



Marietta City Schools

District Unit Planner

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

Literature and Composition II (On-Level & Honors)

See extensions in the Unit Planner for Honors

Unit title	<i>Communicating and Evaluating Themes</i>	MYP year	5	Unit duration (hrs)	<i>30 hrs (8 weeks)</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Georgia English Language Arts Standards		
DOMAIN	UNIT BIG IDEA (S)	UNIT FOCUS STANDARDS
LANGUAGE	<p><u>Grammar Conventions (GC)</u> - Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</p> <p><u>Vocabulary (V)</u> - Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases</p>	<p><u>STANDARD 9-12.L.GC.1: Grammar, Usage, & Mechanics</u> Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating, and constructing texts.</p> <p><u>STANDARD 9-12.L.GC.2: Syntax</u> Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects</p> <p><u>STANDARD 9-12.L.V.1 General, Academic & Specialized Vocabulary:</u> Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts.</p> <p><u>STANDARD 9-12.L.V.2 Word Analysis:</u> Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and phrases and to communicate effectively for a variety of purposes</p> <p><u>STANDARD 9-12.L.V.3 Meaning & Purpose:</u> Analyze and craft nuanced words and phrases in a variety of texts and for a variety of purposes.</p>

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<p style="text-align: center;"><u>TEXTS</u></p>	<p><u>Context</u> - Students investigate the relationships between authors, purposes, and audiences of texts as they analyze the influence of contextual factors.</p> <p><u>Structure & Style</u> - Students analyze and use organizational structures and style to shape ideas and information.</p> <p><u>Techniques</u> - Students evaluate and apply various techniques to comprehend and shape meaning.</p> <p><u>Periods & Movements</u> - Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p> <p><u>Research & Analysis</u> - 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.</p>	<p><u>STANDARD 9-12.T.C.1 Purposes and Audiences:</u> Analyze the impact of purpose and audience on a wide variety of texts</p> <p><u>STANDARD 9-12.T.C.2 Authors and Speakers:</u> Evaluate how authors’ and/or speakers’ perspectives influence texts and how circumstances shape their creation.</p> <p><u>STANDARD 9-12.T.SS.1 Organization:</u> Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.</p> <p><u>STANDARD 9-12.T.SS.2 Craft:</u> Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.</p> <p><u>STANDARD 9-12.T.T.1: Narrative Techniques</u> Evaluate and apply narrative techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><u>STANDARD 9-12.T.T.2: Expository Techniques</u> Evaluate and apply expository techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><u>STANDARD 9-12.T.T.3: Argumentative Techniques</u> Evaluate and apply argumentative techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><u>STANDARD 9-12.T.T.4: Poetic Techniques</u> Evaluate and apply poetic techniques to enhance</p> <p><u>STANDARD 9-12.PM.1: Periods and Movements</u> Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p> <p><u>STANDARD 9-12.RA.1: Research & Inquiry</u> Conduct research, generating questions to guide investigations of complex topics of interest and using credible sources to support analyses.</p>
<p style="text-align: center;">PRACTICES</p>	<p><u>Situating Texts (ST)</u> Students develop and apply a multilayered understanding of</p>	<p><u>STANDARD K-12.P.ST. 1: Context</u> Develop and apply knowledge of key components of context such as</p>

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	<p>context, author, audience, and purpose to ground and propel the interpretation and construction of texts.</p> <p><u>Author’s Craft (AC)</u> Students apply knowledge of author’s craft to enhance the interpretation and construction of texts.</p> <p><u>Engagement & Intention for Comprehension & Composition</u> - 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.</p>	<p>background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.</p> <p><u>STANDARD K-12.P.AC.3: Text Design</u> Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.</p> <p><u>STANDARD K-12.P.EICC.3: Comprehension Strategies</u> Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process.</p>
<p>MYP Criteria <i>(for applicable MYP Courses Grades 6-10)</i></p>	<p>A- Analyzing</p> <ul style="list-style-type: none"> ● provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, ● perceptively analyses the effects of the creator’s choices on an audience, ● 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. <p>B- Organizing</p> <ul style="list-style-type: none"> ● 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. <p>C- Producing Text</p> <ul style="list-style-type: none"> ● demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas, ● makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, ● selects extensive relevant details and examples to develop ideas with precision. <p>D- Using Language</p> <ul style="list-style-type: none"> ● 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 	
<p><u>MCS Gifted Standards</u> <i>(applicable to advanced content course level only)</i></p>		
<p>MCS.Gifted.S4B. Recognize and examine the value of others strengths, thoughts, ideas, and feelings during collaboration.</p>		

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MCS.Gifted.S5A. Explore personal beliefs, feelings, and understanding of self, regarding one’s own unique giftedness.

Unit Vocabulary

<p>Academic <i>(frequently encountered terms in academic contexts derived from ELA standards)</i></p> <p>Analyze Interpret Evaluate Explain Theme Perspective Identity Compare Contrast Evidence Inference</p>	<p>Specialized <i>(Discipline-specific terms to ELA Content within the standards)</i></p> <p>Characterization Symbolism Motif Protagonist Antagonist Narrator Point of View Theme Statement Internal Conflict External Conflict Figurative Language Irony Tone Author’s Purpose</p>	<p>General <i>(critical terms taught from unit text (s) and concepts to aid in comprehension)</i></p> <p>Apartheid Doctrine Totalitarian Ideologies Globalization Belonging Ostracize Conformity Hierarchy Alienation Prejudice Authority Compassion Displacement Dignity Rebellion Stigma Isolation Empowerment Judgment</p>
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IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS

Key concept	Related concept(s)	Global context
Perspective	Character	Identities and Relationships

Statement of inquiry

Main characters can represent the position from which an author observes situations and can also communicate identity, beliefs, and values

Inquiry questions

Factual—

What is theme?

How are conflict, protagonist, and antagonist connected?

What are primary and secondary sources?

Conceptual—

What is the connotative meaning?

How does figurative language impact meaning?

Is being an outsider a universal experience, and thus, expected?

Debatable-

To what extent do people need to belong?

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) <i>(H) - indicates Honors level assessment</i> Summative Assessments Only: <i>Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:</i>	Standard + Grade Level Expectation (s) Assessed and/or MYP Criterion Assessed <i>(applicable only to MYP Task)</i>
Title: Symbolism in Cold Reads Description: Students will apply learning in excerpts of texts to analyze symbolism and structure and how they support theme. 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.SS.1.a Analyze and evaluate the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience or serve a specific purpose. (I)

<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task	
<p>Title: Symbolism in Cold Reads Description: Students will apply learning in excerpts of texts to analyze symbolism and structure and how they support theme.</p> <p>Type:</p> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task	<p>10.TT.1.a Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I)</p> <p>10.T.SS.1.a Analyze and evaluate the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience or serve a specific purpose. (I)</p>
<p>Title: Symbolism Task Description: Students will evaluate how authors develop social themes through symbolic details and text organization. Students will evaluate how authors develop social themes through symbolic details and text organization and apply this understanding by creating and explaining symbolic representations of marginalized characters.</p> <p>Type:</p> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task	<p>10.TT.1.a Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I)</p> <p>10.TT.1.c Analyze and evaluate how a text’s theme has social relevance and is developed across a text, comparing passages within and across texts, providing both reasoning and supportive textual evidence. (I)</p> <p>10.T.SS.1.a Analyze and evaluate the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience or serve a specific purpose. (I)</p>
<p>Title: Academic Discourse and Critique - Cross Modal Comparison Description: Compare how similar themes are communicated through different modes. In small groups, students will compare two multimodal texts and evaluate which is more</p>	<p>Georgia’s K-12 Standards for ELA 10.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.</p> <p>10.T.PM.1.a Explain how a modern author adapts an archetypal story, myth, event, or figure to new purposes and circumstances.</p>

<p>impactful and why, noting how visual rhetoric, music, narration, pacing, and accessibility can be rhetorical tools in different modes.</p> <p>Type:</p> <p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p>	<p>10.TT.1.a Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence.</p> <p>10.TT.2.a. Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information.</p> <p>10.TT.3.c. Apply argumentative techniques strategically to enhance writing and engage audiences.</p>
<p>Title: Comparing Modes (Constructed Response)</p> <p>Description: Students will compare two modes of text (written text, audio, and visual) individually to analyze the impact of combining techniques. In a constructed response, answer the following prompts:</p> <ul style="list-style-type: none"> • <i>How do audience expectations influence tone?</i> • <i>How does the creator’s identity shape the message?</i> • <i>How do historical or sociopolitical contexts elevate or constrain meaning?</i> <p>Type:</p> <p><input type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p> <p><input type="checkbox"/> Performance Task</p> <p>Honors Extension: Comparative Critique</p> <p>Students will select two multimodal texts that express similar themes and write a comparative critique, evaluating how tone, audience awareness, and context influence message delivery and effectiveness. This should be accompanied by a digital media breakdown (slideshow or presentation for submission). Ultimately, students should argue which text is more effective and why, supported by evidence.</p> <p>Type:</p> <p><input type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p>	<p>Georgia’s K-12 Standards for ELA</p> <p>10.TT.1.a. Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence.</p> <p>10.TT.1.c. Analyze and evaluate how a text’s theme has social relevance and is developed across a text, comparing passages within and across texts, providing both reasoning and supportive textual evidence.</p> <p>ABCD:</p> <ul style="list-style-type: none"> - A.iii <i>Analysing</i> <ul style="list-style-type: none"> - gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology - B. i <i>Organizing</i> <ul style="list-style-type: none"> - employs organizational structures that serve the context and intention - C.i, ii, iii <i>Producing Text</i> - <ul style="list-style-type: none"> - demonstrates 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, - selects relevant details and examples to develop ideas. - D.i, ii, v - <i>Using Language</i> <ul style="list-style-type: none"> - uses appropriate and varied vocabulary, sentence structures and forms of expression - uses appropriate non-verbal communication techniques <p>10.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension. (I)</p> <p>10.T.C.1.b Evaluate the impact of context and language on a text’s reception by the audience. (I)</p> <p>10.T.C.2.c Explain how multiple contexts (including historical and disciplinary) influence perspectives across time and the associated implications on text creation. (I)</p>

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<input type="checkbox"/> Performance Task	
<p>Title: Extended Interpretation Task</p> <p>Performance Task (Summative): Students will choose one of three provided quotes that they believe the authors would most agree or disagree with, and argue whether authors from the texts in the unit would agree or disagree based on themes in their respective texts.</p> <p>Type:</p> <p><input type="checkbox"/> Formative</p> <p><input checked="" type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> MYP Task</p> <p><input checked="" type="checkbox"/> Performance Task</p>	<p>A- Analyzing</p> <ul style="list-style-type: none"> provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology, <p>B- Organizing</p> <ul style="list-style-type: none"> 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. <p>C- Producing Text</p> <ul style="list-style-type: none"> selects extensive relevant details and examples to develop ideas with precision. <p>D- Using Language</p> <ul style="list-style-type: none"> 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

Approaches to learning (ATL) Skills

Category (s):	Cluster (s):	Skill Indicator (s):
Communication	Communication Skills	<ul style="list-style-type: none"> Read Critically and for comprehension Paraphrase accurately and concisely
Thinking	Critical Thinking Skills	<ul style="list-style-type: none"> Consider ideas from multiple perspectives

Learning Experiences
Add additional rows below as needed.
Learning Experiences include **how** students will learn what they need to know and be able to do for **interpreting texts** and **constructing texts** expectations.

Learning Experience and Description	Grade Level Expectation (s) (from Unit Focus Standards)	Personalized Learning and Differentiation	Learning Experience Resources
<p>Learning Experience 1 - Exploring Character and Perspective</p> <p>Students explore the concepts of identity and</p>	<p>10.T.SS.2.a - Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts. (I)</p>	<p>Graphic organizers Provided definitions Guided annotation Sentence starters for analysis.</p>	

<p>belonging by analyzing visual and aural texts that highlight personal values and traits. Students will learn how authors develop character traits and use perspective to communicate identity and beliefs. Teachers will model how to analyze a character’s choices, language, and role within the story to understand how authors express deeper meanings through those characters. Students apply these skills to begin recognizing that character is often a reflection of the author’s viewpoint, setting the foundation for understanding theme.</p> <p>Outcome: Students will explain how authors and individuals express identity through character traits, values, and choices. Students will also demonstrate how authors use character perspective to reflect personal or cultural identity.</p>	<p>10.P.EICC.1.b Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. (I/C)</p>		
<p>Learning Experience 2 - Analyzing Theme Through Symbolism and Structure</p> <p>Essential Question: How does the author or artist’s use of symbolism and structure in a text convey the author’s purpose and perspective?</p> <p>In this experience, students explore how recurring symbols (such as objects, settings, or actions) and organizational patterns build and emphasize themes. Teachers will lead close readings of short stories to teach how to identify symbols, trace their development across a text, and evaluate how structure reinforces meaning.</p> <ul style="list-style-type: none"> ● Outcome: Students will evaluate how authors organize and craft text to express recurring ideas about identity, conflict, and society. ● Students will connect symbols and 	<p>10.TT.1.a Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I)</p> <p>10.TT.1.c Analyze and evaluate how a text’s theme has social relevance and is developed across a text, comparing passages within and across texts, providing both reasoning and supportive textual evidence. (I)</p> <p>10.T.SS.1.a Analyze and evaluate the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience or serve a specific purpose. (I)</p> <p>K-12.P.A.C.1.b Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text’s purpose.</p> <p>K-12.P.A.C.2.b Craft words and phrases in order to</p>	<p>Modeling annotation (Read Aloud-Think Aloud)</p> <p>Tiered questions during discussion for varying readiness levels</p> <p>Sentence frames for analysis writing</p> <p>Small group & sheltered focused LE</p>	<p>Symbolism tracking charts</p>

<p>structure to broader social or personal themes, strengthening their interpretive reasoning, which will be necessary to read and analyze longer texts in later learning experiences.</p> <ul style="list-style-type: none"> • They will also begin to evaluate how social and historical contexts affect interpretation. <p>Note: This is an ESOL Sheltered and SPED SG focal experience.</p>	<p>influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.</p>		
<p>Learning Experience 3 - Crafting Thematic Arguments through Character Voice</p> <p>Teachers will introduce argumentative techniques and model how characters’ perspectives reveal authorial intention. Students will apply argumentative techniques to develop a character-based perspective by writing letters or short texts from a character’s point of view, justifying choices and beliefs with references to textual themes and symbols.</p>	<p>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)</p> <p>10.T.T.3.b Analyze the use of rhetorical appeals; identify fallacies in a text. (I)</p> <p>10.T.SS.1.b Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. (C)</p>		
<p>Learning Experience 4 - Comparing Themes Across Multimodal Texts</p> <p>Essential Question: What role do different writing techniques in various modes play in shaping our understanding and perception of texts?</p> <p>Students will learn how creators use multimodal texts to communicate themes. Texts will include PSAs, podcast excerpts, interviews with authors, and visual media relevant to unit themes. Students will analyze purposeful choices made by creators to express identity, inclusion, and voice, especially as they relate to the unit texts and authors.</p>	<p>10.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.</p> <p>10.T.PM.1.a Explain how a modern author adapts an archetypal story, myth, event, or figure to new purposes and circumstances.</p> <p>10.T.T.1.a Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence.</p> <p>10.T.T.2.a. Evaluate and critique expository techniques and organizational patterns and their effect; discuss and analyze clarity of information.</p>	<p>Scaffolded discussion protocols</p> <p>Small group & sheltered focused LE</p>	<p>Multimodal text sets</p> <p>Note-Catchers</p>

<ul style="list-style-type: none"> ● Outcome: Students will evaluate how creators use media techniques to express theme through tone, context, and intended audience. ● Students expand their interpretive lens by comparing how theme is shaped across multiple formats, enhancing their media literacy. ● Students will investigate the connection between authors’ identities and historical moments affect the construction and reception of messages. ● Students will compare how similar themes are communicated through different modes, taking note of visual rhetoric, music, narration, pacing and accessibility as rhetorical tools. <p>Note: This is an ESOL Sheltered and SPED SG focal experience.</p>	<p>10.TT.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.</p> <p>10.TT.3.c. Apply argumentative techniques strategically to enhance writing and engage audiences.</p> <p>K-12.P.A.C.2.a Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.</p>		
<p>Learning Experience 5 - Synthesizing Theme and Argument across Texts</p> <p>EQ:</p> <p>Students now draw connections across texts by identifying recurring themes such as identity, transformation, family roles, and belonging. They work collaboratively to collect textual evidence, develop thematic claims, and craft arguments about how authors convey similar or contrasting messages. Students compare perspectives across genres and time periods to understand how belief systems and worldviews evolve.</p> <p>Outcome: Students will synthesize ideas about identity and belonging across texts and form</p>		<p>Graphic organizers Peer review routines Teacher conferencing support</p> <p>Thematic graphic organizers for evidence collection</p> <p>Optional sentence stems for comparing authorial choices</p> <p>Teacher conferencing to revise thesis statements</p> <p>Peer grouping by similar or contrasting themes for scaffolded collaboration</p>	<p>Perspective Comparison Graphic Organizer</p>

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<p>thematic arguments supported by symbolic and structural analysis. They will compare how perspectives are developed and how context influences interpretation.</p>			
<p>Learning Experience 6 - Interpretive Literary Argument</p> <p>Students will construct, refine, and present a literary argument using textual evidence, theme analysis, and formal structure.</p> <p>Task: Students write and present an argumentative essay addressing one of the following quotations. They must argue whether an author studied (Trevor Noah, Amy Tan, Franz Kafka, or Sherman Alexie) would agree or disagree with the quotation based on the author’s use of theme, character, and symbolism.</p> <ul style="list-style-type: none"> ● Outcome: Students will construct an argument that analyzes how a character and author convey a theme in response to a quotation. ● This experience integrates the unit focuses of character, structure, and theme into a single demonstration. <p>Note: This is an ESOL Sheltered and SPED SG focal experience.</p>	<p>10.T.SS.1.b Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience.</p> <p>10.T.SS.2.b Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience.</p> <p>10.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences.</p> <p>10.T.T.3.b Analyze the use of rhetorical appeals; identify fallacies in a text. (I)</p> <p>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.</p> <p>K-12.P.A.C.2.b Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.</p>	<p>Writer’s Workshop through thesis formation, outlining, drafting, and revision.</p> <p>Coach and model peer review.</p> <p>Small group & sheltered focused LE</p>	
<p>Unit Texts</p> <p><i>All texts meet grade level complexity guidelines regardless of course level. Support with reading comprehension, fluency, and vocabulary are provided to meet student needs.</i></p>			
<p>Unit Core Texts</p>	<p>On-Level</p> <p><i>*grade level appropriate texts that meet grade level complexity guidelines*</i></p>	<p>Honors</p> <p><i>*extensions/additional texts noted here for advanced study as applicable*</i></p>	<p>Support</p> <p><i>*grade level complex text (s) accessibility support provided for access to grade level content/texts*</i></p>

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Unit Novel (s), Plays, Extended Work (s) (Reading)	Excerpts from <i>It's Trevor Noah: Born a Crime: Stories from a South African Childhood (Adapted for Young Readers)</i>	<i>It's Trevor Noah: Born a Crime: Stories from a South African Childhood (Adapted for Young Readers)</i> "The Metamorphosis" Franz Kafka	Differentiated Supports will be determined by language and scaffolding needs. PLCs will make final determinations for support texts and resources prior to approval.
Other Prose Texts and Poetry (Reading)	"The Doll's House" Katherine Mansfield "Revenge of the Geeks" Alexandra Robbins "Encountering the Other: The Challenge for the 21st Century" Ryszard Kapuscinski "Superman & Me", Sherman Alexie	"The Doll's House" Katherine Mansfield "Revenge of the Geeks" Alexandra Robbins "Encountering the Other: The Challenge for the 21st Century" Ryszard Kapuscinski	"Fish Cheeks", Amy Tan "The Doll's House" Katherine Mansfield
Visual Texts (Viewing)	"Migrant Mother" Dorothea Lange	"Migrant Mother" Dorothea Lange (1936) "Untitled (Skull)" Jean-Michel Basquiat (1981)	"Migrant Mother" Dorothea Lange
Auditory Texts (Listening)	"Brave" Sara Bareilles Oprah's OwnPodcast Trevor Noah: Born a Crime	"Mad World" Gary Jules "Hurt" Johnny Cash	"Fish Cheeks" - Audio text
Multimodal Texts (A single text that includes Integrated Modes)	"How did Apartheid happen, and how did it finally end?" Thula Simpson "Purl" Pixar Sparkshorts "Daily Show" host Trevor Noah on adapting his memoir for young readers" CBS Mornings	"How did Apartheid happen, and how did it finally end?" Thula Simpson "Daily Show" host Trevor Noah on adapting his memoir for young readers" CBS Mornings Excerpt from "The Power of Vulnerability" Brene Brown	"Bao" Pixar Shorts "Bao Short Film By Disney Pixar" by James Hayes

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..