MCS ELA American Literature (Year 3 or 4) Subject Group Overview

New Georgia ELA K-12 Language and Texts Big Ideas:

Context: Students recognize influences on texts and analyze how they shape meaning.

Structures & Style: Students analyze and use organizational structures and style to shape ideas and information.

Techniques: Students analyze and apply various techniques to comprehend and shape meaning.

Periods & Movement: Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.

Research & Analysis: Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.

Grammar Conventions: Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

Vocabulary: Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

Practices: Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Unit Information	Unit 1: Reader & Writer Identity: Text Techniques	Unit 2: Structure, Style, and Techniques through American Literary Periods	Unit 3: Belief and Revolution through Argument and Rhetoric	Unit 4: Success & The American Dream: Symbolism, Characterization & theme Intersection	Unit 5: Contemporary American Voices and Multimodality
Time Frame	**2 weeks**	**7 weeks**	**9 weeks**	**12 weeks**	**6 weeks**
New K-12 ELA Standards **Big Idea** Standard Topic Grade Level Expectation Code for Interpreting + Constructing Texts _____ 4 Key Literacy Practices ground, shape, and inform the Language and Texts Domain standards and grade level expectations: 1. Engagement & Intention for Comprehension & Composition 2. Situating Texts 3. Author's Craft 4. Collaboration & Presentation	**Techniques** Narrative Techniques 11.T.T.1 (a, e) Expository Techniques 11.T.T.2 (a, d) Argumentative Techniques 11.T.T.3 (a, c) Poetic Techniques 11.T.T.4 (a, b) **Context** Purpose & Audience 11.T.C.1 (b, c) **Grammar Conventions** Grammar, Usage, and Mechanics K-12.L.GC.1.47 K-12.L.GC.1.50 Syntax 11.L.GC.2.(b)	**Context** Purpose & Audience 11.T.C.1 (a, c) Authors and Speakers 11.T.C.2 (a, c, d)* **Structures & Style** Organization 11.T.SS.1 (a, b, c) Craft 11.T.SS.2 (a,b)* **Techniques**The Narrative Techniques 11.T.T.1 (a, d, e) 11.T.T.1 (a, b, d, e)* Expository Techniques 11.T.T.2.(a, d) Poetic Techniques 11.T.T.4. (a, b) **Periods & Movements** 11.T.PM.1 (b) 11.T.PM.1 (a, b)* **Research & Analysis**	**Context** Purpose & Audiences 11.T.C.1 (a, b, c) Authors and Speakers 11.T.C.2 (b, c, d) 11.T.C.2 (a, b, c, d)* **Structures & Style** Organization 11.T.SS.1 (a, c, d) Craft 11.T.SS.2 (a,b) 11.T.SS.2 (a,b, c)* **Techniques** Narrative Techniques 11.T.T.1 (b, d) 11.T.T.1 (b, d, e)* Expository Techniques 11.T.T.2.(b, d) Argument Techniques 11.T.T.3 (a, b, c) 11.T.T.3 (a, b, c, d)* Poetic Techniques 11.T.T.4. (a, b)	**Context** Purposes & Audiences 11.T.C.1 (a, b) Authors and Speakers 11.T.C.2 (c, d) 11.T.C.2 (b, c, d)* **Structures & Style** Organization 11.T.SS.1 (a, d) 11.T.SS.1 (a, b, c, d)* Craft 11.T.SS.2 (a, c) **Techniques** Narrative Techniques 11.T.T.1 (a, b, c, e) 11.T.T.1 (a, b, c, d, e)* Expository Techniques 11.T.T.2.(a ,b, d) Argument Techniques 11.T.T.3 (c, d) Poetic Techniques 11.T.T.4. (a, b) **Periods & Movements** 11.T.PM.1 (a, b)	**Context** Purposes & Audiences 11.T.C.1 (a, b, c) Authors and Speakers 11.T.C.2 (a, b, c, d) **Structures & Style** Organization 11.T.SS.1 (b, c, d) Craft 11.T.SS.2 (b, c) **Techniques** Narrative Techniques 11.T.T.1 (c, e) Expository Techniques 11.T.T.2.(d) Argument Techniques 11.T.T.3 (b, c, d) Poetic Techniques 11.T.T.4. (a, b) **Periods & Movements** 11.T.PM.1 (a, b) **Research & Analysis**

ELA Resources

Approved Novel List

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Specific decisions regarding Practice Usage will be identified in Unit Planners. _____ _____ **MYP Criteria:** A- Analyzing B- Organizing C- Producing Text D- Using Language		Research & Inquiry 11.T.RA.1 (a, b)* **Grammar Conventions** Grammar, Usage, & Mechanics K-12.L.GC.1.47 K-12.L.GC.1.50 Syntax 11.L.GC.2.(b, d) **Vocabulary** General, Academic & Specialized Vocabulary 11.L.V.1 (a, b) Word Analysis 11.L.V.2 (b, d) Meaning & Purpose 11.L.V.3 (e) 11.L.V.3 (c, e)*	**Periods & Movements** 11.T.PM.1 (a,b) **Research & Analysis** Research & Inquiry 11.T.RA.1 (b, c) 11.T.RA.2 (b, c)* **Grammar Conventions** Grammar, Usage, & Mechanics K-12.L.GC.1.41 K-12.L.GC.1.54 K-12.L.GC.1.56 K-12.L.GC.1.59 Syntax 11.L.GC.2.(b, c, d) **Vocabulary** General, Academic & Specialized Vocabulary 11.L.V.1 (a, b) Word Analysis 11.L.V.2 (b, d) Meaning & Purpose 11.L.V.3 (b, c, e)	**Research & Analysis** Research & Inquiry 11.T.RA.1 (a, b, c) 11.T.RA.2 (b) Curating Sources and Evidence 11.T.RA.2. (a, b, c) **Grammar Conventions** Grammar, Usage, & Mechanics K-12.L.GC.1.30* K-12.L.GC.1.47 K-12.L.GC.1.60 Syntax 11.L.GC.2.(a, b, d, e) 11.L.GC.2.(a, b, c, d, e)* **Vocabulary** General, Academic & Specialized Vocabulary 9-12.L.V.1 (a, b) Word Analysis 9-12.L.V.2 (a-d) Meaning & Purpose 9-12.L.V.3 (b)	Research & Inquiry 11.T.RA.1 (a, b, c) 11.T.RA.2 (a, b, c) **Grammar Conventions** Grammar, Usage, & Mechanics K-12.L.GC.1.30 Syntax 11.L.GC.2.(c, d, e) **Vocabulary** General, Academic & Specialized Vocabulary 9-12.L.V.1 (a, b) Word Analysis 9-12.L.V.2 (a-d) Meaning & Purpose 9-12.L.V.3 (b-e)
Unit Common Assessment Types for *Interpreting and Constructing Texts* Expectations	Each unit includes the following assessment types. Students will **interpret** unit texts of various modes and genres through **reading, viewing, and listening.** Students will **construct** texts 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. Students will also construct multimodal texts. • 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 presenting/speaking component assessing the 4 MYP Criteria) . *See Unit Planners for specific Assessment Details for each unit.				
Differentiation For Tiered Learners	Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners.				

* *Additional standards and expectations in this unit of study for Honors/advanced courses.*

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