



Marietta City Schools

District Unit Planner

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

Literature and Composition I

See extensions in the Unit Planner for Honors

Unit title	<i>Unit 5: Synthesis in Writing</i>	MYP year	4	Unit duration (hrs)	<i>9 weeks</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Georgia English Language Arts Standards

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

Published: 3/2026 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)

<p>TEXTS</p>	<p><u>Context</u> Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors.</p> <p><u>Structures & Style (SS)</u> Students analyze and use organizational structures and styles to shape ideas and information.</p> <p><u>Techniques (T)</u> Students evaluate 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>STANDARD 9-12.T.C.1 Purposes and Audiences:</u> Analyze the impact of purpose and audience on a wide variety of texts</p> <p><u>STANDARD 9-12.T.C.2 Authors and Speakers:</u> Evaluate how authors’ and/or speakers’ perspectives influence texts and how circumstances shape their creation.</p> <p><u>STANDARD 9-12.T.SS.1 Organization:</u> Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.</p> <p><u>STANDARD 9-12.T.SS.2 Craft:</u> Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.</p> <p><u>STANDARD 9-12.T.T.1: Narrative Techniques</u> Evaluate and apply narrative techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><u>STANDARD 9-12.T.T.3: Argumentative Techniques</u> Evaluate and apply argumentative techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><u>Standard 9.T.T.2 Expository Techniques</u> Evaluate and apply expository techniques to enhance text’s appeal to audiences or achieve specific purposes.</p> <p><u>STANDARD 9-12.T.T.4: Poetic Techniques</u> Evaluate and apply poetic techniques to enhance</p> <p><u>STANDARD 9-12.RA.1: Research & Inquiry</u> Conduct research, generating questions to guide investigations of complex topics of interest and using credible sources to support analyses.</p> <p><u>Standard 9.T.RA.2 Curating Sources & Evidence</u> Reference parts of texts to address a specific topic or question and explore</p>
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		various sources of information to make connections across a broad range of topics.
PRACTICES	<p><u>Situating Texts (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 author’s craft to enhance the interpretation and construction of texts.</p> <p><u>Engagement & Intention for Comprehension & Composition (EI)</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>STANDARD K-12.P.ST. 1: Context</u> 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><u>Standard 9.P.AC.1 Reading like a Writer</u> Interpret texts through the author’s lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.</p> <p><u>STANDARD K-12.P.AC.3: Text Design</u> Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.</p> <p><u>Standard 9.P.EICC.1.f</u> Students develop independence and autonomy as a reader and writer.</p> <p><u>Standard 9.P.EICC.3 Comprehension Strategies</u> Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.</p>
MYP Criteria (for applicable MYP Courses Grades 6-10)	<p>A- Analyzing</p> <ul style="list-style-type: none"> ● provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, ● perceptively analyses the effects of the creator’s choices on an audience, ● gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology, ● perceptively compares and contrasts by making extensive connections in features across and within genres and texts. <p>B- Organizing</p> <ul style="list-style-type: none"> ● makes sophisticated use of organizational structures that serve the context and intention effectively, ● effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way ● makes excellent use of referencing and formatting tools to create an effective presentation style. 	

	<p>C- Producing Text</p> <ul style="list-style-type: none"> ● demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas, ● makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, ● selects extensive relevant details and examples to develop ideas with precision. <p>D- Using Language</p> <ul style="list-style-type: none"> ● Effectively uses a range of appropriate vocabulary, sentence structures and forms of expression, ● Writes in a consistently appropriate style that serves the context and intention. ● Uses grammar, syntax, and punctuation with a high degree of accuracy; makes errors that are minor, and communication is effective ● Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective
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MCS Gifted Standards
(applicable to advanced content course level only)

MCS.Gifted.S1A. Formulate thought-provoking questions to guide in depth research.

MCS.Gifted.S1B. Devise and manage a research plan.

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

MCS.Gifted.S3A. Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.

Unit Vocabulary

<u>Academic</u>	<u>Specialized</u>	<u>General</u>
<i>topic, focus, narrow, broad, explore, investigate, develop, refine, analyze, evaluate, synthesize, organize, draft, revise, publish, present, identify, compare, contrast, infer, interpret, connect, question, reflect, explain, justify, summarize, paraphrase</i>	<i>research question, inquiry, primary source, secondary source, database, search term, keyword, filter, credibility, reliability, bias, perspective, relevance, citation, Works Cited, MLA format, in-text citation, annotated bibliography, plagiarism, paraphrase, direct quote, attribution, intellectual property,</i>	<i>essential question, researchable question, inquiry-based learning, annotated bibliography, synthesis, cross-textual analysis, interdisciplinary connection, evidence-based argument</i>

IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS		
Key concept	Related concept(s)	Global context
Perspective	Context and Structure	Identities and Relationships
Statement of inquiry		
Researching the real-world contexts that surround fictional narratives allows readers to construct informed arguments that reveal how individual and collective identities are shaped by social forces.		
Inquiry questions		
<p>Factual— What are the characteristics of a strong research question, and what processes and sources do researchers use to investigate and support a claim?</p> <p>Conceptual— How does connecting a fictional narrative to real-world research deepen our understanding of the social issues that shape human experience and identity?</p> <p>Debatable- To what extent is fiction a reliable lens for understanding real-world problems, and whose voices and perspectives are centered or excluded in both literary and research conversations?</p>		
Assessment Tasks		
<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"> ● 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) . <p style="text-align: center;">Add additional rows as necessary</p>		
Assessment Title, Description, and Type (formative, summative, MYP, Performance Task) <i>(H) - indicates Honors level assessment</i> Summative Assessments Only:	Standard + Grade Level Expectation (s) Assessed and/or MYP Criterion Assessed <i>(applicable only to MYP Task)</i>	

<p><i>Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:</i></p>	
<p>Title: Independent Reading Log with Reflection</p> <p>Description: Students track pages read and write 3–5 sentences responding to a rotating prompt each week. Prompts can be thematic (<i>What social issue is emerging in your novel? Who is most affected by it?</i>), literary (<i>How is the author developing the narrator's perspective?</i>), or research-connective (<i>What question did your reading raise that you wish you could investigate further?</i>).</p> <p>Honors Extension: Lens Analysis: After completing the standard prompt, honors students select one passage from their weekly reading and analyze it through a chosen critical lens (sociological, historical, economic, etc.), explaining in 3–5 sentences how reading through that lens changes or deepens what the passage reveals about the social issue at its center.</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>9.T.C.1.a Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension</p> <p>9.T.C.1.b Assess the impact of context and language on a text's reception by the audience</p> <p>9.T.C.1.c Construct and self-evaluate texts that serve a purpose and target an audience</p> <p>9.T.C.2.a Compare and contrast varying perspectives on a topic across texts</p> <p>9.T.C.2.b Identify the impact of the speaker's reliability or credibility on the text</p> <p>9.T.C.2.c Determine reasons for changing attitudes around a topic and how that affects texts</p> <p>9.T.C.2.d Synthesize ideas when responding to questions on academic or personal topics</p>
<p>Title: Research Question Development Journal</p> <p>Description: Students write a series of short reflective entries documenting the evolution of their research question, from initial topic to</p>	<p>9.T.RA.1.a Generate questions to guide research, make connections between complex topics, narrow focus, and refine text creation</p> <p>9.T.RA.1.b Use analytical findings to support a research question or thesis</p> <p>9.P.EICC.1.f Students develop independence and autonomy as a reader and writer.</p>

<p>refined, researchable question. Each entry explains their thinking and justifies their choices using unit vocabulary. All students complete this regardless of chosen mode (expository or argumentative).</p> <p>Honors Extension: "So What and Who Cares" Entry</p> <p>Honors students write one entry exclusively focused on the significance and stakes of their research question, addressing who is affected by this issue in the real world, why it matters now, and what is lost if the question goes uninvestigated. This entry should move beyond personal interest and make a case for the broader social or academic importance of the inquiry.</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>Title: Source Annotation</p> <p>Description: Students write an annotated bibliography entry for 2–3 sources. All students summarize each source's main ideas and evaluate its credibility, relevance, and perspective. Students writing argumentatively also note how the source supports or complicates a potential claim; students writing informationally focus on how the source contributes to a fuller understanding of the topic.</p> <p>Honors Extension: Honors students annotate</p>	<p>9.T.SS.1.a Analyze the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience.</p> <p>9.T.SS.1.b Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience</p> <p>9.T.RA.2.a Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question.</p> <p>9.T.RA.2.b Analyze information from a variety of sources by identifying misconceptions, conflicting information or perspectives, and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered.</p> <p>9.T.T.2.a Analyze and evaluate the use and effect of expository techniques and organizational patterns.</p> <p>9.T.T.3.a Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.</p> <p>9.T.T.3.b Recognize and analyze the use of rhetorical appeals (ethos, logos, and pathos) in a variety of texts.</p>

<p>one additional source beyond the standard requirement. At least one of their annotations must address a source that complicates or challenges their central claim or understanding, and they must explain in their annotation how they plan to handle that complexity in their paper.</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>9.T.C.2.d Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.</p> <p>9.T.RA.2.c Follow Modern Language Association (MLA) guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page.</p>
<p>Title: Mode-Specific Paragraph</p> <p>Description: Students write a standalone body paragraph (one summative/one formative) that demonstrates control of their chosen mode:</p> <p>Argumentative path: a body paragraph that makes a claim, integrates evidence, analyzes it, and addresses a counterclaim</p> <p>Informational path: a synthesis paragraph that blends information from two or more sources to explain a key aspect of their topic objectively and completely</p> <p>Both versions require proper MLA in-text citation.</p> <p>Honors Extension: After completing the paragraph, honors students write a brief self-evaluation (3–5 sentences) in which they identify the single strongest move they made as a writer in that paragraph and one revision they would make if given more time, citing specific lines from their own writing. This metacognitive</p>	<p>9.T.SS.1.b Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience.</p> <p>9.T.SS.1.d Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion.</p> <p>9.T.SS.2.c Use formal or informal style, as appropriate to audience, purpose, and context.</p> <p>9.T.T.2.d Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and uses the appropriate tone to address a target audience and purpose.</p> <p>9.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences.</p>

<p>component should use precise craft vocabulary from the unit.</p> <p>Type:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task 	
<p>Title: Reading Logs</p> <p>Description: Students track pages read and write 3–5 sentences responding to a rotating prompt each week. Prompts can be thematic (What social issue is emerging in your novel? Who is most affected by it?), literary (How is the author developing the narrator's perspective?), or research-connective (What question did your reading raise that you wish you could investigate further?).</p> <p>Honors Extension: Honors students include one observation per log entry about how the author is constructing perspective or shaping the reader's sympathy — not just what is happening thematically, but what craft choices are doing that work.</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>K-12.P.ST.1.b Consider how context impacts the purposes of the author and the audience.</p> <p>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>K-12.P.EICC.2.d Interpret and construct texts to aid the analysis and evaluation of texts and ideas.</p> <p>K-12.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.</p> <p>K-12.P.AC.1.c Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.</p>
<p>Title: Student Discourse Assessments- Socratic Seminar: Fiction and the Real World</p> <p>Description: All students participate in a</p>	<p>9.T.C.2.a Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.</p> <p>9.T.RA.2.a Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information</p>

<p>structured Socratic seminar centered on the debatable essential question: To what extent is fiction a reliable lens for understanding real-world problems, and whose voices and perspectives are centered or missing in both literary and research conversations? Students must reference both their novel and at least one research source during the discussion.</p> <p>Honors Extension: Honors students come to the seminar having prepared a written position statement (3–5 sentences) on the debatable essential question that they are willing to defend, revise, or abandon during discussion. After the seminar, they write a one-paragraph reflection on how their thinking shifted, or didn't, and what moment in the discussion most challenged them.</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>about a central argument, topic, or question.</p> <p>9.T.RA.2.b Analyze information from a variety of sources by identifying misconceptions, conflicting information or perspectives, and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered.</p> <p>K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.</p> <p>K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.</p> <p>K-12.P.CP.2.a Communicate clearly to present ideas, information, and texts.</p> <p>K-12.P.CP.2.d Engage in dialogue with audiences by asking and answering questions.</p>
<p>Title: Research Question Pitch and Peer Feedback Conference</p> <p>Description: Students present their refined research question, their chosen mode, and a brief rationale to a small group. They explain their topic, why it is worth investigating, how it connects to their novel, what sources they plan to use, and why they chose the argumentative or informational path. Peers respond using a structured feedback protocol with academic language stems.</p> <p>Honors Extension: Honors students prepare</p>	<p>9.T.RA.1.a Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation.</p> <p>9.T.RA.1.b Use analytical findings to support a research question or thesis, citing appropriately.</p> <p>9.L.V.1.b Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings.</p> <p>K-12.P.CP.2.a Communicate clearly to present ideas, information, and texts.</p> <p>K-12.P.CP.2.d Engage in dialogue with audiences by asking and answering questions.</p>

<p>and deliver an extended rationale that includes not only their question and mode choice, but also a brief explanation of whose voices they anticipate being centered or absent in the research conversation around their topic and how they plan to address that in their paper. During peer feedback, honors students are expected to ask at least one follow-up question that pushes their peer's thinking further.</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>Title: Research Skills Application- Evaluating Sources</p> <p>Description: Students are given a set of 3–4 unfamiliar sources on a provided topic and complete a selected response and short answer assessment in which they evaluate credibility, identify bias and perspective, and explain how a source could be used either to support a claim or to build understanding of a topic.</p> <p>Honors Extension: Honors students write an additional open-response paragraph in which they identify a perspective or type of source not represented in the provided set and explain how its absence might affect a researcher's conclusions. This response should demonstrate synthesis across all four provided sources.</p> <p>Type:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative 	<p>9.T.RA.2.a Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question.</p> <p>9.T.RA.2.b Analyze information from a variety of sources by identifying misconceptions, conflicting information or perspectives, and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered.</p>

<input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task	
<p>Title: Close Reading and Text Analysis- New Informational or Argumentative Text</p> <p>Description: Students read an unfamiliar article — either informational or argumentative — and respond to a mix of selected response and short constructed response questions. All students identify the central idea or claim, evaluate the use of evidence, analyze how the author organizes and develops the text, and explain how the text could connect to a research inquiry. The assessment includes at least one question that asks students to identify whether the text is primarily informational or argumentative and explain the textual evidence for that judgment.</p> <p>Honors Extension: Honors students write one additional paragraph in which they evaluate the rhetorical choices the author made given their likely audience and purpose — analyzing not just what the text argues or explains, but why the author structured and framed it that way and whether those choices are effective.</p> <p>Type:</p> <input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative <input type="checkbox"/> MYP Task <input type="checkbox"/> Performance Task	<p>9.T.SS.1.a Analyze the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience.</p> <p>9.TT.2.a Analyze and evaluate the use and effect of expository techniques and organizational patterns.</p> <p>9.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.</p> <p>9.T.RA.1.a Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation.</p>
<p>Title: "Voices and Perspectives" Research Presentation</p>	<p>MYP Criterion: Criterion A (Analyzing): depth of literary and source analysis; ability to interpret texts and make meaningful connections between</p>

Description: Students create and deliver a multimodal research presentation that synthesizes their research paper into a public-facing product.

Creating/Writing Component

Students design a multimodal presentation (slideshow, poster, infographic, digital story, etc.) that communicates their research visually and textually. All products must include the research question, thesis, key findings or claims from sources, a connection to their novel, and a reflection on whose voices are centered or absent in the conversation around their topic.
-Students writing argumentatively should make their position clear and support it visually
- Students writing informationally should present multiple perspectives clearly and equitably.

Speaking Component

Students deliver a 3-5 minute formal presentation to an authentic audience (class, another class, or a panel). All students explain their inquiry process and connect their research back to their novel. Students writing argumentatively defend their thesis and address a counterclaim. Students writing informationally walk the audience through their key findings and explain multiple perspectives on the issue. A short Q&A follows in which all students respond to questions using academic language.

Honors Extension: Honors students include a dedicated section in their multimodal product titled "What This Conversation Is Missing" — a slide, panel, or page that identifies at least one absent perspective in the research conversation

fictional narrative and real-world research

Criterion B (Organizing): structure and coherence of both the written/created product and the spoken presentation, including logical sequencing and effective transitions appropriate to the chosen mode

Criterion C (Producing): quality, clarity, and stylistic effectiveness of the multimodal product and oral delivery, including appropriate tone and precise language for the chosen mode

Criterion D (Using Language): accuracy and appropriateness of academic and disciplinary language in writing and speaking

9.T.C.2.a Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.

9.T.RA.1.b Use analytical findings to support a research question or thesis, citing appropriately.

9.T.RA.1.c Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing the sources of ideas in Modern Language Association (MLA) format.

9.L.V.1.b Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings.

9.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences.

9.T.T.2.d Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and uses the appropriate tone to address a target audience and purpose.

K-12.P.AC.2.a Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.

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.

K-12.P.CP.2.a Communicate clearly to present ideas, information, and texts.

K-12.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience.

K-12.P.CP.2.d Engage in dialogue with audiences by asking and answering questions.

<p>around their topic and explains why that absence matters. During the Q&A, honors students are expected to field at least one question they did not anticipate and respond using academic language and evidence from their research.</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 type="checkbox"/> Performance Task</p>	
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Approaches to learning (ATL) Skills

Category (s): Thinking	Cluster (s): Critical Thinking Skills	Skill Indicator (s): Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks; Consider ideas from multiple perspectives; Develop contrary or opposing arguments
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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>LE 1: Connecting the novel to the real world and developing a research question.</p> <p>Students identify 3 themes, issues, or social forces in their independent reading novel and freewrite on which feels most personally meaningful or socially significant and most worthy of deeper investigation.</p> <p>Honors Extension: Students identify at least 4 themes or social forces, then write a</p>	<p>K-12.P.EICC.1.c Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.</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>K-12.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing,</p>	<ul style="list-style-type: none"> ● Gradual Release ● Graphic Organizer ● Paired/Group activities 	<p>Sentence Stems</p>

<p>comparative reflection analyzing how two of them intersect or tension against each other within the novel.</p>	<p>listening as others share their writing, and offering and responding to feedback</p>		
<p>LE 2: Connecting Fiction to Nonfiction- Topic vs. Research Question</p> <p>Teacher models how a theme in a mentor novel connects to a real-world researchable issue using a think-aloud, showing how the same topic could lead to either an informational or argumentative paper depending on the writer's purpose.</p> <p>Topic vs. research question direct instruction and sorting activity- emphasis on the fact that a strong research question can lead to either explanation or argument depending on what the writer wants to do with the answer "So What?" and "Just Google It" question testing — partners apply both tests to sample questions before trying their own.</p> <p>Honors Extension: After completing the sorting activity, honors students independently draft two versions of their research question — one that would lead to an informational paper and one that would lead to an argumentative paper — then write a short metacognitive paragraph explaining which path they are choosing and why, connecting their choice to both their novel and their own positionality as a researcher.</p>	<p>K-12.P.ST.2.b Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.</p> <p>9.T.RA.1.a Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation.</p>	<ul style="list-style-type: none"> ● Gradual Release ● Graphic Organizer ● Paired/Group activities 	<p>Canva Presentation</p>
<p>LE 3: Research Skills, Source Literacy, and Learning to Find, Evaluate, and Use Sources</p> <p>Database navigation workshop — hands-on</p>	<p>9.T.C.2.a Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts</p>	<ul style="list-style-type: none"> ● Gradual Release ● Graphic Organizer ● Paired/Group activities 	<p>Evaluating Resources Canva Presentation</p>

<p>practice with school/district databases, search terms, Boolean operators, and filters</p> <p>SIFT method or CRAAP test mini-lesson — direct instruction on evaluating sources for credibility, currency, relevance, authority, and bias</p> <p>Source evaluation practice with new texts — pairs evaluate 2–3 provided sources using a structured graphic organizer</p> <p>Honors Extension: Honors students independently locate one additional source of their own choosing on their research topic and write a brief justification defending why it meets credibility standards. Students also identify a gap in the provided sources — a perspective, community, or type of evidence that is missing — and explain how that absence could affect the conclusions a researcher draws.</p>	<p>establish and develop perspective to shape perceptions or beliefs.</p> <p>9.T.C.2.d Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.</p>		
<p>LE 4: Annotated Bibliography Modeling and Guided Practice</p> <p>Teacher models annotations for both modes, showing how the same source is discussed differently depending on purpose</p> <p>Honors Extension: Honors students write annotations for one additional source beyond the standard requirement. They also write a one-paragraph synthesis note (separate from the individual annotations) that explains how two or more of their sources speak to each other — where they agree, where they conflict, and what that means for their research.</p>	<p>9.T.C.2.d Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.</p> <p>9.T.RA.1.c Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing the sources of ideas in Modern Language Association (MLA) format</p>	<ul style="list-style-type: none"> ● Gradual Release ● Graphic Organizer ● Paired/Group activities 	<p>Exemplar Annotated Bibliography</p>

<p>LE 5 Identifying whose voices are centered</p> <p>Teacher provides guided discussion and written reflection on representation in both their novel and their sources, examining whose perspectives are included, whose are missing, and why that matters</p> <p>Honors Extension: Honors students independently draft a written analysis (1–2 paragraphs) that names a specific absent perspective in both their novel and their source set, then evaluates what is at stake — for readers, for the research conversation, and for their own argument or explanation — when that voice is excluded. Students should use at least one piece of textual evidence from their novel and one from a source.</p>	<p>9.T.C.2.a Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs.</p> <p>9.T.SS.2.a Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts.</p>	<ul style="list-style-type: none"> ● Gradual Release ● Graphic Organizer ● Paired/Group activities 	
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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)	Teacher-Approved Independent Reading Novel	Teacher-Approved Independent Reading Novel	Teacher-Approved Independent Reading Novel “The Most Dangerous Game”
Other Prose Texts and Poetry (Reading)	MLA Style Handbook	MLA Style Handbook	MLA Style Handbook Poetry Collection 1 (Savvas)
Visual Texts (Viewing)	“How to Write a Strong Thesis Statement” YouTube Video	“How to Write a Strong Thesis Statement” YouTube Video	“How to Write a Strong Thesis Statement” YouTube Video “The Most Dangerous Game Summary” Youtube video and visual for story

			Storyboard plot and vocabulary https://www.storyboardthat.com/lesson-plans/the-most-dangerous-game-by-richard-connell
Auditory Texts (Listening)			
Multimodal Texts <i>(A single text that includes Integrated Modes)</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..