



Marietta City Schools
2023-2024 District Unit Planner

Language and Literature 6 Advanced Studies

Unit title	Guided Literary Analysis	MYP year	1	Unit duration (hrs)	30
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Reading Literary:

I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.6.1)
I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.6.3)
I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) (RL.6.4)
I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.6.4)
I can compare and contrast the structure of multiple texts. (RL.6.4)
I can Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (RL. 6.5)
I can analyze how different structures impact the meaning and style of a text. (RL.6.5)
I can read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.6.10).

Reading Informational:

I can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1)
I can trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (RI.6.8)
I can compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (RI.6.9)
I can, by the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.6.10)

Writing:

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)
I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.6.4)
With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.6.5)
I can use evidence from literary or informational texts to support analysis, reflection, and research. (W.6.9)

Speaking and Listening

I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.6.1)

I can express my own ideas clearly during discussions. (SL.6.1)

I can build on others' ideas during discussions. (SL.6.1)

I can present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.6.4)

I can include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (SL.6.5)

I can adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) (SL.6.6)

Language:

I can use correct grammar and usage when writing or speaking. (L.6.1)

I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2)

I can use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.6.3)

I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.6.4)

I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)

I can accurately use academic vocabulary to express my ideas. (L.6.6)

I can use resources to build my vocabulary. (L.6.6)

Gifted Strand 3: Higher Order Thinking and Problem-Solving Skills: Students will develop and utilize critical thinking, higher order thinking, logical thinking and problem-solving skills in various situations.

- MCS.Gifted.S3A. Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.
- MCS.Gifted.S3B. Develop critical thinking, inductive and deductive reasoning to analyze and evaluate logical reasoning within a variety of problems and dilemmas.
- MCS.Gifted.S3C. Use a variety of strategies for solving authentic, complex, real-world problems through evaluative thinking and the engineering design processes.

Gifted Strand 6: Self Directed Learner: Students will become self-directed, independent learners.

- MCS.Gifted.S6A. Set appropriately high standards for work and behavior.
- MCS.Gifted.S6B. Establish and work toward short- and long-term goals.
- MCS.Gifted.S6C. Persevere in the face of obstacles.
- MCS.Gifted.S6D. Take initiative to pursue opportunities to share and use abilities.
- MCS.Gifted.S6E. Seek opportunities for self-growth through risk-taking, and curiosity in various situations.
- MCS. Gifted. S6F. Seek opportunities to be productive and proactive in various situations.

Key concept	Related concept(s)	Global context
Intertextuality Students will explore the connections between one text and other texts, the ways in which texts are interrelated, and the meanings that arise out of their interrelationship	Purpose The students will explore (in literary terms) the creator's intentions in producing the text. This concept could also engage students in exploration of meaning,	Personal and Cultural Expression What is the nature and purpose of creative expression?

	thesis/argument, gender, age, bias, persuasive techniques, function, critical stance, message and culture.	Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Statement of inquiry		
Developing analysis skills creates student connections through intertextuality by observing the structure of the text and discovering the relationships and interconnectedness between the texts.		
Inquiry questions		
<p>Factual: How does text structure impact meaning and analysis? What are perspectives? What is intertextuality? What does it mean for something to change?</p> <p>Conceptual: What is relevant evidence that will best support analysis? How does the author's purpose and perspective influence the reader? How do the texts demonstrate the concept of change?</p> <p>Debatable: To what extent do at least two of the works you have studied show elements of change and its impact? Does one category of change have a greater impact than another? Are we all influenced by change?</p>		

MYP Objectives	Assessment Tasks	
What specific MYP <u>objectives</u> will be addressed during this unit?	<i>Relationship</i> between summative assessment task(s) and statement of inquiry:	<i>List of common formative and summative assessments.</i>
<p>MYP Criterion A: Analyzing</p> <ul style="list-style-type: none"> i. identify & explain the content, context, language, structure, technique and style of text(s) & the relationships among texts ii. identify and explain the effects of the creator’s choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. interpret similarities and differences in features within and between genres and texts. <p>MYP Criterion B: Organizing</p> <ul style="list-style-type: none"> i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention. <p>MYP Criterion C: Producing Text</p> <ul style="list-style-type: none"> i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas. 	<p>This unit is a culmination of all the major texts read throughout the year. Through an exploration of change, students will select texts and analyze specific elements between the text, ultimately producing a constructed response and visual representation of change exemplified by both texts.</p>	<p><u>Formative Assessment(s):</u></p> <p><u>Formative Assessment(s):</u></p> <p>The Lightning Thief- Engage NY CFAs</p> <p>Navigating Early- Character STEAL</p> <p>Mini Guided Literary Analysis</p> <p>Poetry - guided literary analysis organizer and constructed response (Purpose: An exemplar for the final summative for the unit)</p> <p><u>Summative Assessment(s):</u></p> <p>Navigating Early: Summative Assessment</p> <p>The Lightning Thief- Mystery Person Dinner</p> <p>Students will choose a Greek god or goddess to research, then pretend to be them at the Mystery Person Dinner. While at the “dinner”, students will question each other in an effort to determine who they are. Students will respond as if they are the person they researched.</p> <p>Mini Guided Literary Analysis</p> <p>Poetry - guided literary analysis organizer and constructed response (Purpose: An exemplar for the final summative for the unit)</p>

<p>Criterion D: Using language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques.</p>		<p><u>Summative Assessment(s):</u></p> <p><u>Guided Literary Analysis</u></p> <p>Directions: Review the following prompts and choose one that you feel comfortable writing your essay about. Your task is to conduct a comparative analysis which compares the similarities and differences between the texts you have read and studied this year.</p> <p>Prompt: To what extent do at least two of the works you have studied show elements of change and its impact?</p> <ul style="list-style-type: none"> ○ <i>Hidden Figures</i> ○ <i>Farewell to Manzanar</i> ○ <i>A Million Shades of Gray</i> ○ <i>Journey to Topaz</i> ○ <i>Code Talker</i> ○ <i>Taking Sides</i> ○ <i>Esperanza Rising</i> ○ <i>Touching Spirit Bear</i> ○ <i>Out of My Mind</i> ○ <i>Bud, Not Buddy</i> ○ <i>Navigating Early</i> ○ <i>The Lightning Thief</i> <p>Products:</p> <ul style="list-style-type: none"> ● Organizer (See below) ● Constructed response ● Visual representation of change in both texts <ul style="list-style-type: none"> ○ Examples: One-Pager, Poster, PPT, Infographic, etc. ● Presentation (w/Peer Feedback)
<p style="text-align: center;">Approaches to learning (ATL)</p>		
<p>Reflection: Self-Assessment of Learning</p>		

Communication:

Read closely, critically to make inferences and draw conclusions.

Write for different purposes

Engage in collaborative conversations

<u>Learning Experiences</u> Add additional rows as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.
LE1: <i>William and Mary Models</i>	<ul style="list-style-type: none"> Literature Web Model Taba Model of Concept Development - Change Model The Reasoning Model The Writing Process Model <p>Teacher's may choose specific models to support students in the completion of the guided literary analysis.</p>	<p>Prefill certain elements of the model</p> <p>Model the completion of the webs and release students with a cold text</p>
LE 2: Literary Analysis Mini Lesson	Students will receive explicit instruction on how to compare and contrast 2 texts with a focus on the key topic of change.	<p>Venn Diagram</p> <p>Modeled organizer</p>
LE 3: Guided Literary Analysis	Students will analyze and interpret selected novels and will review the concept of change and the related generalizations in order to complete the organizer, visual representation, and constructed response.	Provide students with a constructed response template with sentence starters
Content Resources		
Additional supports in this unit should include: Texts: Navigating Early The Lightning Thief A Brief History of Pi Elements of Mythology		

[The Hero's Journey](#)

[Shrouded in Myth](#)

[Cronus](#)

["Change"](#) - Poem by Katheleen Raine

["Nothing Gold Can Stay"](#) - Poem by Robert Frost

["For Everything is a Season"](#) - Poem by Catherine Pulsifer

Hidden Figures Young Readers Edition

Farewell to Manzanar

A Million Shades of Gray

Journey to Topaz

Code Talker

Taking Sides

Esperanza Rising

Touching Spirit Bear

Out of My Mind

Bud, Not Buddy

