



Marietta City Schools

District Unit Planner

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

Grade 7 Language and Literature

\*See extensions in the Unit Planner for Honors\*

Unit title	Synthesis & Mastery	MYP year	2	Unit duration (hrs)	30 hours
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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><b><u>Grammar Conventions (GC)</u></b> Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</p> <p><b><u>Vocabulary (V)</u></b> 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><b><u>STANDARD 6-8.L.GC.1: Grammar, Usage, &amp; Mechanics</u></b> Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing and constructing texts.</p> <p><b><u>STANDARD 6-8.L.V.1: General, Academic, &amp; Specialized Vocabulary</u></b> 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><b><u>STANDARD 6-8.L.V.2: Word Analysis</u></b> Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and to communicate effectively for a variety of purposes.</p> <p><b><u>STANDARD 6-8.L.V.3: Meaning and Purpose</u></b> Analyze the denotative and connotative meanings of words and phrases and strategically apply those understandings when interpreting and constructing texts.</p>
TEXTS	<p><b><u>Context (C)</u></b> Students recognize influences on texts and analyze how they shape meaning.</p> <p><b><u>Structure &amp; Style (SS)</u></b> Students analyze and use organizational structures and</p>	<p><b><u>STANDARD 6-8.T.C.1: Purpose and Audience</u></b> Analyze the impact of purpose and audience on a wide variety of texts.</p> <p><b><u>STANDARD 6-8. T.C.2: Authors &amp; Speakers</u></b> Analyze how authors' and/ or speakers' perspectives influence texts and how circumstances shape their creation.</p>

	<p>style to shape ideas and information.</p> <p><b><u>Techniques (T)</u></b> Students evaluate and apply various techniques to comprehend and shape meaning.</p> <p><b><u>Research &amp; Analysis (RA)</u></b> 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><b><u>Periods &amp; Movements (PM)</u></b> Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p>	<p><b><u>STANDARD 6-8.T.SS.1: Organization</u></b> Analyze and use organizational structures to craft meaning.</p> <p><b><u>STANDARD 6-8.T.SS.2: Craft</u></b> Interpret and use language to craft engaging texts.</p> <p><b><u>STANDARD 6-8.T.T.1: Narrative Techniques</u></b> Analyze and apply narrative techniques.</p> <p><b><u>STANDARD 6-8.T.T.2: Expository Techniques</u></b> Analyze and apply expository techniques.</p> <p><b><u>STANDARD 6-8.T.T.3: Argumentative Techniques</u></b> Analyze and apply argumentative techniques.</p> <p><b><u>STANDARD 6-8.T.T.4: Poetic Techniques</u></b> Analyze and apply poetic techniques.</p> <p><b><u>STANDARD 6-8.T.RA.1: Research &amp; Inquiry</u></b> Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analysis.</p> <p><b><u>STANDARD 6-8.T.RA.2: Curating Sources &amp; Evidence</u></b> 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><b><u>STANDARD 6-8.T.PM.1: Periods &amp; Movements</u></b> Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p>
<b>PRACTICES</b>	<p><b><u>Engagement &amp; Intention for Comprehension &amp; Composition (EICC)</u></b> 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><b><u>STANDARD K-12.P.EICC.2: Engagement &amp; Intention</u></b> 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.</p> <p><b><u>STANDARD K-12.P.EICC.3: Comprehension Strategies</u></b> 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><b><u>Collaboration &amp; Presentation (CP)</u></b> Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.</p>	<p><b><u>STANDARD K-12.P.CP.2: Presentation</u></b> Use presentation skills to tailor communication to target audiences for specific reasons.</p>
<p><b>MYP Criteria</b> <i>(for applicable MYP Courses Grades 6-10)</i></p>	<p><b>A- Analyzing</b></p> <ul style="list-style-type: none"> <li>provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts,</li> </ul>	

	<ul style="list-style-type: none"> <li>perceptively analyses the effects of the creator’s choices on an audience</li> </ul> <p><b>B- Organizing</b></p> <ul style="list-style-type: none"> <li>effectively organizes ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way</li> </ul> <p><b>C- Producing Text</b></p> <ul style="list-style-type: none"> <li>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</li> <li>makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience,</li> </ul> <p><b>D- Using Language</b></p> <ul style="list-style-type: none"> <li>Writes in a consistently appropriate style that serves the context and intention.</li> <li>Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective</li> </ul>
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**MCS Gifted Standards**  
*(applicable to advanced content course level only)*

- Strand 1: Advanced Research Skills**  
MCS.Gifted.S1A. Formulate thought-provoking questions to guide in depth research.
- Strand 4: Advanced Communication and Collaboration Skills**  
MCS.Gifted.S4D. Respectfully collaborate and effectively communicate exchanges of constructive/critical feedback.
- Strand 6: Self-Directed Learner**  
MCS.Gifted.S6A. Set appropriately high standards for work and behavior.

**Unit Vocabulary**

<b>Academic</b> <i>Analyze, Apply, Use, Construct, Constructing, Interpret, Determine, Communicate, Purpose, Audience, Variety, Continuously, Range, Contexts, Demonstrate, Knowledge, Generate, Guide, Investigate, Investigations, Support, Address, Utilize, Shape, Influence, Assess, Assessing, Integrate, Integrating, Avoid, Relevance, Impact</i>	<b>Specialized</b> <i>Narrative, Characters, Characterization, Setting, Plot, Events, Conflict, Pacing, Themes, Modes, Genres, Expository, Main ideas, Key details, Facts, Sense of closure, Presentation of events, Argument, Claim, Supporting relevant evidence, Counterclaim, Logical conclusion, Periods &amp; Movements, Themes, Genres, Verbal styles, Literature, Time period, Authors &amp; Speakers, Perspectives, Authors, Speaker</i>	<b>General</b> <i>Labor, Scarce, Genuine, Intervene, Malnourished, Stranded, Desperate, Language Barrier, Scavenge, Vulnerable, Adoption, Gratitude, Origin, Satellite</i>
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**IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS**

Key concept	Related concept(s)	Global context
<b>Communities</b>	<b>Style</b>	<b>Scientific and Technical Innovation</b>

<p>are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.</p>	<p>The characteristic way that a writer uses linguistic devices, literary devices and features for particular purposes and effects; for example, word choice, sentence structure, figurative devices, repetition, motif, allusion, imagery and symbolism.</p> <p><b>Audience Imperatives</b> An umbrella concept to refer to whomever (the reader, the listener, the viewer) a text or performance is aimed at, and the characteristics, impact or desired responses created.</p> <p><b>Genre</b> Is a type or category of literature or film marked by certain shared features or conventions.</p>	<p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>
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**Statement of inquiry**

Scientific and technical innovations influence communities by shaping how information is communicated. Through style, audience imperatives, and genre, writers adapt their messages to inform, persuade, and connect with diverse audiences meaningfully.

**Inquiry questions**

**Factual**— How do authors use vocabulary—both denotative and connotative meanings—to shape the tone and impact of different genres? What narrative, expository, and poetic techniques are most commonly used to influence an audience’s understanding?

**Conceptual**— In what ways does an author’s choice of style and linguistic devices shape meaning and connect with specific audiences within various communities? How does understanding the purpose and audience of a text influence the way writers organize and craft their ideas? How do the conventions of grammar and vocabulary development interact to affect clarity, meaning, and the effectiveness of communication?

**Debatable** — To what extent should writers modify their style and language depending on the cultural, social, or technological context of their audience? How important is it for readers to consider an author’s perspective, historical context, and community background when interpreting a text’s meaning? Can strict adherence to grammar conventions ever limit creative expression and the authentic voice of a writer?

### 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) .

Assessment Title, Description, and Type (formative, summative, MYP, Performance Task) (H) - indicates Honors level assessment <b>Summative Assessments Only:</b> Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:	Standard + Grade Level Expectation (s) Assessed and/or  MYP Criterion Assessed (applicable only to MYP Task)
<p><b>Title:</b> Mini ICT with Debate</p> <p><b>Description:</b> Students analyze three sources and apply argumentative and expository techniques within a structured debate.</p> <p><b>Type:</b></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><b>7.T.C.2.b</b> Determine the prevailing perspective in a text and analyze how the author distinguishes or corroborates that position.</p> <p><b>7.T.C.2.c</b> Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p> <p><b>7.T.SS.2.a</b> Explain how figurative language, connotative language, and literary device choices contribute to meaning, mood, or tone in a wide variety of texts.</p> <p><b>7.T.T.1.a</b> Analyze how narrative techniques are used across the text to develop plot, characters, and setting.</p> <p><b>7.T.T.3.a</b> Analyze 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><b>7.T.T.3.c</b> Apply argumentative techniques (e.g., author’s claim, relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.</p> <p><b>7.T.RA.1.c</b> Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.</p> <p><b>7.L.V.1.b</b> Use grade level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.</p>
<p><b>Title:</b> Mini Formative Assessments (3)</p> <p><b>Description:</b> These formative assessments assess application of the following skills: peer revision by guiding students to analyze audience, purpose, credibility, tone, organization, and transitions, with attention to nuanced meaning across text types.</p> <p><b>Type:</b></p> <p><input checked="" type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input type="checkbox"/> MYP Task</p>	<p><b>7.T.RA.2.c</b> Follow standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accomplished by a standard entry on a works cited page.</p> <p><b>7.T.C.2.d</b> Use credible sources to research the answers to questions on academic and individual topics of interest.</p> <p><b>7.T.SS.1.c</b> Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.</p> <p><b>7.T.SS.1.d</b> Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.</p> <p><b>7.T.SS.2.c</b> Determine situational use for formal or informal style and apply that determination to choices when writing or speaking.</p> <p><b>7.T.T.2.a</b> Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure.</p>

<input type="checkbox"/> <b>Performance Task</b>	<b>7.T.T.3.a</b> Analyze 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><b>Title:</b> <i>Choice Board</i></p> <p><b>Description:</b> Students synthesize multiple texts to demonstrate mastery of key techniques through a creative, multimodal portfolio.</p> <input checked="" type="checkbox"/> <b>Summative</b> <input type="checkbox"/> <b>MYP Task</b> <input type="checkbox"/> <b>Performance Task</b>	<p><b>7.T.C.1.b</b> Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</p> <p><b>7.T.C.1.c</b> Construct multimodal texts and/or presentations for a specific purpose and audience, using multiple, clearly identifiable features of incorporated modes.</p> <p><b>7.T.T.1.e</b> Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.</p> <p><b>7.T.T.2.d</b> Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.</p> <p><b>7.T.T.4.b</b> Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.</p> <p><b>7.T.RA.2.c</b> Follow a standard format for citation when integrating text evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.</p> <p><b>7.L.V.2.d</b> Use knowledge of parts of speech to determine precise words and phrases when constructing texts.</p>

Approaches to learning (ATL) Skills		
<u>Category (s):</u>	<u>Cluster (s):</u>	<u>Skill Indicator (s):</u>
Thinking	Critical Thinking	<ol style="list-style-type: none"> <li>1. Gather and organize relevant information to formulate an idea or argument</li> <li>2. Consider ideas from multiple perspectives</li> </ol>
Self Management	Organization Skills	<ol style="list-style-type: none"> <li>1. Plan strategies and take action to achieve personal and academic goals</li> <li>2. Use appropriate strategies for organizing complex information</li> </ol>

Learning Experiences			
Add additional rows below as needed.			
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.			
Learning Experience and Description	Grade Level Expectation (s) (from Unit Focus Standards)	Personalized Learning and Differentiation	Learning Experience Resources
<p><b>Learning Experience 1:</b> Grammar, Usage and Mechanics</p> <p>Throughout the unit, explicit instruction will be used for the grammar usage and mechanics expectations. Students will also engage in NoRedInk activities such as mentor sentences, writing applications, and</p>	<p><b>7.L.GC.1.43</b> Form and use the progressive, perfect, and perfect progressive verb aspects.</p> <p><b>7.L.GC.1.44</b> Form and use participles</p> <p><b>7.L.GC.1.46</b> Use correlative conjunctions to join words, phrases, or clauses.</p> <p><b>7.L.GC.1.48</b> Use semicolons to separate items in a series or list when at least one of the items already contains commas.</p>	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Guided Notes</li> </ul>	<ul style="list-style-type: none"> <li>• NoRedInk</li> <li>• Interactive Notebook</li> </ul>

<p>grammar practice.</p>			
<p><b>Learning Experience 2:</b> Mini ICT Practice and Debate Preparation</p> <p>This mini ICT learning experience engages students with an excerpt from the class novel, a video, and an expository text to analyze how ideas, claims, and evidence are developed across multiple sources. Students examine each text for argumentative and expository techniques, including how authors and creators structure information, support claims, and address purpose and audience. Students then synthesize their analysis in a structured academic debate, where they apply these techniques by developing clear claims, selecting and integrating relevant evidence from all three sources, and responding thoughtfully to counterarguments, demonstrating their ability to transfer skills across text types.</p>	<p><b>7.T.C.2.b</b> Determine the prevailing perspective in a text and analyze how the author distinguishes or corroborates that position.</p> <p><b>7.T.C.2.c</b> Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.</p> <p><b>7.T.SS.2.a</b> Explain how figurative language, connotative language, and literary device choices contribute to meaning, mood, or tone in a wide variety of texts.</p> <p><b>7.T.T.1.a</b> Analyze how narrative techniques are used across the text to develop plot, characters, and setting.</p> <p><b>7.T.T.3.a</b> Analyze 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><b>7.T.T.3.c</b> Apply argumentative techniques (e.g., author’s claim, relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.</p> <p><b>7.T.RA.1.c</b> Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.</p> <p><b>7.L.V.1.b</b> Use grade level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.</p>	<ul style="list-style-type: none"> <li>● Sentence Starters</li> <li>● Video Transcript</li> </ul>	<ul style="list-style-type: none"> <li>● Excerpt from Novel</li> <li>● Expository Text</li> <li>● Video</li> </ul>
<p><b>Learning Experience 3:</b> Mini Formative Preparation</p> <p>Students examine how authors and creators use tone, organization, credibility, and transitions to meet the demands of the task and communicate effectively with a specific audience, noting how these elements function uniquely in narrative, visual, and expository texts. After analyzing each text, students participate in a guided peer-revision process in which they apply their understanding to a</p>	<p><b>7.T.RA.2.c</b> Follow standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accomplished by a standard entry on a works cited page.</p> <p><b>7.T.C.2.d</b> Use credible sources to research the answers to questions on academic and individual topics of interest.</p> <p><b>7.T.SS.1.c</b> Use varied transition words and phrases to</p>	<ul style="list-style-type: none"> <li>● Guided Notes</li> <li>● Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>● MLA Citations of Texts</li> <li>● NoRedInk</li> <li>● Expository Text</li> </ul>

<p>written response, offering targeted feedback on clarity, structure, tone, and credibility while attending to nuanced meaning. This learning experience emphasizes application of skills through cross-text comparison and academic discourse, strengthening students' ability to revise writing with intention and adapt strategies across genres.</p>	<p>connect ideas, sentences, paragraphs, and sections of text.</p> <p><b>7.T.SS.1.d</b> Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.</p> <p><b>7.T.SS.2.c</b> Determine situational use for formal or informal style and apply that determination to choices when writing or speaking.</p> <p><b>7.T.T.2.a</b> Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure.</p> <p><b>7.T.T.3.a</b> Analyze 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><b>Learning Experience 4:</b> Choice Board Preparation</p> <p>This learning experience prepares students to synthesize multiple texts by analyzing shared themes, perspectives, and techniques across literary, expository, and multimodal sources. Students examine how authors and creators use craft and structure to communicate meaning, then compare and connect ideas across texts. Through guided practice, students select and apply key techniques as they plan and refine a creative, multimodal portfolio that demonstrates their understanding and purposeful communication across modes.</p>	<p><b>7.T.C.1.b</b> Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.</p> <p><b>7.T.C.1.c</b> Construct multimodal texts and/or presentations for a specific purpose and audience, using multiple, clearly identifiable features of incorporated modes.</p> <p><b>7.T.T.1.e</b> Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.</p> <p><b>7.T.T.2.d</b> Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.</p>	<ul style="list-style-type: none"> <li>● Checklists</li> <li>● Graphic Organizers</li> <li>● Exemplars</li> </ul>	<ul style="list-style-type: none"> <li>● MLA Citations of Texts</li> <li>● Interactive Notebook</li> <li>● Texts (Culmination of texts throughout the year)</li> </ul>
<p><b>Unit Texts</b></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><b>Unit Core Texts</b></p>	<p style="text-align: center;"><b>On-Level</b></p> <p style="text-align: center;"><i>*grade level appropriate texts</i></p>	<p style="text-align: center;"><b>Honors</b></p> <p style="text-align: center;"><i>*extensions/additional texts noted here for advanced study as applicable*</i></p>	<p style="text-align: center;"><b>Support</b></p> <p style="text-align: center;"><i>*grade level complex text (s) accessibility support provided for access to grade level content/textst*</i></p>

	<i>that meet grade level complexity guidelines*</i>		
<b>Unit Novel (s), Plays, Extended Work (s) (Reading)</b>	"Lion: A Long Way Home" Saroo Brierley	"Inside Out and Back Again" Thanhha Lai	
<b>Other Prose Texts and Poetry (Reading)</b>	"At the Head of Her Class, and Homeless" by NPR Staff		
<b>Visual Texts (Viewing)</b>	"Lion: A Long Way Home" Movie	"Man Pushing Rock up Hill"	
<b>Auditory Texts (Listening)</b>	"Grit: The Power of Passion and Perseverance" by Angela Duckworth		
<b>Multimodal Texts (A single text that includes Integrated Modes)</b>	"Meet Saroo Brierley, Lost Boy Who Found His Home After 25 Years Using Google Earth" By Aditi Mathur – International Business Times		

**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..