

8th Language and Literature Subject Group Overview

Unit Name		Module 1	Module 2	Module 3	Module 4
Time Frame		9 Weeks	10 Weeks	10 Weeks	7 Weeks
Course Name: 8th Language and Literature	Standards	Target Standards: RI.8.1, RI.8.2, W.8.3, W.8.4, W.8.5, W.8.7, W.8.9, L.8.1, and L.8.2.	Target Standards: RL.8.2, RL.8.3, W.8.3, W.8.4, and W.8.11b.	Target Standards: SL.8.4 and L.8.1.	Target Standards: RI.8.1, W.8.1, W.8.1a, W.8.1b, W.8.1c, W.8.1d, W.8.1e and W.8.9.
	Approaches To Learning Instructional Strategies	<p>List Category: Communication</p> <p>Cluster: Communication Skills</p> <p>Skill Indicator: Give and receive meaningful feedback</p> <p>Use appropriate forms of writing for different purposes and audiences</p> <p>Make inferences and draw conclusions</p>	<p>List Category: Communication</p> <p>Cluster: Communication Skills</p> <p>Skill Indicator: Give and receive meaningful feedback</p> <p>Use appropriate forms of writing for different purposes and audiences</p> <p>List Category: Research</p> <p>Cluster: Information Literacy Skills</p> <p>Skill Indicator: Collect and analyze data to identify solutions and make informed decisions</p>	<p>List Category: Communication</p> <p>Cluster: Communication Skills</p> <p>Skill Indicator: Give and receive meaningful feedback</p> <p>Use appropriate forms of writing for different purposes and audiences</p> <p>List Category: Research</p> <p>Cluster: Information Literacy Skills</p> <p>Skill Indicator: Collect and analyze data to identify solutions and make informed decisions</p>	<p>List Category: Communication</p> <p>Cluster: Communication Skills</p> <p>Skill Indicator: Give and receive meaningful feedback</p> <p>Use appropriate forms of writing for different purposes and audiences</p> <p>List Category: Thinking</p> <p>Cluster: Critical Thinking Skills</p> <p>Skill Indicator: Revise understanding based on new information and evidence</p>
	Statement of Inquiry	Critical incidents reveal a character’s dynamic nature and personal expression; as a result, characters and their perspective change over time in response to challenges.	Authors use the structure of texts, figurative language, time and space to create style and to convey a deeper meaning in the text.	Diverse sources can develop perceptions that could possibly lead to outcomes of change and fairness.	We can make more informed decisions about what is sustainable when we understand the systems and the stakeholders affected by the food choices we make.
	Global Context	Personal and Cultural Expression	Orientation in Space and Time	Fairness and Development	Globalization and Sustainability

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	Key Concepts	Perspective	Time, space, and place	Change	Systems
	Related Concepts	Character	Setting	Theme	Purpose
	Design Cycle Transdisciplinary	Writing Process – Narrative	Writing Process – Argumentative	Writing Process – Research and Informational	Writing Process – Position Paper
	MYP Assessments/ Performance Tasks	<p>Common Assessments Title and Criterion (Performance Task):</p> <p>Description: Mid Unit 1 Getting to Know a Character: What Details in the Text Help Us Understand Character?</p> <p>Prompt for <i>Refugee</i>: Who is _____ (Choose the selected character from <i>Refugee</i>)? Based on the novel, <i>Refugee</i> describe your character: his/her traits, values, or beliefs. Write a paragraph in which you explain your current understanding of your character, using specific evidence from the text to support your analysis. You may use your journal, your book, QuickWrite 1, and the character face cards, anchor charts, etc. to support your answer.</p> <ul style="list-style-type: none"> • Answer the prompt completely • Provide relevant and complete evidence • Paragraph includes the following: <ul style="list-style-type: none"> * A focus statement * At least three pieces of specific evidence from the text 	<p>Common Summative Title and Criterion (Performance Task):</p> <p>Description: Mid Unit 1 Analyzing Excerpts of Lyndon Johnson’s Speech “The Great Society” Students will read the excerpts from the speech “The Great Society” by Lyndon B. Johnson, determine the central idea, and analyze its development through the speech. Specifically, they first will complete a graphic organizer in which they analyze the speech’s structure by completing information about parts of the speech. Students will identify the main supporting idea of each part, cite evidence from the text that supports their answer, and explain how the textual evidence helped them decide on the supporting idea. After completing the graphic organizer, students then will state the central idea and explain how the parts of the speech developed this theme. They will conclude the assessment by answering several short questions related to perspective, including students’ understanding of how Johnson acknowledges opposing viewpoints, and their</p>	<p>Common Summative Title and Criterion (Performance Task):</p> <p>Description: Mid-Unit 1 Assessment: On-Demand Writing: Conflicting Interpretations of the 13th and 14th Amendments Students will use the notes they have collected when reading the Plessy v. Ferguson court decision and dissenting opinion to write an on-demand response to the prompt: How do the court’s decision and the dissenting opinion in Plessy v. Ferguson disagree on the interpretation of the 13th and 14th amendments in reference to the case? Students will cite evidence from both texts to support their claims.</p> <p>Graphic organizer with short constructed response.</p> <p>MYP Objectives/GSE Standards Addressed: RI.8.1 and RI.8.9.</p>	<p>Common Summative Title and Criterion (Performance Task):</p> <p>Description: Mid Unit 1 - Analyzing Author’s Purpose in Speech and Text This assessment centers on ELA CCLS L.8.4, L.8.4b, L.8.4c, L.8.4d, RI.8.6, and SL.8.2. There are two parts to this assessment. In Part 1, students analyze the speaker’s purpose in a speech and the motives behind the medium the speech is presented in. In Part 2, students determine the meaning of words and analyze Michael Pollan’s purpose in a new excerpt of The Omnivore’s Dilemma. They also identify conflicting viewpoints put forward in the excerpt and describe how Michael Pollan responds to those viewpoints.</p> <p>MYP Criteria: N/A</p> <p>Description: End of Unit 1 - Evaluating Claims and Advocating Persuasively This assessment centers on ELA CCLS RI.8.8, RI.8.9a, W.8.9b, SL.8.2, and SL.8.3. There are two parts to</p>

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		<p>* For each piece of evidence, an analysis or explanation: what does this evidence mean? * A concluding sentence</p> <p>MYP Objectives/GSE Standards Addressed: RL.8.1, RL.8.3, RL.8.4, W.8.9, and L.8.4a</p> <p>MYP Criteria: A</p> <p>Description: End of Unit 1 Examining How Word Choice Contributes to Meaning and Tone in Literary and Informational Text For this reading and writing assessment, students will analyze how the tone of each text contributes to the overall meaning. Students will use their strongest evidence from the poem “Saigon Is Gone” from the novel and the audio text “Forgotten Ship: A Daring Rescue as Saigon Fell” to write two paragraphs in which they analyze each text in a paragraph. They will respond to the following prompt: “In this text, what is the message each author is intending to convey about the fall of Saigon? Explain how specific word choices help create a tone that contributes to the text’s meaning.”</p> <p>MYP Objectives/GSE Standards Addressed: RL.8.1, RI.8.1, RL.8.4, RI.8.4, and W.8.9</p> <p>MYP Criteria: A</p> <p>Description: Mid Unit 2 Analyzing an Informational Text about a Refugee Experience In this on-demand assessment, students will read an unfamiliar informational text about a refugee experience (a speech by Til Gurung, a refugee from Bhutan) and then answer a range of literal and inferential text-dependent questions. The assessment will provide questions in the form of selected-response items, a graphic</p>	<p>ability to explain what role Johnson’s series of questions that begin “Will you join in the battle ...” play in developing and refining the central idea.</p> <p>MYP Objectives/GSE Standards Addressed: RI.8.2, RI.8.5, and RI.8.6.</p> <p>MYP Criteria: A, B</p> <p>Description: End of Unit 1 Analyzing Author’s Craft in To Kill a Mockingbird and the Poem “Solitude”: Allusions, Text Structure, Connections to Traditional Themes, and Use of Figurative Language In order to demonstrate their understanding of different text structures and how these structures contribute to the meaning of the texts, students will analyze the meaning and structure of Chapter 11 and contrast it to the poem “Solitude” by Ella Wheeler Wilcox. Specifically, students will read “Solitude” and two passages from Chapter 11 and then complete a graphic organizer in which they analyze the meaning and structure of each text and identify how these two texts connect to the traditional theme of the Golden Rule (RL.8.5 and RL.8.9). They will also answer selected-response and short-answer questions regarding the allusion to Ivanhoe in Chapter 11 and how this allusion enhances the understanding of the text.</p> <p>MYP Objectives/GSE Standards Addressed: RL.8.4, RL.8.5, RL.8.9, and L.8.5a.</p> <p>MYP Criteria: A, B, C</p> <p>Description: Mid Unit 2 Text to Film and Perspective Comparison of To Kill a Mockingbird Students will summarize the courtroom scene in the novel To Kill a Mockingbird, view the courtroom scene in the film version of the</p>	<p>MYP Criteria: A, B</p> <p>Description: End of Unit 1 Assessment: Small Group Socratic Seminar: Making Connections between Song Lyrics and Texts Students will participate in small group Socratic Seminar discussions that make connections between all the texts they have read throughout the unit, and lyrics from two songs that were popular during the civil rights movement, “Ain’t Gonna Let Nobody Turn Me Around” and “Lift Every Voice and Sing.” Students will set speaking goals for themselves before they participate in the discussion and will have an opportunity to self-reflect on those goals.</p> <p>MYP Objectives/GSE Standards Addressed: SL.8.1a-e and RI.8.1.</p> <p>MYP Criteria: A</p> <p>Description: Mid-Unit 2 Assessment: Evaluating and Classifying Primary Sources Students will use various mediums to convey information about segregation and further their analysis as they evaluate the advantages and disadvantages of using different mediums to convey information on a topic. Students will complete this analysis using a graphic organizer.</p> <p>MYP Objectives/GSE Standards Addressed: RL.8.7</p> <p>MYP Criteria: A, B</p>	<p>this assessment. In Part 1, students evaluate the claims in a speech and a new excerpt of The Omnivore’s Dilemma for sound reasoning, relevant evidence, and irrelevant evidence. Students record their thinking for this part of the assessment on graphic organizers. In Part 2 of the assessment, students advocate persuasively to answer this question in a Fishbowl: Which of the four meals you were invited to choose from at the beginning of the unit would you choose to feed your family? Why? Students prepare notes using what they have learned about each of Michael Pollan’s food chains and the four meals so far to help them advocate persuasively and respond to a counterclaim made by another student as they advocate persuasively.</p> <p>MYP Criteria: A, B</p> <p>Description: Mid Unit 2 - Research Simulation This assessment centers on ELA CCLS W.8.7 and W.8.8. In this assessment, students apply the research skills they have been learning throughout the unit to answer research questions about two new research texts. They paraphrase research, choose search terms, cite sources, and determine the credibility and accuracy of research sources.</p> <p>MYP Criteria: A, B, C</p> <p>Description: End of Unit 2 - Position Speech: Which of Michael Pollan’s four food chains would best feed the United States? This assessment centers on ELA CCLS SL.8.4, SL.8.5, and SL.8.6. Students present a position speech to answer the question: Which of Michael Pollan’s four food chains would best feed the United States? They state a claim and provide two reasons for making that claim based on the consequences and affected stakeholders they have identified for each food chain throughout the unit. They select evidence to</p>
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		<p>organizer, and short constructed-response items. Students will cite the strongest text-based evidence to support their answers.</p> <p>MYP Objectives/GSE Standards Addressed: RI.8.1, RI.8.2, RI.8.3, RI.8.4, L.8.4a, and W.8.9</p> <p>MYP Criteria: A, B</p> <p>Description: End of Unit 2 Analysis Essay</p> <p>Prompt: Consider the refugee stories that we have been exposed to through this Module. Using your selected character from <i>Refugee</i>, <u>Identify/define the universal aspects of the refugee experience. How does the universal refugee experience connect to the experiences of YOUR character? Provide textual examples</u> of the universal experience.</p> <p>First choose at least 2 of the universal experiences that relates most to YOUR character:</p> <ul style="list-style-type: none"> ● Fleeing home, leaving family and friends behind ● Not having a permanent home, constantly looking for a safe place ● Taking risks to get to safety ● Feeling scared and uncertain about what will come next <p>After you have selected 2, find at least 2 pieces of evidence from YOUR character that supports each experience.</p> <p>Your essay must include the following:</p> <ul style="list-style-type: none"> – A focus statement in the introductory paragraph – At least two pieces of specific evidence from the text that 	<p>novel, and then compare how the film version remains true or veers from the original text. Students also will evaluate the choices made by the actors or director in the film. Finally, students will analyze how the reader’s perspective of the scene differs from that of the characters (RL.8.6), specifically in terms of what the reader knows that Scout doesn’t know.</p> <p>MYP Objectives/GSE Standards Addressed: RL.8.2, RL.8.6 and RL.8.7.</p> <p>MYP Criteria: A, B, C</p> <p>Description: End of Unit 2 Argument Essay: Taking a Stand</p> <p>Students will cite the strongest evidence from the novel as they write an argument essay in which they answer the following prompt: “Atticus says, ‘Simply because we were licked a hundred years before we started is no reason for us not to try to win’ (Chapter 9, page 101). Now that you have read the whole text, what do you think? Based on his character, does it make sense for Atticus to take a stand to defend Tom Robinson? Give evidence from the text to support your thinking, and be sure to take into account what people who disagree might say.” Students will have to weigh the evidence based on Atticus’s role as both a parent and community member. In order to meet the rigors of the eighth-grade demands for argument writing, students will be required to argue their claim and acknowledge and distinguish their claim from alternate or opposing claims.</p> <p>MYP Objectives/GSE Standards Addressed: RL.8.1, RL.8.2, RL.8.3, W.8.1, W.8.4, W.8.9a, L.8.2a, and L.8.2b.</p> <p>MYP Criteria: A, B, D</p>	<p>Description: End of Unit 2 Assessment: Essay: Informational Essay: The Role of the Media in the Story of the Little Rock Nine</p> <p>Students will write an informational essay in which they answer the prompt: “In the events surrounding the Little Rock Nine and the struggle to integrate Central High, the media played a newly powerful role. In what ways did it serve to illuminate events for a national audience, and in what ways did it give an incomplete or even inaccurate picture of events?”</p> <p>MYP Objectives/GSE Standards Addressed: W.8.2, W.8.9, L.8.2c, L.8.3</p> <p>MYP Criteria: A, B, C</p> <p>Description: Mid-Unit 3 Assessment: Analysis of Language Techniques</p> <p>Students will answer multiple-choice and short-answer questions as they determine the effectiveness of sample language techniques such as the functions and types of verbals, use of the subjunctive and conditional mood in a sentence, and the meaning conveyed by using the active and passive voice.</p> <p>MYP Objectives/GSE Standards Addressed: L.8.1a, L.8.1d, and L.8.5.</p> <p>MYP Criteria: NA</p> <p>Description: End of Unit 3 Assessment: On-Demand Writing: Photograph and Song Choices for a Film</p> <p>Students will write an on-demand response describing each of the four photographs they have chosen to lift up as key events in a film based on <i>A Mighty Long Way</i>, the memoir by</p>	<p>support their reasons, and they provide a counterclaim and respond to it.</p> <p>MYP Criteria: A, B, C</p> <p>Description: Mid Unit 3 - Draft Position Paper: Which of Michael Pollan’s four food chains would best feed the United States?</p> <p>This assessment centers on ELA CCLS W.8.1, W.8.1a, W.8.1b, and W.8.1e. Students draft a position paper to answer the question: Which of Michael Pollan’s four food chains would you choose to feed the United States? Their position paper should contain a claim, two reasons for making that claim, and evidence supporting each of the reasons. It should also include a counterclaim and a response to that counterclaim. Students use their position speech from the End of Unit 2 Assessment as a basis for their position paper.</p> <p>MYP Criteria: A, B, D</p> <p>Description: End of Unit 3 - Performance Task</p> <p>Research - Section A (Choose 1)</p> <p>Option 1: <i>The Best Food Chain</i> Draft a position paper to answer the question: Which of Michael Pollan’s four food chains would YOU choose to feed the United States? Which food chain would be the best for YOU? Your position paper should contain a claim, two reasons for making that claim, and evidence supporting each of the reasons.</p> <p>Option 2: <i>I am What I Eat! Research on the Foods from My Culture</i></p>
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		<p>supports your chosen universal refugee experiences</p> <ul style="list-style-type: none"> – For each piece of evidence, an analysis or explanation: what does this evidence mean and how does it relate to the universal refugee experience? – A concluding paragraph <p>It is important that you select the <u>strongest</u> evidence that you have (rather than all of the evidence that you have) for your essay.</p> <p>MYP Objectives/GSE Standards Addressed: RL.8.1, RL.8.3, RL.8.4, RL.8.6a, RL.8.11, W.8.2d, W.8.4, W.8.5, and W.8.9</p> <p>MYP Criteria: A, B, C, D</p> <p>Description: Mid Unit 3 Best First Draft of “Inside Out” Poem Students use their Research Guides, which outline the research collected through their research teams, and their “Inside Out” poem graphic organizer, which has specific question prompts aligned to the creation of an “inside out” poem, to write the best first draft of their “inside out” poem.</p> <p>MYP Objectives/GSE Standards Addressed: RI.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.8.11b.</p> <p>MYP Criteria: A, C, D</p> <p>Description: End of Unit 3 Best First Draft of “Back Again” Poem Students draft their “back again” poem about their same fictional refugee moving to a new country, sharing the experiences that the refugee might feel in adapting and</p>	<p>Carlotta Walls LaNier, and the song they have chosen for the soundtrack. Students will put forth an argument for why they have chosen each photograph and the song, using evidence from A Mighty Long Way to support their arguments.</p> <p>MYP Objectives/GSE Standards Addressed: W.8.1 and W.8.2. MYP Criteria: A, C, D</p> <p>Summative Assessment/Product:</p> <p>Description: Presentation of Photograph and Song Selections This performance task centers on ELA. During Unit 3, students will select four photographs from Little Rock Girl 1957 to lift up as key events in a film based on the memoir A Mighty Long Way, and a song for the soundtrack. After writing about their choices for the End of Unit 3 Assessment, students will use their writing as a basis for a presentation in which they will describe each photograph and their song choice, and present arguments for selecting each, citing evidence from A Mighty Long Way to support their arguments.</p> <p>MYP Objectives/GSE Standards Addressed: SL.8.4 and L.8.1</p> <p>MYP Criteria: A, B, C, D</p>	<p>“You are what you eat”... “Food is the essence of the soul,” these quotes come to mind when one thinks of food culture. Whether taken figuratively or literally, food is necessary for survival. For this task, you will research details about the food/cuisine from YOUR culture. Write three paragraphs to provide background information and historical elements regarding foods from your culture (what meals you eat, what food is grown in the country where your culture is, are there any traditions with meals, etc). Write one paragraph to explain which food chain from “OD” is used to get your culture’s food to your table. Your research should contain evidence from credible sources to support your historical references.</p> <p>Option 3: <i>School Nutrition</i> Conduct research on the American school lunch program. Your paper should include a paragraph on how/when school lunches were started and two paragraphs to compare school lunch programs in at least 2 different states. Additionally, based on your research and personal opinion, what would you change for our current MMS lunch program? Be sure to consider elements from one of the four food chains discussed in the text.</p> <p><u>Creative - Section B (Choose 2)</u></p> <p>Option 1: Create a visual of the research option you selected above. Illustrate your research in a creative way. You can use various platforms and mediums to accomplish this task.</p> <p>Option 2:</p>
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		<p>mourning while adjusting to his or her new home. As with their “inside out” poem, students use a graphic organizer to help them plan.</p> <p>MYP Objectives/GSE Standards Addressed: RI.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.8.11b</p> <p>MYP Criteria: A, C, D</p> <p><u>Summative Assessment/Product:</u></p> <p>Description: Performance Task - 2 Voice Narrative Poems (Ha and YOUR Selected Character from <i>Refugee</i>)</p> <p>For the final performance task of Module 1, students will draw upon their study of the universal refugee experience to write a narrative poem from the perspective of their character from <i>Refugee</i>. Based on the poetry template provided by the teacher for Ha, students will respond in a narrative poem format. The poem for their character from <i>Refugee</i> should reflect students’ individual interpretation of the character. The students will have the opportunity to revise, edit, and share their 2 voice narrative poems.</p> <p>MYP Objectives/GSE Standards Addressed: RI.8.1, RI.8.2, W.8.3a, b, d, W.8.4, W.8.4a, W.8.5, W.8.7, W.8.9, L.8.1, L.8.2, and L.8.6.</p> <p>MYP Criteria: A, B, C, D</p>			<p>Choose one of the four food chains from the text and create a menu for each meal of the day (breakfast, lunch, dinner).</p> <p>Option 3: Create a “TED Talk” on your research option. Record a brief speech that discusses your research option selected above. Click HERE for a TED Talk outline template.</p> <p>Option 4: Interview a person in the food industry profession and learn more about their role and impact in the food supply chain.</p> <ul style="list-style-type: none"> ● Farmer ● Community Garden Organizer ● Restaurant Owner ● Chef ● School Nutrition Specialist ● Food Scientist <p>Option 5: Design your personal garden. Include the following:</p> <ul style="list-style-type: none"> ● Garden layout, click HERE for ideas ● What type of soil would you use? Why? ● What would you plant? Why? ● How would you maintain your garden? <p>Option 6: Conduct a critique on a food documentary. Click HERE to access details on how to write an effective critique. Choose from the links below or find one from Netflix, Hulu, etc:</p> <ul style="list-style-type: none"> ● What the Health? ● Vegucated ● Food, Inc. ● Food Chains <p>Your critique must be at least 2 paragraphs.</p>
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	Differentiation For Tiered Learners	<p>In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it. Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> ● Before you begin the unit, build background knowledge about time and place. ● Consider providing an expanded Reader’s Dictionary for students to use as they read. ● Coordinate with ELL and Sped teachers to provide extra support to students on their caseloads. If these teachers do push-in support, consider having them work with the students they support in small groups during pair work time. These students should do the same work during class as the other students, but they might benefit from doing it with more teacher guidance. It is important that all students have the chance 	<p>In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it. Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> ● Before you begin the unit, build background knowledge about time and place. ● Consider providing an expanded Reader’s Dictionary for students to use as they read. ● Coordinate with ELL and Sped teachers to provide extra support to students on their caseloads. If these teachers do push-in support, consider having them work with the students they support in small groups during pair work time. These students should do the same work during class as the other students, but they might benefit from doing it with more teacher guidance. It is important that all students have the chance to read closely and make meaning of the passages that are 	<p>In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it. Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> ● Before you begin the unit, build background knowledge about time and place. ● Consider providing an expanded Reader’s Dictionary for students to use as they read. ● Coordinate with ELL and Sped teachers to provide extra support to students on their caseloads. If these teachers do push-in support, consider having them work with the students they support in small groups during pair work time. These students should do the same work during class as the other students, but they might benefit from doing it with more teacher guidance. It is important that all students have the chance to read closely and make meaning of the passages that are 	<p>In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it. Depending on the needs of your students, consider the following ways to support struggling readers:</p> <ul style="list-style-type: none"> ● Before you begin the unit, build background knowledge about time and place. ● Consider providing an expanded Reader’s Dictionary for students to use as they read. ● Coordinate with ELL and Sped teachers to provide extra support to students on their caseloads. If these teachers do push-in support, consider having them work with the students they support in small groups during pair work time. These students should do the same work during class as the other students, but they might benefit from doing it with more teacher guidance. It is important that all students have the chance to read closely and make meaning of the passages that are central to the book, so focus in-class support for struggling readers on the objectives of

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		<p>to read closely and make meaning of the passages that are central to the book, so focus in-class support for struggling readers on the objectives of class work for the day, not on reviewing or previewing the homework.</p> <ul style="list-style-type: none"> ● Consider changing the Reader’s Notes to be more structured: Add questions to each column or provide partial notes and have students fill in the blanks. ● Consider having students contribute to an ongoing, public, student-created summary of the book. After debriefing them on the entry task, ask students to tell you what should be added to the book summary. Maintain this as an anchor chart or electronic document, and encourage students to refer to it as they read specific excerpts and complete assessments. ● If possible, give students access to an audiobook version of the text that they can use when they read at home. Stress to students that they need to read silently to themselves while they listen to the text being read aloud. ● Consider lengthening this unit and doing more read-alouds and partner reading in class for sections of the text that are currently assigned as homework. ● Consider having some students read summaries of some chapters (the ones that are not discussed in class) rather than the chapters themselves. 	<p>central to the book, so focus in-class support for struggling readers on the objectives of class work for the day, not on reviewing or previewing the homework.</p> <ul style="list-style-type: none"> ● Consider changing the Reader’s Notes to be more structured: Add questions to each column or provide partial notes and have students fill in the blanks. ● Consider having students contribute to an ongoing, public, student-created summary of the book. After debriefing them on the entry task, ask students to tell you what should be added to the book summary. Maintain this as an anchor chart or electronic document, and encourage students to refer to it as they read specific excerpts and complete assessments. ● If possible, give students access to an audiobook version of the text that they can use when they read at home. Stress to students that they need to read silently to themselves while they listen to the text being read aloud. ● Consider lengthening this unit and doing more read-alouds and partner reading in class for sections of the text that are currently assigned as homework. ● Consider having some students read summaries of some chapters (the ones that are not discussed in class) 	<p>central to the book, so focus in-class support for struggling readers on the objectives of class work for the day, not on reviewing or previewing the homework.</p> <ul style="list-style-type: none"> ● Consider changing the Reader’s Notes to be more structured: Add questions to each column or provide partial notes and have students fill in the blanks. ● Consider having students contribute to an ongoing, public, student-created summary of the book. After debriefing them on the entry task, ask students to tell you what should be added to the book summary. Maintain this as an anchor chart or electronic document, and encourage students to refer to it as they read specific excerpts and complete assessments. ● If possible, give students access to an audiobook version of the text that they can use when they read at home. Stress to students that they need to read silently to themselves while they listen to the text being read aloud. ● Consider lengthening this unit and doing more read-alouds and partner reading in class for sections of the text that are currently assigned as homework. ● Consider having some students read summaries of some chapters (the ones that are not discussed in class) 	<p>class work for the day, not on reviewing or previewing the homework.</p> <ul style="list-style-type: none"> ● Consider changing the Reader’s Notes to be more structured: Add questions to each column or provide partial notes and have students fill in the blanks. ● Consider having students contribute to an ongoing, public, student-created summary of the book. After debriefing them on the entry task, ask students to tell you what should be added to the book summary. Maintain this as an anchor chart or electronic document, and encourage students to refer to it as they read specific excerpts and complete assessments. ● If possible, give students access to an audiobook version of the text that they can use when they read at home. Stress to students that they need to read silently to themselves while they listen to the text being read aloud. ● Consider lengthening this unit and doing more read-alouds and partner reading in class for sections of the text that are currently assigned as homework. ● Consider having some students read summaries of some chapters (the ones that are not discussed in class)
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	Course Levels	Marietta City Schools offers Enhanced, Honors, Accelerated, and AP classes to provide differentiated learning experiences for students.
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