



Marietta City Schools

District Unit Planner

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

*Literature and Composition II*

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

<b>Unit title</b>	<i>Synthesis Across Texts</i>	<b>MYP year</b>	5	<b>Unit duration (hrs)</b>	<i>30 hrs (5 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
<b>LANGUAGE</b>	<p><b><u>Grammar conventions</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</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 9-12.L.GC.1: Grammar, Usage, &amp; Mechanics</u></b> Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating, and constructing texts.</p> <p><b><u>STANDARD 9-12.L.GC.2: Syntax</u></b> Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects</p> <p><b><u>STANDARD 9-12.L.V.1 General, Academic &amp; Specialized Vocabulary:</u></b> 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><b><u>STANDARD 9-12.L.V.2 Word Analysis:</u></b> 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><b><u>STANDARD 9-12.L.V.3 Meaning &amp; Purpose:</u></b> Analyze and craft nuanced words and phrases in a variety of texts and for a</p>

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

<p><b>PRACTICES</b></p>	<p><b><u>Situating Texts (ST)</u></b> 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><b><u>Author’s Craft (AC)</u></b> Students apply knowledge of author’s craft to enhance the interpretation and construction of texts.</p>	<p><b><u>STANDARD K-12.P.ST. 1: Context</u></b> Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.</p> <p><b><u>STANDARD K-12.P.AC.3: Text Design</u></b> Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.</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> <li>● perceptively analyses the effects of the creator’s choices on an audience,</li> <li>● gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology,</li> <li>● perceptively compares and contrasts by making extensive connections in features across and within genres and texts.</li> </ul> <p><b>B- Organizing</b></p> <ul style="list-style-type: none"> <li>● makes sophisticated use of organizational structures that serve the context and intention effectively,</li> <li>● effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way</li> <li>● makes excellent use of referencing and formatting tools to create an effective presentation style.</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> <li>● selects extensive relevant details and examples to develop ideas with precision.</li> </ul> <p><b>D- Using Language</b></p> <ul style="list-style-type: none"> <li>● Effectively uses a range of appropriate vocabulary, sentence structures and forms of expression,</li> <li>● Writes in a consistently appropriate style that serves the context and intention.</li> <li>● Uses grammar, syntax, and punctuation with a high degree of accuracy; makes errors that are minor, and communication is effective</li> <li>● Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective</li> </ul>	

**MCS Gifted Standards**

*(applicable to advanced content course level only)*

MCS.Gifted.S4A. Develop skills and techniques associated with effective verbal and non-verbal communication, adjusting for a given audience or task.

MCS.Gifted.S4E. Use a variety of multi-media and innovative technologies as tools to effectively communicate the individual or collaborative group work.

MCS.Gifted.S2D. Apply components of creative thinking in finding, solving, and evaluating solutions to authentic real-world problems and dilemmas.

MCS.Gifted.S1C. Gather, organize, analyze, evaluate, and synthesize data from multiple sources for research applications.

**Unit Vocabulary**

<b>Academic</b>	<b>Specialized</b>	<b>General</b>
<p><i>(frequently encountered terms in academic contexts derived from ELA standards)</i></p> <p>Analyze                      Figurative Language                      Connotative language    Rhetorical Language                      Tone                            Mood                      Multimodal                  Construct                      Evaluate                      Self-Evaluate                      Commercial influence    Context                      Synthesize                  Audience                      Purpose                      Text Structure                      Narrative techniques    Archetypes/archetypal                      Perspective                 Story Structure                      Conflict                      Word Choice                      Theme                         Social Relevance                      Complex Characters    Event Patterns                      Transitions                 Cohesive Text                      Critique                      Expository techniques                      Textual Evidence         Argument Techniques                      Fallacies                     Poetic Techniques                      Thesis                         MLA                      Sources                      Credible                      Adaptation                 Periods and Movement</p>	<p><i>(Discipline-specific terms to ELA Content within the standards)</i></p> <p>Irony                      Characterization                      Poetic Elements                      Podcast                      Interview                      Narrative Techniques                      Story Elements                      Realism                      Foreshadowing</p>	<p><i>(critical terms taught from unit text (s) and concepts to aid in comprehension)</i></p> <p>Minimalism                      Want/Need                      Avarice                      Social Class                      Materialism</p>

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

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
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Creativity	Self-Expression	Globalization and Sustainability
<b>Statement of inquiry</b>		
Authors produce works with the purpose of exploring the interconnectedness of human-made systems and evaluating the human impact on the environment (with focus on consumption and impact on the environment).		
<b>Inquiry questions</b>		
<b>Factual</b> —What is situational irony? What is a theme? What is the historical context? What is the point of view? <b>Conceptual</b> — How do false clues create a surprise ending? <b>Debatable</b> - How do we decide what we want versus what we need?		
<b>Assessment Tasks</b>		
<p><i>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.</i></p> <ul style="list-style-type: none"> <li>• 3- 6 constructed texts (at least 1 of which is an extended constructed text)</li> <li>• 2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze)</li> <li>• 2 selected response and new read assessments for skills application to new text (s)</li> <li>• 1 MYP Task or Performance Task (project, presentation, etc. with integrated writing/creating and speaking component assessing the 4 MYP Criteria) .</li> </ul> <p style="text-align: center;"><b>Add additional rows as necessary</b></p>		
<p><b>Assessment Title, Description, and Type (formative, summative, MYP, Performance Task)</b></p> <p><i>(H) - indicates Honors level assessment</i></p> <p><b>Summative Assessments Only:</b>  <i>Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:</i></p>	<p><b>Standard + Grade Level Expectation (s) Assessed and/or MYP Criterion Assessed</b></p> <p><i>(applicable only to MYP Task)</i></p>	
<p><b>Title: U5S1 Bridge 3 Assessment</b>  <b>Description:</b> EOC type questions and format of assessment for preparing students for the EOC..  <b>Honors Extension: N/A</b></p>	<p>10.P.EICC.1.a Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. (I/C)</p>	

<p><b>Type:</b></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><b>Title: U5F1 Bridge 3 Lessons</b></p> <p><b>Description:</b> EOC type questions and format of assessment for preparing students for the EOC. Students have completed and reflected on 2 Bridge assessments</p> <p><b>Honors Extension: N/A</b></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>10.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text’s effectiveness. (C)</p> <p>10.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.</p>
<p><b>Title: U5F2 Questions and Notes for <i>The Necklace</i></b></p> <p><b>Description:</b> Students will have an opportunity to complete analysis questions and close-reading notes for the text to aid in comprehension.</p> <p><b>Honors Extension:</b> Students will respond to comparative analysis prompts using The Golden Touch as an additional text.</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>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.b Evaluate and critique how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an author’s purpose. (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>

<input type="checkbox"/> <b>Performance Task</b>	
<p><b>Title: U5F3 Comparison Chart for Multimodal texts</b></p> <p><b>Description:</b> Students will take notes on the techniques used in the multimodal texts and identify themes that are established through the texts.</p> <p><b>Honors Extension:</b> Students will also evaluate the texts for their flaws within the chart.</p> <p><b>Type:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Formative</b></li> <li><input type="checkbox"/> <b>Summative</b></li> <li><input type="checkbox"/> <b>MYP Task</b></li> <li><input type="checkbox"/> <b>Performance Task</b></li> </ul>	<p>10.TT.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.P.AC.1.d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text’s accessibility, and support the text’s purpose. (I/C)</p>
<p><b>Title: U5F4 Poetry Discussions</b></p> <p><b>Description:</b> Students will read their poem and create a presentation that identifies the literary devices used and the themes created by the authors.</p> <p><b>Honors Extension:</b> Students will incorporate additional presentation criteria for text evaluation.</p> <p><b>Type:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Formative</b></li> <li><input type="checkbox"/> <b>Summative</b></li> <li><input type="checkbox"/> <b>MYP Task</b></li> <li><input type="checkbox"/> <b>Performance Task</b></li> </ul>	<p>10.P.AC.1.d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text’s accessibility, and support the text’s purpose. (I/C)</p>
<p><b>Title: U5S2 Unit 5 Performance Task</b></p> <p><b>Description:</b> Students will create a podcast</p>	<p>10.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)</p>

<p>where they discuss the prompt: “How do we decide what we want versus what we need? What can result from an imbalance between want and need?” Students will need to use at least two of our texts for reference.</p> <p><b>Honors Extension:</b> Students will need to use an additional resource for the podcast. Honors will not use a drafted script.</p> <p><b>Type:</b></p> <p><input type="checkbox"/> Formative</p> <p><input type="checkbox"/> Summative</p> <p><input checked="" type="checkbox"/> MYP Task</p> <p><input checked="" type="checkbox"/> Performance Task</p>	<p>10.P.CP.2.a Communicate clearly to present ideas, information, and texts. (I/C)</p> <p>10.T.SS.2.c Use formal style when speaking or writing to establish credibility and tone. ©</p> <p>10.T.C.1.c Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes. ©</p> <p>MYP Criterion:</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> <li>gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology,</li> <li>perceptively compares and contrasts by making extensive connections in features across and within genres and texts.</li> </ul> <p><b>B- Organizing</b></p> <ul style="list-style-type: none"> <li>makes sophisticated use of organizational structures that serve the context and intention effectively,</li> <li>effectively organizes opinions and 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> <li>selects extensive relevant details and examples to develop ideas with precision.</li> </ul> <p><b>D- Using Language</b></p> <ul style="list-style-type: none"> <li>Effectively uses a range of appropriate vocabulary, sentence structures and forms of expression,</li> </ul>
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**Approaches to learning (ATL) Skills**

Category (s):	Cluster (s):	Skill Indicator (s):
Social	Collaboration Skills	Give and receive meaningful feedback
Self-Management	Organization Skills	Plan short- and long-term assignments; meet deadlines
Thinking	Transfer Skills	Create plans to prepare for summative assessments (examinations and performances)
		Combine knowledge, understanding and skills to create products or solutions.

**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><b>Learning Experience 1</b> - Students will review their Bridge #2 formative and reflect on their answer choices. They will also be given an opportunity to see their writing for question 5 and analyze the rubric based on their scores.</p> <p>There will also be reviews of EOC practice given in mini-lessons throughout the learning experience. We will use “I Came, I Saw I Shopped” as an example text with EOC style of questions.</p> <p>Students will take the Bridge 3 Assessment once they have completed the review.</p> <p><b>Honors Extension: N/A</b></p>	<p>10.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text’s effectiveness. (C)</p> <p>10.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. ©</p>	<p>-Break groups of students up based on their areas of weakness.</p>	<p>Bridge 2 Assessment in PM and Bridge 3 materials.</p> <p>Canva or other presentation materials for practice and instruction for EOC.</p> <p>Bridge 3 in Performance Matters</p> <p>U5S1</p>
<p><b>Learning Experience 2</b> - Students will read <i>The Necklace</i> and engage in how the author develops the various themes created through the narrative techniques within the short story.</p> <p><b>Honors Extension:</b> Students will read <i>The Golden Touch</i> for comparative analysis</p>	<p>10.P.ST.1.b Consider how context impacts the purposes of the author and the audience. (I/C)</p> <p>10.P.ST.1.c Explore how context shapes the author’s decisions and the audience’s responses during the interpretation and construction of texts. (I/C)</p> <p>10.P.AC.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. (I/C)</p> <p>10.T.T.1.a Evaluate how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I)</p>		<p><i>My Perspectives</i> textbook for short stories.</p> <p>U5F1</p>

	<p>10.TT.1.b Evaluate and critique how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an author’s purpose. (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><b>Learning Experience 3</b> - Students will extract themes from <i>Minimalism</i> documentary (excerpts) to compare with those selected from <i>The Necklace</i></p> <p><b>Honors Extension:</b> Students will critique what some of the flaws within the text might be for the themes they are creating.</p>	<p>10.P.AC.1.d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text’s accessibility, and support the text’s purpose. (I/C)</p> <p>10.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. (I/C)</p> <p>10.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C)</p>		<p>Youtube video</p> <p>Chart for note-taking</p>
<p><b>Learning Experience 4</b> - Students will engage with the poems <i>Avarice, The Good Life, and Money</i> from the text to look at how the authors used literary devices to develop similar themes around wants and needs. Each group or pair will receive a different poem and teach the class what literary devices were used, and how they convey the theme of the poem.</p>	<p>10.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C)</p> <p>10.P.AC.3.c Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C)</p>		<p><i>My Perspectives</i> textbook for poems.</p>

<p><b>Honors Extension:</b> Students will additionally read <i>The Good Life, and Money</i> from the text.</p>			
<p><b>Learning Experience 5</b> - Students will take the prompt: “How do we decide what we want versus what we need? What can result from an imbalance between want and need?” and create an audio essay or podcast, using evidence from texts they have read during the unit as evidence or examples to support their presentation.</p> <p><b>Honors Extension:</b> Use a 3rd source and students will complete the Podcast without the scaffold of the script.</p>	<p>10.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience. (I/C)</p> <p>10.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)</p> <p>10.P.CP.2.a Communicate clearly to present ideas, information, and texts. (I/C)</p>		<p>Devices for recording</p> <p>Information for how to record podcasts/etc.</p>
<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><b>On-Level</b></p> <p><i>*grade level appropriate texts that meet grade level complexity guidelines*</i></p>	<p><b>Honors</b></p> <p><i>*extensions/additional texts noted here for advanced study as applicable*</i></p>	<p><b>Support</b></p> <p><i>*grade level complex text (s) accessibility support provided for access to grade level content/textst*</i></p>
<p><b>Unit Novel (s), Plays, Extended Work (s) (Reading)</b></p>	<p><i>The Necklace</i></p> <p><i>I Came, I saw, I shopped</i></p>	<p><i>The Golden Touch</i></p>	
<p><b>Other Prose Texts and Poetry (Reading)</b></p>	<p><i>Avarice</i></p> <p><i>Money</i></p> <p><i>The Good Life</i></p>		

<b>Visual Texts (Viewing)</b>			
<b>Auditory Texts (Listening)</b>			
<b>Multimodal Texts</b> <i>(A single text that includes Integrated Modes)</i>	<i>Minimalist: a documentary</i>		

**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..