Marietta City Schools

District Unit Planner

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

Advanced Comp

Unit title	Reader & Writer Identity: Text Techniques	MYP Year	*N/A*	Unit duration (hrs)	*2 weeks*

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

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PRACTICES	Engagement & Intention for Comprehension & Composition (EICC) 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.	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 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.

Unit Vocabulary

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

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Essential Questions

How do authors shape their message through the use of narrative, expository, argument, and poetic techniques?

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	Standard + Grade Level Expectation (s) Assessed and/or MYP Criterion Assessed *(applicable only to MYP Task)*	Formative / Summative / MYP or Performance Task	Assessment Description *(H) - indicates Honors level assessment*
Scenario- Based Extended Text - GRASP Task	**Georgia's K-12 Standards for ELA 12.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) **12.T.T.2.d** Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship	☐ **Formative** ☑ **Summative** ☐ **MYP Task** ☑ **Performance 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.

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	between ideas, includes multiple and varied types of information, and adjusts tone for a variety of audiences and purposes. (C) **12.T.T.3.c** Apply argumentative techniques strategically to enhance writing and engage audiences. (C) **12.T.T.4.b** Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C) **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. (I/C) **12.P.EICC.2.c** Explain and learn concepts and processes by interpreting and constructing texts. (I/C) **12.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)		
Analyzing the Function of Various Techniques in one Text	**12.T.T.1.a** Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I)	☑ **Formative** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task**	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.

	12.T.T.2.a Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I) 12.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) 12.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) 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. (I/C)		Then, students will compare how different authors use techniques to create purposes and impact audiences in two or more texts.
Analyzing Multimodal Texts	12.T.T.1.a Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) 12.T.T.2.a Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I)	☐ **Formative** ☑ **Summative** ☐ **MYP Task** ☐ **Performance Task**	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.

	12.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) **12.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) **12.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) **12.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) **12.T.T.3.c** Apply argumentative techniques strategically to enhance writing and engage audiences. (C) **12.T.T.4.b** Apply knowledge of various		

	poetic techniques and conventions to create poetic text for an intended purpose. (C) **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. (I/C) **12.P.EICC.2.c** Explain and learn concepts and processes by interpreting and constructing texts. (I/C)		
Comparing Modes (Constructed Response)	**12.T.T.1.a** Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) **12.T.T.2.a** Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I) **12.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) **12.T.T.4.a** Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to	☑ **Formative** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task**	Students will compare the three modes of text in a multimodal (written text, audio, and visual) individually to evaluate 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?*

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	present and design content and their associated implications on meaning and/or theme. (I) **12.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) **12.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) **12.T.T.3.c** Apply argumentative techniques strategically to enhance writing and engage audiences. (C) **12.T.T.4.b** Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C) **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. (I/C)		

12.P.EICC.2.c Explain and learn concepts and processes by interpreting and constructing texts. (I/C)		

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 **Activating Prior Knowledge:** As early as students begin reading from different genres where authors write for different purposes, students have been responsible for identifying and using text techniques that aid in communication of a story, theme, or idea. Students will recall (from previous instruction) and categorize key concepts and terms related to each of the text techniques (Narrative, Argumentative, Expository, and Poetic). This will serve as a springboard for moving from focusing on a single set of concepts and terms within a piece of text, to how texts typically integrate multiple techniques. **EQ: What role do different writing techniques play in shaping our understanding and perception of the world?** 1. Opener: a. Ask students to write down the first word that comes to	**12.T.T.1.a** Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) **12.T.T.2.a** Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I) **12.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) **12.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) **12.P.AC.3.b** Apply knowledge of how mode and genre impact what kinds of ideas and information are included in 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.	Text Technique Card Sort Mini-Lesson: Text Techniques

mind when they think of each technique (can be done through mentimeter word splash or in small groups).
b.   Teachers will provide students with a list of different writing techniques and a list of key concepts and terms. Students will work cooperatively to match the terms/concepts to the appropriate technique.
2. Mini-Lesson & Work Session
    a. Clarify the Text Techniques by grade level (See Resource)
    b. Explain how combining text techniques makes for richer writing.
    c. Provide examples of combined techniques and impact through gradual release with students working as groups, pairs, and then individually on identifying the technique and how its use helps shape meaning in the text.
3. Closing: How does the combination of techniques make a text more engaging? How might the blend affect different audiences (emotional appeal vs logical persuasion)?
	12.P.AC.3.c Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C)
	
	12.P.CP.1.d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)		

Learning Experience 2 - Techniques and their individual and combined functions **EQ: How do different texts challenge societal norms? What techniques highlight these critiques?**	**12.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 Guided prompts adapted from the text to generate thinking.	Combining Techniques Mini-Lesson (coming soon)

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Opening: Number students from 1-4. Present to them the visual text and **situate the text (12.P.ST.1.a)**. Have students craft a potential opening line of a piece of text associated with the following: 1 - Narrative Text 2 - Informational Text 3 - Argumentative Text 4 - Poetic Text - Share using collaborative technology (padlet, Schoology, Socrative, etc…) - Then, have evens and odds pair together (1 & 3; 2 & 4). Have them integrate their lines together and share out. - Have students then pair evens/odds. Have them integrate their lines, and share out. **Whole group question**: What was the impact of adding techniques from one style to the other? Did it strengthen or confuse the writing? **Mini-Lesson - Combining techniques** Allow for recall (or initial instruction) of the Text Techniques, their explicit definitions, and their functions - **Explicit Instruction**: Provide a teacher modeled example using a poetic, argumentative or informational text that blends techniques. (*This should include direct explanation, and ideally not be a completed model, but rather modeled in front of students.*) - **Gradual Release:** Group students for an analysis of a text excerpt where they focus on identifying different techniques and explaining the	**12.T.T.2.a** Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I) **12.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) **12.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) **12.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) **12.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) **12.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) **12.P.AC.1.d** Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and	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.	

functions of the techniques within the text. - **Independent Practice:** Analyzing the function of the various text techniques in a different text (informational or poetic) **Closing**: Exit Ticket: How does the combination of techniques strengthen the speaker's central message? How might the impact of the text change if it was purely factual or purely emotional? In what ways were the techniques used similarly? In what ways were the techniques used differently? **Preparation for Next Lesson**: Review a given text, identifying the various techniques included within the texts. Be prepared to share which text techniques you identified and how the technique achieves a specific purpose in the text.	features influence the audience, contribute to the text's accessibility, and support the text's purpose. (I/C)		
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?** **Opening**: In groups of three, compare and contrast the text techniques you identified from the assigned text. Use the graphic organizer to note which techniques you identified, evidence (examples) from the text, and explain how the technique helps to shape the meaning. Finally, answer the following questions with a student share out: ● What message is the speaker conveying through the lyrics	**12.T.T.1.a** Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) **12.T.T.2.a** Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I) **12.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)	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	Multimodal Texts and their Functions (Mini-Lesson) Blending Text Techniques and Modalities Lesson

- How does he challenge societal expectations? - What emotions or ideas are emphasized through repetition or figurative language? **Lesson**: **Multimodal texts and their functions** Teachers will define multimodal texts and their functions, and then facilitate student conversations around types of texts that qualify as multimodal. We will then expand the understanding of what will qualify as *text* this school year. **Direct Instruction** - model teacher identification of the written text. Draw a line of reasoning between the text technique, the example from the text, and the teacher's justification for how it shapes meaning. - Facilitate student input for additional multiple examples - Add in audio for student consideration and have students answer the following question: How does the vocal performance affect or impact the meaning of the text? - Add in visual - Students will watch the video of the speech/song while considering how visual elements, body language, facial expressions or move add to the understanding of the text. - Gradual Release: Compare all three modes (text, audio, video). See Resource.	**12.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) **12.P.CP.1.a** Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C) **12.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)	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.	

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- Independent Practice: Answer questions about each individual mode - **Closing**: Which format was most powerful and why? - How does the shift from text → performance → video change or impact the audience's understanding?			
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. **Opening**: Four Corner Debate (alternate options in differentiation) Present a text that blends multiple techniques. Have students move to a corner of the room labeled Narrative, Informational, Argumentative, or Poetic based on what they think is the dominant technique. Have each group defend their stance with textual evidence. **Performance Task Explanation:** - Review the techniques with students, and their new learning around what constitutes texts, and the purpose, function, and impact of combining text techniques. - Explain that you will provide students with a multimodal text that they use to do the following: - Identify text techniques in all modes	**12.T.T.1.a** Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I) **12.T.T.2.a** Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information. (I) **12.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) **12.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) **12.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	Tier content on Graphic Organizer for Multimodal Assignment, providing more language support or content support as needed.	Multimodal Text Link (coming soon) Multimodal Text Assignment Sheet and Graphic Organizer (coming soon)

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- 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. - Explain that students will be expected to combine at least two text techniques in their evaluation of the multimodal texts.	enhance writing. (C) **12.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) **12.T.T.3.c** Apply argumentative techniques strategically to enhance writing and engage audiences. (C) **12.T.T.4.b** Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C) **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. (I/C) **12.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	**12.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) **12.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)	ESOL and SPED Supports may differ by teacher based on student needs.	

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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.	**12.T.T.3.c** Apply argumentative techniques strategically to enhance writing and engage audiences. (C) **12.T.T.4.b** Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C) **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. (I/C) **12.P.EICC.2.c** Explain and learn concepts and processes by interpreting and constructing texts. (I/C) **12.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 New Science of Happiness" by Claudia Wallis (Article) "The Ones Who Walk Away from Omelas" by		

	Ursula K. Le Guin "Do Not Go Gentle into That Good NIght" by Dylan Thomas (Poem) "Forever Young" by Bob Dylan (song, lyrics) "Forever Young" by Jay-Z (Snippet, lyrics)		
Visual Texts (Viewing)	"The Falling Man" by Richard Drew (photograph) "Guernica" by Pablo Picasso (painting)		
Auditory Texts (Listening)	"Forever Young" by Bob Dylan "Forever Young" by Jay-Z (Snippet)		
Multimodal Texts *(A single text that includes Integrated Modes)*	"Forever Young" by Bob Dylan (Song and lyrics) "Forever Young" by Jay-Z (Snippet, (song and lyrics) "Get Comfortable with Being Uncomfortable" by Luvvie Ajayi Jones (TedTalk)		

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..