to enhance
PRACTICES	**Engagement & Intention for Comprehension & Composition (EICC)** Students develop personal and academic identities as readers	**STANDARD K-12.P.EICC.1: Reader & Writer Identity** Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active

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	and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.	consumer and producer of texts. **STANDARD K-12.P.EICC.2: Engagement & 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, ● gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology, ● perceptively compares and contrasts by making extensive connections in features across and within genres and texts. **B- Organizing** ● makes sophisticated use of organizational structures that serve the context and intention effectively, ● effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way ● makes excellent use of referencing and formatting tools to create an effective presentation style. **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, ● selects extensive relevant details and examples to develop ideas with precision. **D- Using Language** ● Effectively uses a range of appropriate vocabulary, sentence structures and forms of expression, ● Writes in a consistently appropriate style that serves the context and intention. ● Uses grammar, syntax, and punctuation with a high degree of accuracy; makes errors that are minor, and communication is effective ● 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.4A: Develop skills and techniques associated with effective verbal and non-verbal communication, adjusting for a given audience or task.

Unit Vocabulary		
Academic Context, Interpretation, Perspective, Emphasis, Engagement, Effectiveness, Structure, Contrast, Connotation, Appeal, Adaptation, Analysis, Syntax, Dialect	**Specialized** Text technique, Argument, Claim, Counterargument, Persuasion, Evidence, Bias, Narrative, Imagery, Tone, Mood, Lyricism, Metaphor, Personification, Symbolism, Repetition, Foreshadowing, Alliteration, Refrain, Suspense, Second-Person Point of View, Multimodal Text, Linguistics	**General** Lurk, Paralyze, Terrorize, Grizzly, Beast, Dread, Macabre, Haunting, Possession, Shriek, Solitude, Desperation, Fractured, Emptiness, Yearning, Reckless, Frustration, Dependency, Haunted, Abyss

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 devices, repetition, motif, allusion, imagery and symbolism.	**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, reflects on and extends creativity, and invites 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, 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) .* **Add additional rows as necessary**	
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: *Scenario- Based Extended Text - GRASP Task -Constructing a multimodal 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, argument, and poetic techniques in their written response.
Type:
☑ **Summative**
☑ **MYP Task**
	ACD:
	- A.iii ***Analysing***
	  - gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology
	- C.i, ii ***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.ii, iv - ***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
	
	Georgia's K-12 Standards for ELA
	9.T.T.1.e Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors, achieve specific purposes, engage audiences, and enhance writing. (C)
	
	9.T.T.2.d Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and adjusts tone for a variety of audiences and purposes. (C)
	
	9.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences. (C)
	
	9.T.T.4.b Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C)

	9.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. (I/C) **9.P.EICC.2.c** Explain and learn concepts and processes by interpreting and constructing texts. (I/C) **9.L.V.1.a** Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)
Title: *Analyzing the Function of Various Techniques in One Text* **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. **Type:** ☑ **Formative**	**9.T.T.1.a** Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) **9.T.T.2.a** Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I) **9.T.T.3.a** Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. (I) **9.T.T.4.a** Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I) **9.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. (I/C)
Title: *Analyzing a Multimodal Text* **Description:** With a multimodal text, students should: - Identify text techniques in all modes - Explain how identified techniques shape meaning - Analyze combined techniques and the intended impact on the audience - Evaluate the impact of the author's overall message on the intended audience. **Type:** ☑ **Summative**	**9.T.T.1.a** Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) **9.T.T.2.a** Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I) **9.T.T.3.a** Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. (I) **9.T.T.4.a** Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I) **9.T.T.1.e** Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors, achieve specific purposes, engage audiences, and enhance writing. (C) **9.T.T.2.d** Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and adjusts tone for a variety of audiences and purposes. (C) **9.T.T.3.c** Apply argumentative techniques strategically to enhance writing and engage audiences. (C)

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	9.T.T.4.b Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C) **9.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. (I/C) **9.P.EICC.2.c** Explain and learn concepts and processes by interpreting and constructing texts. (I/C)
Title: *Comparing Modes (Constructed Response)* **Description:** Students will compare the three modes of text in a multimodal (written text, audio, and visual) individually to identify and analyze text techniques. In a constructed response, answer the following prompts: *Which format was most powerful and why?* *How does the shift from **text → performance → video/visual** change or impact the audience's understanding and/or the impact of the techniques?* **Type:** ☑ **Formative**	**9.T.T.1.a** Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) **9.T.T.2.a** Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I) **9.T.T.3.a** Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. (I) **9.T.T.4.a** Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I) **9.T.T.1.e** Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors, achieve specific purposes, engage audiences, and enhance writing. (C) **9.T.T.2.d** Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and adjusts tone for a variety of audiences and purposes. (C) **9.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. (I/C) **9.P.EICC.2.c** Explain and learn concepts and processes by interpreting and constructing texts. (I/C)

Approaches to learning (ATL) Skills

Category (s):	Cluster (s):	Skill Indicator (s):
Communication	Communication Skills	1. Read closely and critically to make inferences and draw conclusions 2. Use a variety of media to present an audience
Thinking	Critical Thinking Skills	1. Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding

Learning Experiences
Add additional rows below as needed.

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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: *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
Learning Experience 2 - *Recalling/Introducing Techniques as Tools* **EQ: What role do different writing techniques play in shaping our understanding and perception of the world?** **Description:** In this 1–2 day learning experience, students will revisit key writing techniques (Narrative, Argumentative, Expository, and Poetic) and the concepts and terms associated with each. Through collaborative activities and guided instruction, students will categorize techniques, explore their unique purposes, and analyze how they function within texts to shape meaning. This will prepare students to recognize and interpret the function and impact of these techniques in LE2, and set a baseline for how authors might use and blend multiple techniques to influence readers' understanding. Students will reflect on the	**9.T.T.1.a** Evaluate Narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) **9.T.T.2.a** Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I) **9.T.T.3.a** Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. (I) **9.T.T.4.a** Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I) **9.P.AC.3.b** Apply knowledge of how mode and genre impact what kinds of ideas and information are	• After discussion, craft and/or co-construct a visual anchor chart for the text techniques with examples from the lesson and the effect on the audience.	• Text Technique Card Sort • Mini-Lesson: Text Techniques • Expository and Argumentative Techniques Practice Graphic Organizer • Lesson Guidance • Unit Text

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strengths, limitations, and effects of each technique, and use these to support deeper analysis in future lessons. By the end of this lesson, students should be able to: ● define a technique ● explain the purpose of each of the four types of techniques ● describe how each technique shapes meaning and engages with the audience ● identify the technique in a written text	included in texts. (I/C) **9.P.AC.3.c** Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C) **9.P.CP.1.d** Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)		
Learning Experience 3 - *Techniques and their individual and combined functions* **EQ: How do different texts challenge societal norms? What techniques highlight these critiques?** **Description:** Over the course of 1–2 days, students will analyze how individual and blended writing techniques (Narrative, Informational, Argumentative, and Poetic) shape meaning and contribute to a text's critique of societal norms. Beginning with a visual text, students will create and combine sample lines representing different techniques, then reflect on the impact of integrating multiple styles. Through teacher modeling using a poetic, argumentative or informational text that blends techniques; guided group work where students analyze a text excerpt to identify different techniques and explain the functions of the techniques within the text; and independent analysis where they describe and evaluate the functions of techniques, students will explore how the purposeful use of multiple techniques can strengthen a text's central message.	**9.T.T.1.a** Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) **9.T.T.2.a** Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I) **9.T.T.3.a** Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. (I) **9.T.T.4.a** Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I) **9.P.ST.1.a** Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. (I/C) **9.P.ST.2.a** Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. (I/C)	● Provide Sentence Starters for Learners who need support ● Guided prompts adapted from the text to generate thinking. ● Facilitate cooperative learning through Collaborative Annotation by uploading text to Google Docs and assign groups a color for their annotation focus: **Blue** → Argument (claims, counterclaims) **Green** → Informational (facts, research, statistics) **Yellow** → Narrative (personal experiences, anecdotes) **Red** → Multimodal (graphics, tone, visual elements) - Have learners highlight and comment on how these techniques influence the audience.	● Combining Techniques Mini-Lesson: The Function and Impact of Combining Text Techniques ● Technique Identification: Passage and Graphic Organizer ● Lesson Guidance ● Unit Text

This learning experience builds students' awareness of how technique influences tone, meaning, and audience impact, laying the groundwork for deeper text analysis in various modes of texts in upcoming lessons. By the end of this lesson, students should be able to: ● accurately identify multiple text technique styles in excerpts ● explain the impact of using a specific technique on an audience ● compare and contrast the impacts of different techniques ● explain how the combination of different techniques enhances the meaning and effectiveness of the text's message	**9.P.AC.1.a** Identify, apply, and analyze the literary, expository, and rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C) **9.P.AC.1.d** Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose. (I/C)		

Learning Experience 4 - *Blending Techniques and Modalities*
EQ: How might an author blend text techniques in a multimodal text to shape meaning and achieve the author or speaker's purpose?
 	
● Students will be able to describe the function of various modes.
● Students will be able to analyze how text techniques function within different modes separately (text, audio, video) and combined within a multimodal text.
● Students will be able to explain how the combination of modes shapes meaning.
 	
Description: In this 2-3 day learning experience, students will explore how authors blend writing techniques across multiple modes (written, audio, and visual) to shape meaning and achieve purpose in multimodal texts.
Teachers will explain that some narrative techniques,
	9.T.T.1.a Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I)
	
	9.T.T.2.a Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I)
	
	9.T.T.3.a Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. (I)
	
	9.T.T.4.a Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I)
	
	9.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C)
		● Utilize EdPuzzle and insert questions at key points to chunk for students:
		  ○ *What claim is the speaker making here?*
		  ○ *How does this research/statistic help strengthen the speaker's argument and/or persuade the audience?*
		  ○ *How does the tone of voice and visual elements impact the message?*
		
		● Incorporate collaborative elements through a live debate challenge:
		  ○ Evaluate the efficacy of the text's goal where half the class argues in favor of the speaker's position, and the other argues against it.
			● Multimodal Texts and their Functions (Part 1) (Mini-Lesson)
			● Blending Text Techniques and Modalities Lesson (Part 2)
			● Written Mode Graphic Organizer
			● Visual and Aural Mode Graphic Organizer
			● Text Techniques Formative Check
			● Lesson Guidance
			● Unit Text

such as mood and tone, change definition and trait once you move modes. Through guided practice, students will examine that audio and visual elements enhance or shift the meaning created by the text alone. Using a gradual release model, students will compare and contrast the impact of each mode, culminating in independent analysis of how multimodal elements work together to convey message, tone, and perspective. This experience builds toward a deeper understanding of how form and technique intersect to influence audience interpretation. By the end of this lesson, students should be able to: ● define a mode of text and provide its function ● accurately identify text techniques in different modes and provide textual evidence ● describe (in writing) the effect or impact of each technique in different modes. ● explain both orally and in writing how the combination of modes creates and shapes a unified message.	**9.P.ST.1.a** Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. (I/C)	○ They must use at least three rhetorical techniques from the video/transcript in their arguments.	
Learning Experience 5 - *Evaluating a Multimodal Text - Independent Practice* **EQ: Students will be able to evaluate a multimodal text by analyzing the function and impact of combined text techniques across different modes, and create an interpretation of the text.** **Description:** In this one day learning experience, students will apply their knowledge of text	**9.T.T.1.a** Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) **9.T.T.2.a** Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I) **9.T.T.3.a** Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques	● Tier content on Graphic Organizer for Multimodal Assignment, providing more language support or content support as needed.	● Multimodal Text Link ● Multimodal Text Assignment Sheet and Graphic Organizer ● Lesson Guidance ● Unit Text

techniques and modalities through independent analysis of a multimodal text. After engaging in a Four Corner Debate to evaluate the dominant technique in a sample text, students will review the purpose and function of blending Narrative, Informational, Argumentative, and Poetic elements. Using headphones and computers, students will analyze a teacher-provided multimodal text to complete the following: identifying techniques across modes, explaining how each shapes meaning, and evaluating the combined impact on the audience. This summative task challenges students to synthesize their learning by assessing the effectiveness of the author's message through purposeful technique integration. **Success Criteria:** ● I can accurately identify text techniques in all modes of the multimodal text. ● I can explain how the identified techniques shape meaning within each mode. ● I can analyze how the combined techniques impact the audience. ● I can evaluate the overall impact of the author's message on the intended audience. ● I can construct an interpretation of the text.	used to present and design content and their associated implications on meaning or central idea. (I) **9.T.T.4.a** Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I) **9.T.T.1.e** Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors, achieve specific purposes, engage audiences, and enhance writing. (C) **9.T.T.2.d** Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and adjusts tone for a variety of audiences and purposes. (C) **9.T.T.3.c** Apply argumentative techniques strategically to enhance writing and engage audiences. (C) **9.T.T.4.b** Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C) **9.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. (I/C) **9.P.EICC.2.c** Explain and learn concepts and processes by interpreting and constructing texts. (I/C)		
Learning Experience 6: *Constructing a multimodal text* **Description:** Teachers will provide feedback on the Multimodal Text Evaluation in preparation for a performance task.	**9.T.T.1.e** Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text using metaphors, achieve specific purposes, engage audiences, and enhance writing. (C)	● ESOL and SPED Supports may differ by teacher based on student needs.	● 9th Grade GRASP Task ● Lesson Guidance ● Unit Text

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GRASP Task Goal: Your goal is to create a **multimodal text** that expands upon the ideas presented in the texts explored in this mini-unit, and extends that understanding of the power of society and social expectations in your own life. Your piece should *examine*, *critique*, **or** *reflect* **on how societal norms, pressures, or expectations shape individuals, communities, or cultures.** You will blend at least **two different text techniques** (narrative, informational, argumentative, and/or poetic) to communicate your message in a way that resonates with your audience.	**9.T.T.2.d** Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and adjusts tone for a variety of audiences and purposes. (C) **9.T.T.3.c** Apply argumentative techniques strategically to enhance writing and engage audiences. (C) **9.T.T.4.b** Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C) **9.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. (I/C) **9.P.EICC.2.c** Explain and learn concepts and processes by interpreting and constructing texts. (I/C) **9.L.V.1.a** Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)	

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	N/A	N/A
Other Prose Texts and Poetry (Reading)	"The Most Dangerous Game" by Richard Connell (Short Story)	N/A	Excerpts from short stories and articles can be used to achieve the learning intention.

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

	"Why is it fun to be frightened" by Margee Kerr (Article) "We Wear the Mask" by Paul Laurence Dunbar (Poem)		
Visual Texts (Viewing)	"The Scream" by Edvard Munch (Painting) "Thriller" by Michael Jackson (video)	N/A	"The Scream" by Edvard Munch (Painting) "Thriller" by Michael Jackson (video)
Auditory Texts (Listening)	"Thriller" by Michael Jackson (song)	N/A	"Thriller" by Michael Jackson (song)
Multimodal Texts *(A single text that includes Integrated Modes)*	"Thriller" by Michael Jackson (video with lyrics) "Texting is Killing Language. JK!!!" by John McWhorter (TED Talk)	N/A	"Thriller" by Michael Jackson (video with lyrics) "Texting is Killing Language. JK!!!" by John McWhorter (TED Talk)

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..

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ELA Resources

Approved Novel List