	Marietta City Schools				
	District Unit Planner				
	Everything on the unit planner must be included on the unit curriculum approval statement.				

	Literature & Composition II (On-Level & Honors)				
	See extensions in the Unit Planner for Honors				

Unit title	Reader & Writer Identity: Text Techniques	MYP year	*5*	Unit duration (hrs)	*9 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)**	**STANDARD K-12.P.EICC.1: Reader & Writer Identity** Build an identity as a reader and writer, developing a repertoire of

		Students develop personal and academic identities as readers 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.	resources and tools to continuously expand participation as an active 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	**Specialized**	**General**
Persuade		
Purpose	*Rhetorical technique*	*Crisis*
Impact	*Argument*	*Urgency*
Emphasis	*Evidence*	*Sustainability*
Audience	*Claim*	*Emissions*
Policy	*Emotional appeal (Pathos)*	*Fossil fuels*
Activism	*Repetition*	*Generations*
	Figurative language	*Betrayal*
	Diction	*Condescending*
		Invincible
		Tragedy

IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS		
Key concept	**Related concept(s)**	**Global context**
Creativity	Style	Personal and Cultural Expression

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:
 ☐ **Formative**
 ☑ **Summative**
 ☑ **MYP Task**
 ☑ **Performance 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
	 10.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)
	
	 10.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)
	
	 10.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences. (C)
	
	 10.T.T.4.b Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C)

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	10.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) **10.P.EICC.2.c** Explain and learn concepts and processes by interpreting and constructing texts. (I/C) **10.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** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task**	**10.T.T.1.a** Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) **10.T.T.2.a** Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I) **10.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) **10.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) **10.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 (Selected Response & New Read Assessment) **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. **Honors Extension** - In addition to what is listed above, Honors students will evaluate the perspective of the speaker and how that perspective drives the choices for technique and mode **Type:**	**10.T.T.1.a** Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) **10.T.T.2.a** Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I) **10.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) **10.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) **10.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) **10.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)

☐ **Formative** ☑ **Summative** ☐ **MYP Task** ☐ **Performance Task**	**10.T.T.3.c** Apply argumentative techniques strategically to enhance writing and engage audiences. (C) **10.T.T.4.b** Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C) **10.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) **10.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** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task**	**10.T.T.1.a** Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) **10.T.T.2.a** Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I) **10.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) **10.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) **10.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) **10.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) **10.T.T.3.c** Apply argumentative techniques strategically to enhance writing and engage audiences. (C) **10.T.T.4.b** Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C) **10.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) **10.P.EICC.2.c** Explain and learn concepts and processes by interpreting and constructing texts. (I/C)
Title: Impact of Perspective in Mode & Technique in Multimodal Text (Honors Task) (Student Discourse & Constructed Response) **Description:** Students will compare the perspective of the	**10.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) **10.P.EICC.2.c** Explain and learn concepts and processes by interpreting and constructing texts. (I/C)

writer and the interpretations constructed through the perspective of the artist(s) to answer the following questions through student discourse: - What is the situation or setting of the text, and why is it important for interpretation? - What information does the audience need to access and understand the text? - What is the author's purpose and how does the author convey that purpose? Does the author's purpose differ from the artist's purpose (why or why not)? - What information can I gather about the author's perspective? - What values are expressed by the author? The artist? - How does the tone reflect the author's purpose? Is the tone effective for achieving the intended purpose? - What techniques does the author use to achieve the intended purpose, and are those techniques effective? After completing the student discourse interaction, the students will choose one of the previous questions to answer as an extended constructed response. **Type:** ☑ **Formative** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task**	**10.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. **10.P.ST.1.b** Consider how context impacts the purposes of the author and the audience.(I/C) **10.P.ST.1.c** Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.(I/C)

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

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	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 - Recalling/Introducing Techniques as Tools . **EQ: What role do different writing techniques play in shaping our understanding and perception of the world?** 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 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	**10.T.T.1.a** Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) **10.T.T.2.a** Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I) **10.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) **10.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) **10.P.AC.3.b** Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. (I/C) **10.P.AC.3.c** Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C) **10.P.CP.1.d** Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)	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. SPED Small Group and ESOL Sheltered courses will focus on Learning Experience 1.	Text Technique Card Sort Mini-Lesson: Text Techniques
Learning Experience 2 - Techniques and their individual and combined functions **EQ: How is fear used as a theme across texts to**	**10.T.T.1.a** Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I)	Provide Sentence Starters for Learners who need support	Combining Techniques Mini-Lesson (coming soon)

influence audiences? What techniques are used for intended impact?

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.

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

10.T.T.2.a Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I)

10.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)

10.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)

10.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)

10.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)

10.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)

10.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)

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.

SPED Small Group and ESOL Sheltered courses will focus on Learning Experience 2.

effectiveness of the text's message			
Learning Experience 3 - 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?** In this learning experience, students explore how narrative, informational, argumentative, and poetic techniques can be combined across different modes—text, audio, and visual—to deepen meaning and emotional impact. Students begin by analyzing how authors or creators use multiple techniques within written texts and then consider how the addition of voice and visuals changes the audience's experience and interpretation. Students will compare techniques such as repetition, figurative language, and argument structure across modalities. They will also analyze how elements like vocal delivery, tone, body language, and visual cues support the speaker or author's intent. These skills build from earlier experiences with identifying text techniques and will help students engage more critically with complex, layered texts throughout the unit and the year. This experience introduces the concept of **multimodal texts**, defines their functions, and broadens student understanding of what qualifies as a "text" in a contemporary classroom. Honors Extension: It also models how to justify interpretation by tracing a line of reasoning from technique to evidence to meaning—critical preparation for both analytical writing and project-based tasks later in the unit.	**10.T.T.1.a** Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) **10.T.T.2.a** Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I) **10.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) **10.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) **10.P.CP.1.a** Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C) **10.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)	Sentence frames and guiding questions will be provided to support students who need help articulating ideas. Honors or advanced learners may be asked to compare more than one multimodal text or analyze a creator's strategic use of juxtaposition between modalities.	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?* Multimodal Texts and their Functions (Mini-Lesson) Blending Text Techniques and Modalities Lesson 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. ● They must use at least three rhetorical techniques from the video/transcript in their arguments.

• Outcome:Students will understand that authors use a combination of text techniques and modes to shape meaning and influence audiences. • They will learn to justify interpretations by connecting technique to purpose and effect. • They will evaluate how shifts in modality—from written word to performance to video—can amplify, clarify, or transform the message. • They will begin to recognize multimodal texts as intentional, rhetorical constructions that communicate beyond just words.			
Learning Experience 4 - Evaluating a Multimodal Text - Independent Practice *Materials Needed: headphones, student computers.* **Enduring Understanding**: Authors and speakers blend narrative, informational, argumentative, and poetic techniques to impact audiences for specific purposes. In this learning experience, students apply their understanding of text techniques across modes by independently analyzing a multimodal text. Building on their earlier exposure to identifying and comparing techniques in written, audio, and visual formats, students now engage in deeper individual analysis. They evaluate how an author or creator uses combinations of narrative, informational, argumentative, and poetic elements to communicate purpose and create meaning. Students participate in a Four Corners Debate to kick off the lesson, engaging with a blended text and using evidence to defend their interpretation of the dominant technique. This collaborative opening prepares them to transition into independent work, where they will deconstruct a new multimodal text	**10.T.T.1.a** Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) **10.T.T.2.a** Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I) **10.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) **10.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) **10.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) **10.T.T.2.d** Apply expository techniques to develop a	Tier content on Graphic Organizer for Multimodal Assignment, providing more language support or content support as needed. **Four Corners Debate** allows for movement and verbal reasoning; alternate options include digital polls or a silent gallery walk for quieter students. **Graphic organizers and sentence frames** will scaffold student analysis of multimodal techniques. **Video clips or closed-captioning** will support students with auditory processing needs. **Checklists and conferencing** will help students stay focused and self-monitor during independent work.	Multimodal Text Link (coming soon) Multimodal Text Assignment Sheet and Graphic Organizer (coming soon) Checklist for Multimodal Evaluation

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using headphones and computers. The performance task emphasizes critical thinking and synthesis. Students must identify techniques across multiple modes, explain how those techniques contribute to meaning, and evaluate the creator's success in delivering a powerful, purposeful message to a specific audience. ● Outcome: Students will independently analyze multimodal texts, identifying how authors blend techniques to shape meaning and guide audience interpretation. ● Students will use evidence from all available modes—text, audio, and visual—to explain how those techniques work individually and in combination. ● Students will evaluate the overall impact of a multimodal text and reflect on how the creator's choices serve the message and audience.	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) **10.T.T.3.c** Apply argumentative techniques strategically to enhance writing and engage audiences. (C) **10.T.T.4.b** Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C) **10.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) **10.P.EICC.2.c** Explain and learn concepts and processes by interpreting and constructing texts. (I/C)		
Learning Experience 5: Constructing a multimodal text Teachers will provide feedback on the Multimodal Text Evaluation in preparation for a performance task. ***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**	**10.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) **10.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) **10.T.T.3.c** Apply argumentative techniques strategically to enhance writing and engage audiences. (C) **10.T.T.4.b** Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C)	ESOL and SPED Supports may differ by teacher based on student needs. SPED Small Group and ESOL Sheltered courses will focus on a scaffolded version of Learning Experience 5.	GRASP Performance Task

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ELA Resources
Approved Novel List

(narrative, informational, argumentative, and/or poetic) to communicate your message in a way that resonates with your audience.	**10.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) **10.P.EICC.2.c** Explain and learn concepts and processes by interpreting and constructing texts. (I/C) **10.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)	*"Invictus"* by William Ernest Henley (Poem) "Ozymandias" by Percy Bysshe Shelley (Poem) *"In Defense of Distraction"* by Sam Anderson (Article) "No Such Thing" by John Mayer (lyrics) "Thriller" by Michael Jackson (lyrics)	*"Invictus"* by William Ernest Henley (Poem) "Ozymandias" by Percy Bysshe Shelley (Poem) *"In Defense of Distraction"* by Sam Anderson (Article) "The Only Thing We Have to Fear is Fear Itself" by Franklin D. Roosevelt (Inauguration Address, transcript) "Scared of Lonely" Beyonce (lyrics)	==Differentiated Supports will be determined by language and scaffolding needs. PLCs will make final determinations for support texts and resources prior to approval.== "Ozymandias" by Percy Bysshe Shelley (Poem) "Thriller" by Michael Jackson (lyrics)
Visual Texts (Viewing)	"There is Always Hope" by Banksy "Thriller" by Michael Jackson (image stills)	"Lunch Atop a Skyscraper" (1932) attributed to Charles C. Ebbets (debated authorship) "Scared of Lonely", Beyonce (image stills) "Scared of Lonely", Crystal Nicole (image stills)	"Thriller" by Michael Jackson (image stills)

Auditory Texts (Listening)	"No Such Thing" by John Mayer (song) "Thriller" by Michael Jackson (song) "Ozymandias - As Read By Bryan Cranston"	"The Only Thing We Have to Fear is Fear Itself" by Franklin D. Roosevelt (audio) "Scared of Lonely", Beyonce (album edition) "Scared of Lonely", Crystal Nicole (demo)	"Thriller" by Michael Jackson (song) "Ozymandias - As Read By Bryan Cranston"
Multimodal Texts *(A single text that includes Integrated Modes)*	*"Should We Abolish Homework?"* by KQED's *Above the Noise* (Video) "No Such Thing" by John Mayer (video with lyrics) "Thriller" by Michael Jackson (video)	"The Only Thing We Have to Fear is Fear Itself" by Franklin D. Roosevelt (Inauguration Address, transcript w/video) "Scared of Lonely", Beyonce (Las Vegas Performance) "Scared of Lonely", Crystal Nicole (Worship Workshop Performance)	"Thriller" by Michael Jackson (video) *"Should We Abolish Homework?"* by KQED's *Above the Noise* (Video)

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..