



Marietta City Schools

District Unit Planner

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

Grade 6 English Language Arts (On Level and Honors)

See extensions in the Unit Planner for Honors

Unit title	Unit 2: Text Analysis through Ancient Myths and their Modern Adaptations	MYP year	1	Unit duration (hrs)	40 hrs / 8 weeks
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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 6-8.L.GC.1: Grammar, Usage, & Mechanics</u> Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.*</p> <p><u>STANDARD 6-8.L.GC.2: Syntax</u> Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.</p> <p><u>STANDARD 6-8.L.V.1: General, Academic, & Specialized Vocabulary</u> Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.</p> <p><u>STANDARD 6-8.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 6-8.L.V.3: Meaning & Purpose</u> Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.</p>
TEXTS	<p><u>Context</u> Students recognize influences on texts and analyze how they</p>	<p><u>STANDARD 6-8.T.C.1: Purpose & Audience</u> Analyze the impact of purpose and audience on a wide variety of texts.</p>

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	<p>shape meaning.</p> <p><u>Structures & Style (SS)</u> Students analyze and use organizational structures and style to shape ideas and information.</p> <p><u>Techniques (T)</u> Students analyze and apply various techniques to comprehend and shape meaning.</p> <p><u>Research & Analysis (RA)</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>Periods & Movements (PM)</u> Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p>	<p><u>STANDARD 6-8.T.C.2: Authors & Speakers</u> Analyze how authors’ and/or speakers’ perspectives influence texts and how circumstances shape their creation.</p> <p><u>STANDARD 6-8.T.SS.1: Organization</u> Analyze and use organizational structures to craft meaning.</p> <p><u>STANDARD 6-8.T.SS.2: Craft</u> Interpret and use language to craft engaging texts.</p> <p><u>STANDARD 6-8.T.T.1: Narrative Techniques</u> Analyze and apply narrative techniques.</p> <p><u>STANDARD 6-8.T.T.2: Expository Techniques</u> Analyze and apply expository techniques.</p> <p><u>STANDARD 6-8.T.T.3: Argumentative Techniques</u> Analyze and apply argumentative techniques.</p> <p><u>STANDARD 6-8.T.T.4: Poetic Techniques</u> Analyze and apply poetic techniques.</p> <p><u>STANDARD 6-8.RA.1: Research & Inquiry</u> Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses.</p> <p><u>STANDARD 6-8.RA.2: Curating Sources & Evidence</u> Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.</p> <p><u>STANDARD 6-8.T.PM.1: Periods & Movements</u> Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p>
<p>PRACTICES</p>	<p><u>Engagement & Intention for Comprehension & Composition (EICC)</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><u>Situating Texts: Author, Audience, Context, & Purpose (ST)</u> Students develop and apply a multilayered understanding of 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 the author’s craft to enhance the interpretation and construction of texts.</p> <p><u>Collaboration & Presentation (CP)</u> Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.</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. 	

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	<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
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MCS Gifted Standards
(applicable to advanced content course level only)

Gifted Strand 2: Creative Thinking Skills: Students will develop and utilize creative thinking through various products and problem-solving.
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.

Gifted Strand 3: Higher-Order Thinking and Problem-Solving Skills: Students will develop and utilize critical thinking, higher-order thinking, logical thinking and problem-solving skills in various situations.
MCS.Gifted.S3A. Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.

Gifted Strand 4: Advanced Communication and Collaboration Skills: Students will develop advanced communication and collaboration skills in working toward a common goal with shared accountability for the outcome.
MCS.Gifted.S4A. Develop skills and techniques for effective verbal and non-verbal communication, adjusting for a given audience or task.
MCS.Gifted.S4D. Respectfully collaborate and effectively communicate exchanges of constructive/critical feedback.
MCS.Gifted.S4E. Use a variety of multimedia and innovative technologies as tools to communicate individual or collaborative group work effectively.

Gifted Strand 5: Emotional Development of Self: Students will develop an understanding of themselves and how their unique abilities influence interactions with others.
MCS.Gifted.S5B. Recognize and build upon strengths and limitations.
MCS.Gifted.S5E. Advocate for self.

Gifted Strand 6: Self-Directed Learner: Students will become self-directed, independent learners.
MCS.Gifted.S6A. Set appropriately high standards for work and behavior.
MCS.Gifted.S6B. Establish and work toward short- and long-term goals.
MCS.Gifted.S6C. Persevere in the face of obstacles.

Unit Vocabulary

Academic	Specialized	General
<i>(frequently encountered terms in academic contexts derived from ELA standards)</i>	<i>(Discipline-specific terms to ELA Content within the standards)</i>	<i>(critical terms taught from unit text (s) and concepts to aid in comprehension)</i>
Effectiveness	Evidence Narrative	Bias Imagery Demigod Olympian

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Structure	Tone	Mood	Underworld
Contrast	Lyricism	Metaphor	Prophecy
Connotation	Personification	Symbolism	Oracle
Denotation	Repetition	Allusion	Satyr
Technique	Foreshadowing	Alliteration	Centaur
Adaptation	Refrain	Suspense	Naiad
Analysis	Second-Person Point of View	Multimodal Text	Quest
Syntax	Linguistics	Myth	Hubris
			Ambrosia and Nectar

IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS

Key concept	Related concept(s)	Global context
Creativity	Character Setting Genres	Identities and Relationships Students will explore personal histories; homes and journeys; turning points in humankind; discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.

Statement of inquiry

Creativity in ancient myths and their modern reinterpretations reflect cultural identities and relationships, shaping storytelling, character arcs, and the portrayal of the human experience.

Inquiry questions

Factual— What are the elements of a narrative?

Conceptual— What role does one’s experience have in one’s history and journey through life? What role does literature reflect different experiences?
How can one’s experiences reflect their values and beliefs?

Debatable-To what extent do authors use language to convey beliefs, values, and human relationships?

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

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Assessment Title, Description, and Type (formative, summative, MYP, Performance Task) <i>(H) - indicates Honors level assessment</i>	Standard + Grade Level Expectation (s) Assessed and/or MYP Criterion Assessed <i>(applicable only to MYP Task)</i>
<p>Title: Discourse Mini-Assessment (Fishbowl) Description: Using a traditional myth paired with the modern adaptation novel, students will participate in a graded discussion identifying details that remained the same or changed from the traditional to modern adaptation and why the author chose to keep or change certain parts of the myth, explaining the effect this has on the reader/audience. (H): Type:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task 	<p>Text Technique: Narrative 6.TT.1.a Describe how narrative techniques are used across the text to develop plot, characters, and setting. 6.TT.1.b Analyze how setting, events, conflict, and characterization influence plot pacing. 6.TT.1.c Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes</p> <p>Periods and Movements: 6.T.PM.1a- Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works. 6.T. Pm. 1.b- Read and comprehend one genre of literature from a particular time period.</p> <p>Collaboration and Presentation: K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. K-12.P.CP.1.d Work with others to discuss topics and explore texts.</p> <p>Engagement & Intention for Comprehension & Composition (EICC) Reader & Writer Identity K-12.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.</p>
<p>Title: New Read Myth w/ Selected & Constructed Response (formative) Description: Students will read and comprehend a short myth analyzing the author’s main purpose for writing, and how historical context and background knowledge informs the myth. Students will write a constructed response analyzing how a character’s perspective in the myth contributes to their development. Type:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task 	<p>Context: Purpose & Audience 6.T.C.1.a Analyze the development of multiple purposes within a single text and how those purposes target specific audiences. 6.T.C.1.b Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</p> <p>Authors and Speakers: 6.T.C.2.a Describe and analyze the development and interaction of two or more perspectives conveyed by a single text. 6.T.C.2.c: Identify and analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p>

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<p>Title: Applying Expository and Argument Techniques: Myth Meets Modern Hero</p> <p>Description: In a constructed response, students apply expository and argument techniques after reading Theseus and the Minotaur from CommonLit and comparing it to the labyrinth scene in <i>The Lightning Thief</i> (particularly from The Battle of the Labyrinth or related references to the myth in The Lightning Thief).</p> <p>Type:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task 	<p>Context: Purpose & Audience 6.T.C.1.a Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.</p> <p>Text Techniques: Expository Techniques 6.T.T.2.d Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences. Argument Techniques 6.TT.3.c Apply argumentative techniques (e.g., author’s claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance and engage audiences.</p> <p>Text Structure and Style: 6.T.SS.1.d Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction, supporting facts, reasons, details, descriptions, and/or events; and a conclusion.</p>
<p>Title: Selected Response with Lyrical Texts (song)-formative</p> <p>Description: Analyze how the songwriter uses word choice and language to convey meaning and connect with an audience. Students will demonstrate understanding of connotative meaning, purpose, and audience by answering multiple-choice questions based on the song lyrics. Students will construct a stanza to extend the song, applying poetic techniques to convey meaning and for a specific purpose.</p> <p>Type:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task 	<p>Text Context: Purpose & Audience 6.T.C.1.a Analyze the development of multiple purposes within a single text and how those purposes target specific audiences. 6.T.C.1.b Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</p> <p>Text Techniques: Poetic 6.T.T.4.a: Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/ or sound devices 6.T.T.4.b Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.</p> <p>Text Structure and Style: Craft 6.T.SS.2.a Determine how figurative and connotative language choices contribute to meaning, mood, or tone in a wide variety of texts.</p> <p>Engagement & Intention for Comprehension & Composition (EICC): Engagement & Intention K-12.P.EICC.2.d Interpret and construct texts to aid the analysis and evaluation of texts and ideas.</p>
<p>Title: Extended Constructed Response</p> <p>Research Question: How do authors and speakers draw on myths and stories from the past to convey a purpose that connects with their audience, and how</p>	<p>Text Context: 6.T.C.1.b Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts. 6.T.C.2.a Describe and analyze the development and interaction of two or more perspectives conveyed by a single text.</p>

do they adapt these works to make their ideas and themes relevant today?

Purpose: You will read an ancient myth and a modern adaptation of that myth. Then you will explain how the author and/or speaker of the modern version adapts key ideas, characters, and themes from the original story to fit a new audience and purpose. Your goal is to show how universal themes from the past are reshaped to remain meaningful in today's world. **Audience:** Your audience is an academic reader who has read the same texts as you. This audience expects you to clearly explain your ideas, make accurate comparisons, and support your thinking with relevant evidence from the texts.

After reading the passage set, write an essay in which you: 1.**Explain** why authors adapt stories from the past in modern works. 2.**Compare** elements from ancient works and modern adaptations (e.g., theme, character motivations, central conflict) and describe elements changed (e.g., setting, technology, stakes). 3.**Analyze** how those changes affect the meaning or impact of the story for a modern audience. 4. Provide a sense of **closure** that answers the research question.

Support your ideas with relevant evidence from the text set.

(H) Honors: Students will draw comparative analysis across the text set in the assessment, as well as pull evidence to support from 1 or more additional text studied in class for a total of 4+ sources for the Extended Response.

Type:

- Formative
- Summative
- MYP Task

Text Techniques:

Narrative

6.T.T.1.c Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes

Expository

6.T.T.2.c Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.

Texts Structure and Style:

6.T.SS.1.c Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.

- **Repeat important ideas or terms** (with purpose) to remind the reader of the topic or focus.
- **Use synonyms, related words, or phrases** (connected terms) that are clearly linked to earlier ideas.
- **Include transitions** that help the reader see how one idea connects to the next (e.g., cause and effect, comparison, elaboration).
- **Make the text cohesive**, meaning all parts of the writing feel connected and easy to follow.

6.T.SS.1.d Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.

<input type="checkbox"/> Performance Task	
<p>Title: Peer Review Task NoRedInk Editing Quick Check</p> <p>Description: Students practice skills in NRI leading up to the editing quick check. Students will be provided with a peer revision task to revise assessing the constructed text and making edits and revisions for grammar, punctuation, syntax, and clarity.</p> <p>(H) Honors: will have open-ended peer revision questions.</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>Syntax:</p> <p>6.L.GC.2.b Use a variety of simple, compound, and complex sentences, and compound- complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text.</p> <p>Texts Structure and Style:</p> <p>6.T.SS.1.c Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.</p> <p>6.T.SS.1.d Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.</p> <p>Engagement & Intention for Comprehension & Composition (EICC)</p> <p>Writing Processes</p> <p>K-12.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.</p>
<p>Title: Applying Narrative Techniques</p> <p>Description: Students will practice applying narrative techniques in constructing a text in response to reading the excerpt Tales from the Odyssey. Students will continue the epic to create their own ending. Students will include narrative techniques to develop plot, characters, and setting. In addition, students will include conflict, resolution, and pacing to develop their story while conveying the theme that fits the original text.</p> <p>(H) Honors: Extend learning by having students include at least 2 other techniques of writing into their response.</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>Text Techniques:</p> <p>6.TT.1a Describe how narrative techniques are used across the text to develop plot, characters, and setting</p> <p>6.TT.1.b Analyze how setting, events, conflict, and characterization influence plot pacing.</p> <p>6.TT.1.c Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.</p> <p>6.TT.1.e Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.</p> <p>Structure & Style:</p> <p>6.T.SS.2.a Determine how figurative and connotative language choices contribute to meaning, mood, or tone in a wide variety of texts.</p> <p>6.T.SS.2.b Use figurative language or literary devices for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.</p>

<p>Title: Selected and short Response Quiz: The Importance of Imagination (formative)</p> <p>Description: Students will read and comprehend a reflective essay analyzing the author’s use of text techniques. In addition, students will analyze the purpose, audience, authors, and speaker of the text.</p> <p>Type:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task 	<p>Context:</p> <p>6.T.C.1.a Analyze the development of multiple purposes within a single text and how those purposes target a single audience. 6.T.C.1.b Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts. 6.T.C.2.a Describe and analyze the development and interaction of two or more perspectives conveyed by a single text. 6.T.C.2.b. Explain how the author’s choice of evidence reveals the author’s perspective and impacts credibility.</p> <p>Text Techniques:</p> <p>6.T.T.2.a Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure. 6.T.T.3.a Recognize and explain argumentative techniques used to present and design content, including an author’s claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument.</p>
<p>Title: Exploring Mode & Media: Student Discourse (formative)</p> <p>Description: “Same Story, Different Lens” Students critically examine how <i>mode</i> (form of communication) and <i>media</i> (tools/ technology used to deliver that form) affect meaning, interpretation, and engagement with a text.</p> <p>(H) Honors: Students will choose one version of the story to rewrite or remix in a different mode (e.g., turn an infographic into a podcast script, or a video into a comic strip).</p> <p>Type:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task 	<p>Context:</p> <p>6.T.C.1.a Analyze the development of multiple purposes within a single text and how those purposes target specific audiences. 6.T.C.1.b Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts. 6.T.SS.1.a Explain how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes</p> <p>Text Techniques:</p> <p>6.T.T.1.a Describe how narrative techniques are used across the text to develop plot, characters, and setting. 6.T.T.1.b Analyze how setting, events, conflict, and characterization influence plot pacing. 6.T.T.1.d Compare and contrast literary texts in different modes in terms of their approaches to similar themes.</p> <p>Periods and Movements:</p> <p>6.T.PM.1.a Read and comprehend myths and stories that modern writers have adapted into their own works.</p> <p>Language: Vocabulary</p> <p>6-8.L.V.1.a:Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.</p> <p>Practices:</p> <p>K-12.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. K-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. K-12.P.ST.2 c. Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.</p>
<p>Title: Multimodal project GRASP Task Project Modern Mythology Showcase</p>	<p>Text Context: Purpose and Audience</p>

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After conducting initial research, students will complete the multimodal GRASP Task Project.

G- Goal: Your goal is to demonstrate your understanding of the audience, author, and purpose of ancient myths by adapting a traditional myth to relevant themes and characters. You will bring the myth into a modern context and communicate your message using multiple modes (e.g., visual, audio, written, or performance-based elements). You will also connect ideas and techniques from at least two texts we've studied.

R – Role: You are a modern-day mythmaker—an author or creative screen writer tasked with preserving the power of ancient myths while making them relevant for today's audience.

A – Audience: Your audience includes your peers, your teacher, who will act as network producers and readers/viewers who will be selecting a new series to launch. Your job is to engage them and help them understand the deeper meanings of the myth through a creative and modern lens.

S – Situation: Mythological stories were originally told to explain natural events, teach moral lessons, or preserve cultural values. In today's world, myths can still teach us about resilience, temptation, identity, or justice—but the way we tell them must evolve. You've been invited to present your version of a myth at a class "Modern Mythology Showcase." You may adapt an existing myth or invent a new one using mythological archetypes. You will incorporate elements of at least two texts from our unit and use multimodal techniques to bring your myth to life in a new format.

P – Product/Performance: You will create and present a modern version of a myth that includes:

- A written narrative (typed or handwritten) that tells your story
- Multimodal elements such as illustrations, comic panels, audio/video narration, or a digital slideshow

6.T.C.1.c – Create multimodal texts/presentations for specific audiences and purposes.

Authors and Speaker

(H) 6.T.C.2.d Use credible sources to research the answers to questions on academic and individual topics of interest.

Text Structure and Style:

6.T.SS.1.d Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction, supporting facts, reasons, details, descriptions, and/or events; and a conclusion.

6.T.SS.2.b Use figurative language or literary devices for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.

Text Techniques

Narrative Techniques

6.T.T.1.e- Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.

Expository Techniques

6.T.T.2.d Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.

Argument Techniques

6.TT.3.c Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance and engage audiences.

Poetic Techniques

6.T.T.4b Apply poetic techniques (e.g., stanzas, rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.

Text Research and Analysis

6.T.RA.1a-Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.

6.T.RA.2.a-Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number.

Engagement & Intention for Comprehension & Composition (EICC)

Writing Processes

K-12.P.EICC.4.b Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.

<ul style="list-style-type: none"> • Connections to at least two unit texts • A brief creator’s reflection explaining your message, mythological inspiration, use of techniques, and multimodal choices <p>(Honors) Students will incorporate the idea of the hero’s journey into their multimodal text and will construct a written critical reflective response analyzing their creative choices.</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>	
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<p>Learning Experiences</p> <p>Add additional rows below as needed.</p> <p>Learning Experiences include <i>how</i> students will learn what they need to know and be able to do for <i>interpreting texts</i> and <i>constructing texts</i> expectations.</p>			
Learning Experience and Description	Grade Level Expectation (s) (from Unit Focus Standards)	Personalized Learning and Differentiation	Learning Experience Resources

<p>Learning Experience 1: How do myths reveal shared experiences, and how can understanding their elements help us connect them to stories we know today?</p> <p style="text-align: center;">Introduction to Storytelling & Building Background Knowledge</p> <p>Students will explore background information on mythology and engage in learning about the author (s) and their purpose for writing.</p> <p>Students will identify and describe key elements of mythology using texts in multiple modes.</p> <p>Students will interpret a variety of mythical narratives, fictional and historical, and discuss key elements of myths.</p> <p>Students will make connections between selected myths and familiar texts.</p>	<p>6.T.PM.1.a Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.</p> <p>6.T.PM.1.b Read and comprehend one genre of literature from a particular time period.</p> <p>6.T.C.1.a Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.</p> <p>6.T.C.1.b Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</p> <p>PRACTICES:</p> <p>K-12.P.ST.1.b Consider how context impacts the purposes of the author and the audience.</p> <p>K-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</p>	<p>Possible Scaffolds Provide graphic organizers for visual learners. Offer a completed/notes. Scaffolded discussion prompts, guided questions, visual aids.</p> <p>Honors Extension(s): Students will read an additional text - author study about Rick Riordan.</p> <p>Students may explore myths from a pre-selected list and evaluate for key elements.</p> <p>Students will explore myths through the lens of an additional text <i>The Hero's Journey</i> to build knowledge on how this is conceptually adapted to modern contexts.</p>	<p>Texts & Multimodal Resources</p> <ul style="list-style-type: none"> ● Shrouded in Myth ● The Key Elements of Mythology ● Various Myths for reading, comprehension, and analysis ● The Lightning Thief ch.1 ● (H) Author Study - Rick Riordan ● (H) The Hero's Journey
<p>Learning Experience 2: Why do authors adapt myths and stories for their own works?</p> <p style="text-align: center;">Traditional Myths and Modern Adaptations</p> <p>Students will read the Myth of Cronus and compare it to the introduction of Cronus in <i>The Lightning Thief</i> in regard to narrative techniques used.</p> <p>Students will interpret why the author chose to keep or change certain elements of the original text.</p>	<p>Text Technique: Narrative</p> <p>6.T.T.1.a Describe how narrative techniques are used across the text to develop plot, characters, and setting.</p> <p>6.T.T.1.b Analyze how setting, events, conflict, and characterization influence plot pacing.</p> <p>6.T.T.1.c Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes</p> <p>Periods and Movements:</p> <p>6.T.PM.1a- Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.</p> <p>6.T. Pm. 1.b- Read and comprehend one genre of literature from a particular time period.</p>	<p>Possible scaffolds Small group discussions, guided reading, graphic organizer</p> <p>Honors Extension(s): Myths and short stories used for analysis are differentiated for honors level. Students will analyze different perspectives and apply the narrative techniques.</p>	<p>Texts & Multimodal Resources Comparison of traditional myth and novel adaptation.</p> <p>Texts: <i>Percy Jackson and the Lightning Thief</i>, <i>The Myth of Cronus</i>,</p> <p>Novel text excerpts for use instructionally to model for read aloud/think aloud, comprehension and analysis.</p>

<p>Learning Experience 3: How do influences of texts shape meaning?</p> <p style="text-align: center;">Situating Text to Shape Meaning</p> <p>Students will analyze both an informational text (<i>Shrouded in Myth</i>) and a fictional narrative (<i>The Lightning Thief</i>, Chapter 3) to explore how authors develop multiple purposes, target specific audiences, present interacting perspectives, and use context to shape meaning.</p>	<p>Context: Purpose & Audience 6.T.C.1.a Analyze the development of multiple purposes within a single text and how those purposes target specific audiences. 6.T.C.1.b Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</p> <p>Authors and Speakers: 6.T.C.2.a Describe and analyze the development and interaction of two or more perspectives conveyed by a single text. 6.T.C.2.c: Identify and analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p>	<p>Possible Scaffolds Think aloud Explicit modeling Graphic organizer Sentence Frame/Question Stems</p> <p>Honors Extension: Students will compare purposes and perspectives across different genres and modes, noting how fiction and informational texts approach audiences differently. Honors will use an additional text.</p>	<p>Texts & Multimodal Resources</p> <p>Shrouded in Myth <i>Percy Jackson and the Lightning Thief</i></p> <p>(H)<i>Why Ancient Greek Mythology is Still Relevant Today</i> (EL Curriculum) and/or The Hero’s Journey</p>
<p>Learning Experience 4: How do authors and creators use different techniques and modes to shape understanding of a text for different audiences?</p> <p style="text-align: center;">Analyzing writing techniques and mode</p> <p>Students will analyze text techniques in key scenes from two versions of the same text to explain why authors adapt stories/myths for new audiences. Students will interpret the same text in three modes to discuss</p>	<p>Context: Purpose & Audience 6.T.C.1.b Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</p> <p>Authors and Speakers: 6.T.C.2.a Describe and analyze the development and interaction of two or more perspectives conveyed by a single text.</p>	<p>Possible Scaffolds: Graphic organizer, Visuals, Adapted Text</p> <p>Honors Extension: Honors pair the audio of the radio play with the transcript. In addition to comprehension discussion, honors students will analyze for impact on the audience and intertextuality.</p>	<p>Texts & Multimodal Resources Theseus & the Minotaur in multiple modes <i>Percy Jackson and the Lightning Thief</i> text excerpts</p>
<p>Learning Experience 5: Exploring Connotation, Denotation, and Poetic Technique in Context</p> <p>Students will continue to build knowledge of context (purpose & audience) as well as identify poetic techniques to analyze poem(s), explain how authors use poetic techniques in prose, and construct an original poem stanza (based on a myth or theme from a text in the unit). Students will also analyze the impact of context on word choice to distinguish connotations of synonyms.</p>	<p>Text Techniques: 6.T.T.4.a Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. 6.T.T.4.b Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences. 6.T.T.2.a – Explain how figurative and connotative</p>	<p>Possible Scaffolds Graphic organizers, figurative language examples, poetry language frame, peer review supports</p> <p>Honors Extension: Students will compare how authors use techniques across two or more poems/songs. In addition, students may write a <i>short literary criticism</i> analyzing their choices for their original poem and how their use of the techniques impacted the audience and conveyed their message.</p>	<p>Texts & Multimodal Resources <i>Percy Jackson and the Lightning Thief</i> Annotated Excerpts Original Poem “Stronger” Kelly Clarkson</p>

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	<p>language shapes meaning and tone in literary texts (including poetry).</p> <p>6.T.T.2.b – Analyze the use of sound devices (alliteration, rhyme, rhythm, onomatopoeia, etc.) in poetry and prose.</p> <p>6.L.V.3.c – Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug).</p> <p>6.L.VAU.4.b – Analyze the impact of word choice on meaning and tone.</p> <p><u>6.T.SS.2.a</u> - Determine how figurative and connotative language choices contribute to meaning, mood, or tone in a wide variety of texts.</p> <p><u>6.T.SS.2.b</u> Use figurative language or literary devices for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.</p> <p><u>PRACTICES:</u></p> <p>K-12.P.AC.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>Learning Experience 6: Analyzing Narrative Elements, Context, and Purpose Across Adaptations</p> <p>Students will analyze how a single story changes when adapted into different modes and time periods (such as print, film, or performance). They will compare how each version presents narrative elements—like plot, characters, setting, and conflict—while also examining how the context, audience, and author’s purpose shape those choices. By noting similarities and differences across adaptations, students will interpret how meaning shifts depending on the mode and intended audience. Students will analyze an exemplar for</p>	<p>Text Techniques:</p> <p>6.T.T.1.a Describe how narrative techniques are used across the text to develop plot, characters, and setting.</p> <p>6.T.T.1.b Analyze how setting, events, conflict, and characterization influence plot pacing.</p> <p>6.T.T.1.c Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.</p> <p>6.T.T.2.a Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.</p> <p>6.T.T.2.b Compare and contrast one author’s</p>	<p>Possible Scaffolds: Modeled Think-aloud Scaffolded Essay</p> <p>Honors Extensions: Advanced writing exemplar Four modes of interpreting texts Critical thinking questions</p>	<p>Oliver Herford's 'Medusa' Poem</p> <p>EL Education Medusa Retelling (2019)</p> <p><i>Percy Jackson and the Lightning Thief</i></p> <p>Greeking Out Podcast - Medusa</p>

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<p>expository techniques, organization, and content. This LE will prepare students for the upcoming extended constructed response assessment</p>	<p>presentation of events with that of another on the same historical event or topic.</p> <p>Context: 6.T.C.1.b Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</p> <p>Structure & Style: 6.T.SS.1.a Explain how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.</p>		
<p>Learning Experience 7: Learning Stations Mode & Media "Same Story, Different Lens" Students critically examine how <i>mode</i> (form of communication) and <i>media</i> (tools/ technology used to deliver that form) affect meaning, interpretation, and engagement with a text.</p>	<p>Structure & Style: 6.T.SS.1.a Explain how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes. 6.T.C.1.b Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</p> <p>Research & Analysis 6.T.RA.2.a Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number.</p> <p>Practices: K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. K-12.P.CP.1.d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.</p>	<p>Possible Scaffolds: Discussion Starters Provided Graphic Organizer</p> <p>Honors Extensions: Honors students have higher order thinking questions for discussion at each station. Students will choose one version of the story to rewrite or remix in a different mode (e.g., turn an infographic into a podcast script, or a video into a comic strip).</p>	<p>Excerpt from <i>Percy Jackson and the Lightning Thief</i></p> <p>Greeking Out Podcast</p> <p>TedEd myth</p> <p>Myths and Legends Podcast</p>
<p>Learning Experience 8: Peer Review Task NoRedInk Editing Students practice peer review skills in four domains: Focus & Ideas, Evidence & Elaboration, Organization, and Style & Conventions. Students will be guided</p>	<p>Structure & Style 6.T.SS.1.b Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.</p>	<p>Possible Scaffolds: Peer revision multiple choice options</p> <p>Honors Extensions: Open-ended, higher order thinking questions</p>	<p>NoRedInk Peer Review Station Task Cards</p>

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<p>through a peer revision task with teacher modeling and peer collaboration to revise the constructed text and make edits in each of the domains.</p>	<p>6.T.SS.1.c Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.</p> <p>6.T.SS.1.d Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.</p> <p>Text Techniques</p> <p>6.T.T.2.d Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.</p> <p>6.T.T.3.c Apply argumentative techniques (e.g., author’s claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.</p> <p>Syntax</p> <p>6.L.GC.2.a Apply understanding of syntax to comprehend and analyze a variety of grade-level texts.</p>	<p>for revisions allow for peer collaboration and idea exchange. Follow a student discourse protocol for idea sharing.</p>	
<p>Learning Experience 9: Exploring Narrative Techniques</p> <p>In this lesson, students will strengthen their ability to make predictions, analyze how authors use narrative techniques to develop plot and character, and compare how different versions of a story convey meaning. They will also apply these skills by drafting an original ending that demonstrates control of narrative structure, theme, and characterization.</p>	<p>Text Techniques:</p> <p>6.T.T.1.a Describe how narrative techniques are used across the text to develop plot, characters, and setting.</p> <p>6.T.T.1.b Analyze how setting, events, conflict, and characterization influence plot pacing.</p> <p>6.T.T.1.c Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.</p> <p>6.T.T.1.d Compare and contrast literary texts in different modes and genres (e.g., historical novels and fantasy texts) in terms of their approaches to similar themes and topics.</p> <p>6.T.T.1.e Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes</p>	<p>Possible Scaffolds:</p> <p>Picture Cards Story Templates Guided Graphic Organizers</p> <p>Honors Extensions: After comparing narrative techniques in <i>Tales from the Odyssey</i> and <i>The Lightning Thief</i>, honors students will take their analysis further by analyzing multiple perspectives, analyzing how techniques contribute to the theme and audience. They will also synthesize creatively by creating dialogue to show effect and pacing.</p>	<p>Excerpts from <i>Percy Jackson and the Lightning Thief</i></p> <p>Excerpt from <i>The Odyssey</i> by Mary Pope Osborne</p>

<p>Learning Experience 10:: Analyzing Context & Author's Choices Students will read and comprehend a reflective essay analyzing the author's use of text techniques. In addition, students will respond to selected response questions assessing the purpose, audience, authors, and speaker of the text. Students will use awareness of context, audience, and purpose to create a multimodal adaptation of the written text.</p>	<p>Text Techniques: 6.T.T.2.a Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure. 6.T.T.3.a Recognize and explain argumentative techniques used to present and design content, including an author's claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument</p> <p>Authors & Speakers 6.T.C.2.a Describe and analyze the development and interaction of two or more perspectives conveyed by a single text. 6.T.C.2.b Explain how the author's choice of evidence reveals the author's perspective and impacts credibility</p> <p>Purpose & Audience 6.T.C.1.a Analyze the development of multiple purposes within a single text and how those purposes target specific audiences. 6.T.C.1.b Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</p>	<p>Possible Scaffolds: Adapted Text</p> <p>Possible Extensions: In groups, students brainstorm modern contexts where the reflective essay's themes could apply (school life, sports, technology use, peer relationships). They present a short "adaptation pitch" (2–3 minutes) showing how the text could be reshaped for a real-world 6th grade audience, explaining their design rationale.</p>	<p>The Importance of Imagination by Esha Chhabra</p>
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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 <i>*grade level appropriate texts that meet grade level complexity guidelines*</i>	Honors <i>*extensions/additional texts noted here for advanced study as applicable*</i>	Support <i>*grade level complex text (s) accessibility support provided for access to grade level content/texts*</i>
Unit Novel (s), Plays, Extended Work (s) (Reading)	<i>The Lightning Thief</i> by Rick Riordan	<i>The Lightning Thief</i> by Rick Riordan <i>Fish In a Tree</i> by Lynda Mullaly Hunt	<i>The Lightning Thief</i> (Graphic Novel) Riordan, Rick Adapted: Venditti, Robert

<p>Other Prose Texts and Poetry (Reading)</p>	<p>Myths and other short prose texts:</p> <ul style="list-style-type: none"> • Elements of Mythology • Shrouded in Myth • Myth of Cronus • Theseus and the Minotaur (commonlit) • Medusa (EL Curriculum) • <i>from</i> Tales from the Odyssey <p>Poetry: “Medusa” by Oliver Herford</p> <p>Informational Texts</p> <ul style="list-style-type: none"> • The Importance of Imagination by Esha Chhabra 	<p>Myths (Primary Texts)</p> <ul style="list-style-type: none"> • Heracles’ Labors • Demeter and Persephone • Achilles • Jason and the Argonauts <p>Informational Texts</p> <ul style="list-style-type: none"> • The Hero’s Journey • <i>Why Ancient Greek Mythology is Still Relevant Today</i> (EL Curriculum) 	
<p>Visual Texts (Viewing)</p>	<p>Art</p> <ul style="list-style-type: none"> • Odysseus and Polyphemus <p>Short Myth Animations</p> <ul style="list-style-type: none"> • TED-Ed’s “<i>The Myth of Icarus and Daedalus</i>” (YouTube) • The Four Seasons - Greek Mythology Kids 	<p>Video:</p> <ul style="list-style-type: none"> • What Makes a Hero? 	<p>Illustrated mythology books (National Geographic Kids: <i>Treasury of Greek Mythology</i>)</p>
<p>Auditory Texts (Listening)</p>	<ul style="list-style-type: none"> • “<i>Myths and Legends</i>” (podcast) • “<i>Percy Jackson and the Olympians</i>” audiobook excerpts • BBC’s “<i>Theseus and the Minotaur</i>” • Ted Talk: Why do we still care about Greek Mythology 	<p>Podcasts</p> <ul style="list-style-type: none"> • “<i>Greeking Out</i>” (National Geographic Kids, fun myth retellings) Episode S3E2 • BBC’s “<i>Theseus and the Minotaur</i>” Radio Transcript • “Stronger” by Kelly Clarkson 	<p>Guided reading with audio support 3. Evaluating Modern Adaptations of Greek Mythology - TED-Ed videos with subtitles and transcripts</p>
<p>Multimodal Texts (A single text that includes Integrated Modes)</p>	<p>Web-Based Mythology Explorations</p> <ul style="list-style-type: none"> • <i>Infographic - Why Authors Use Myths and Stories from the Past</i> • What Makes a Hero? 	<p>Digital Creation Tools for Student Projects</p> <ul style="list-style-type: none"> • <i>Hero’s Journey Graphic</i> • <i>Canva</i> (create myth infographics) • <i>StoryboardThat</i> (comic-style myth retellings) • <i>Adobe Express</i> (video presentations of myths) 	<p>Read Write Think</p>

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.

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Visual Texts: Art, photographs, images, graphs/charts, video/film, etc.

Auditory Texts: Selected excerpts of audio texts, podcasts, oratory/speeches, Ted Talks, etc.

Multimodal Texts: Text that includes Integrated Modes such as an article with an embedded video or infographic, websites, etc..

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