

## 7<sup>th</sup> 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
<b>Course Name:</b> 7 <sup>th</sup> <b>Language and Literature</b>	<b>Standards</b>	Target Standards: RL.7.6, RL.7.11, W.7.3a and d, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, and L.7.2.	Target Standards: W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6	Target Standards: W.7.3, W.7.4, W.7.5, W.7.9, W.7.11, L.7.1, L.7.2, L.7.3, and L.7.6.	Target Standards: RI.7.1, W.7.1, W.7.4, and L.7.6.
	<b>Approaches To Learning Instructional Strategies</b>	<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: Social</p> <p>Cluster: Collaboration Skills</p> <p>Skill Indicator: Negotiate effectively</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: Social</p> <p>Cluster: Collaboration Skills</p> <p>Skill Indicator: Negotiate effectively</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: Consider ideas from multiple perspectives</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: Transfer Skills</p> <p>Skill Indicator: Combine knowledge, understanding and skills to create products or solutions</p>
	<b>Statement of Inquiry</b>	Individual survival in challenging environments require both physical and emotional resources and affect personal and cultural perspectives.	Life experiences can impact perspectives and have a significant effect on one's identity and culture.	An author's style has enduring power because he/she tells about important or interesting events, people, and places.	Scientific researchers wonder how technology affects the development of adolescents.

## 7<sup>th</sup> Language and Literature Subject Group Overview

	<b>Global Context</b>	Identities and Relationships	Fairness and Development	Personal and Cultural Expression	Scientific and Technical Expression
	<b>Key Concepts</b>	Perspective	Perspective	Culture	Development
	<b>Related Concepts</b>	Point of View	Character	Style	Context
	<b>Design Cycle Transdisciplinary</b>	Writing Process – Research and Narrative	Writing Process – Informational and Argumentative	Writing Process – Narrative	Writing Process – Position Paper
	<b>MYP Assessments/ Performance Tasks</b>	<p><b>Common Assessments Title and Criterion (Performance Task):</b></p> <p><b>Description: Mid-Unit 1 Assessment: Identifying Perspective and Using Evidence from a Long Walk to Water</b></p> <p>Students will complete an assessment in which they make inferences from textual evidence about the differences in perspective of Nya and Salva in A Long Walk to Water. Students will also respond to an Evidence-Based Selected Response item to further demonstrate their progress</p>	<p><b>Common Summative Title and Criterion (Performance Task):</b></p> <p><b>Description: Mid-Unit 1 Assessment: Informational Text</b></p> <p>This is a reading assessment: The purpose is for students to demonstrate their ability to cite textual evidence, central idea, and author’s purpose. The assessment will focus on a text that the class has not yet analyzed. Students will complete selected- and constructed-response items that assess their ability to analyze the text.</p>	<p><b>Common Summative Title and Criterion (Performance Task):</b></p> <p><b>Description: Mid-Unit 1 Assessment: Using Evidence to Support Analysis: “Frederick Douglass”</b></p> <p>Students read a text about Douglass, then answer selected and constructed response questions in which they analyze the text and support their conclusions with evidence from the text.</p> <p><b>MYP Objectives/GSE Standards Addressed:</b> RI.7.1 <b>MYP Criteria:</b> A</p> <p><b>Description: End of Unit 1 Assessment: Reading Poetry:</b></p>	<p><b>Common Summative Title and Criterion (Performance Task):</b></p> <p>Visual Representation of Position Paper</p> <p>This performance task gives students a chance to demonstrate the ideas and evidence of their AAP recommendation position papers in a multimedia format. Students will be crafting and sharing a visual representation of their position papers, including their claim, reasons, and evidence based on their research and the decision-making process in Unit 2. This task addresses ELA CCLS RI.7.1, W.7.1, W.7.4, and L.7.6.</p> <p><b>MYP Criteria:</b> A, B, C, D</p>

## 7<sup>th</sup> Language and Literature Subject Group Overview

		<p>with analyzing text. This is a reading assessment: the purpose is for students to demonstrate their ability to cite textual evidence that articulates a character’s perspective in a text, specifically in regard to how the plot unfolds and how a character responds to change. This assessment is not meant to formally assess students’ writing.</p> <p><b>MYP Objectives/GSE Standards Addressed:</b> RL.7.1 and RL.7.6</p> <p><b>MYP Criteria:</b> A, B</p> <p><b>Description: Mid-Unit 2 Assessment: Comparing “Water for Sudan” and A Long Walk to Water</b></p> <p>For this assessment, students will analyze how the author of A Long Walk to Water uses and elaborates on historical facts to convey her ideas about how people survive in South Sudan.</p> <p><b>MYP Objectives/GSE Standards Addressed:</b> RL7.1, RL7.9, RI7.1</p> <p><b>MYP Criteria:</b> A, B</p> <p><b>Description: End of Unit 2 Assessment: Literary</b></p>	<p><b>MYP Objectives/GSE Standards Addressed:</b> RL.7.1, RI.7.1, RI.7.2 and RL7.3</p> <p><b>MYP Criteria:</b> N/A</p> <p><b>Description: End of Unit 1 Assessment: End of Unit 1 Argument Essay about <i>Lyddie</i>/ <i>Am Malala</i>/<i>The Breadwinner</i></b></p> <p>Students will plan, draft, and revise an argument essay that responds to the prompt:</p> <p><i>Lyddie:</i> After reading through Chapter 17 of <i>Lyddie</i>, write an argument essay that addresses the question: Should <i>Lyddie</i> sign the petition that Diana Goss is circulating? Support your position with evidence from the novel. Be sure to acknowledge competing views, and refer only to information and events in the book.</p> <p><i>I Am Malala:</i> Talk about the role of Malala’s father, Ziauddin. Is Malala’s father a good parent? Support your position with evidence from the novel. Be sure to acknowledge competing views, and refer only to information and events in the book.</p> <p><i>The Breadwinner:</i> Was it acceptable that Parvana went against cultural expectations to provide for her family? Support your position with evidence from the novel. Be sure to</p>	<p><b>Analyzing Structure and Language in “We Wear the Mask”</b></p> <p>Students read “We Wear the Mask” and answer constructed and selected response questions about structure, figurative language, sound and form.</p> <p><b>MYP Objectives/GSE Standards Addressed:</b> RL.7.4, RL.7.5, and L.7.5a.</p> <p><b>MYP Criteria:</b> C, D</p> <p><b>Description: Mid-Unit 2 Assessment: Analyzing Storyteller’s Craft: Comparing Written and Oral Stories, and Analyzing Purpose and Craft in Douglass’s <i>Narrative</i></b></p> <p>In Part 1, students reread a poem from Unit 1 (“Harriet Tubman”), and then watch that poem performed live. They analyze how a storyteller uses her body and voice to convey meaning. In Part 2, students read a new excerpt from <i>Narrative of the Life of Frederick Douglass</i> and answer constructed and selected response questions about the meaning of specific words, Douglass’s word choice and use of figurative language, and how this excerpt serves his overall purpose.</p> <p><b>MYP Objectives/GSE Standards Addressed:</b> Part 1: RL.7.1, RL.7.7; Part 2: RI.7.1, RI.7.4, RI.7.6, L.7.4a, b, L.7.5b, c</p> <p><b>MYP Criteria:</b> A, C, D</p> <p><b>Description: End of Unit 2 Assessment: Essay: Analyzing Douglass’s Position in the <i>Narrative</i></b></p>	<p><b>Mid Unit 1</b></p> <p>“The Development of the Young Brain”: Listening for Main Idea and Supporting Details</p> <p>This assessment centers on ELA CCLS RI.7.7 and SL.7.2. Students will analyze the main idea and details in the video “Development of the Young Brain,” which features Dr. Jay Giedd, a prominent researcher in the field of adolescent neurobiology. They will also compare a portion of the video to the transcript of the video.</p> <p><b>MYP Criteria:</b> A</p> <p><b>End of Unit 1</b></p> <p>Analyzing the Main Idea and Supporting Details in “You Trouble”</p> <p>This assessment centers on ELA CCLS RI.7.1, RI 7.2, RI.7.5, RI.7.6, and L.7.6. Students will analyze the main idea and supporting ideas in a text that links digital media, brain development, and adolescent behavior by filling out the same chart they have been practicing throughout Unit 1. They also will answer selected response questions about the author’s purpose (RI.7.6), vocabulary (L.7.6), text structure (RI.7.5) and text-based evidence (RI.7.1).</p> <p><b>MYP Criteria:</b> A, B, D</p> <p><b>Mid Unit 2</b></p> <p>This is a two-part assessment. Both Parts 1 and 2 share one reading, “Can You Unplug for 24 Hours?” Each part also includes additional video or text.</p>
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## 7<sup>th</sup> Language and Literature Subject Group Overview

	<p><b>Analysis-Writing about the Theme of Survival</b></p> <p>Students respond to the following prompt: “What factors made survival possible for Salva in A Long Walk to Water? After reading the novel and accounts of the experiences of the people of Southern Sudan during the Second Sudanese Civil War, write an essay that addresses the theme of survival in the novel. Support your discussion with evidence from the text you have read.” Part 1 is students’ best on-demand draft. This draft will be assessed before students receive peer or teacher feedback so that their individual understanding of the texts and their writing skills can be observed. Part 2 is students’ final draft, revised after peer and teacher feedback.</p> <p><b>MYP Objectives/GSE Standards Addressed:</b> RL.7.1, RL.7.2, W.7.2, W.7.4, W.7.8, W.7.9a, L.7.1, L.7.2 and L.7.6</p> <p><b>MYP Criteria:</b> A, B, D</p> <p><b>Description: Mid-Unit 3 Assessment: Author’s Craft: Juxtaposition in A Long Walk to Water</b></p> <p>Students will reread short sections of the novel and explain how the author of A</p>	<p>acknowledge competing views, and refer only to information and events in the book.</p> <p><b>MYP Objectives/GSE Standards Addressed:</b> RL.7.1, RL.7.3, W.7.1, W.7.9a L.7.1, L.7.2, and W.7.5</p> <p><b>MYP Criteria:</b> C, D</p> <p><b>Description: Mid-Unit 2 Assessment: How Chávez Develops His Claims in the Commonwealth Club Address</b></p> <p>This is a reading assessment: Students complete selected-response items to demonstrate their ability to identify a claim and how it is developed. The assessment will focus on a section of Chávez’s Commonwealth Club Address that the class has not yet analyzed (Paragraphs 18-19)</p> <p><b>MYP Objectives/GSE Standards Addressed:</b> RI.7.1, RI.7.2, RI.7.3, and RI.7.5.</p> <p><b>MYP Criteria:</b> N/A</p> <p><b>Description: End of Unit 3 Gathering Relevant Information and Generating Additional Research Questions - Write Your Own Speech</b></p> <p>After conducting initial research on a specific topic, students will construct their own speech, using Chávez’s</p>	<p>Students write in response to this prompt: “In his <i>Narrative</i>, Fredrick Douglass explains that his purpose is to throw ‘light on the American slave system.’ Which aspects of slavery does his <i>Narrative</i> bring to light? How does his position differ from that of those who defended slavery? How does he use his story to support his position?”</p> <p><b>MYP Objectives/GSE Standards Addressed:</b> W.7.2, W.7.4, W.7.9b, RI.7.1, RI.7.2, RI.7.6</p> <p><b>MYP Criteria:</b> A</p> <p><b>Description: Mid-Unit 3 Assessment: Part 1. Writer’s Roundtable</b></p> <p>In preparation to write the first draft of their story, students create a planning guide and bring that work and several questions to a focused small group discussion at which each author presents his or her work and gets feedback on key questions such as: How well does my storyboard capture the significant events of the story? I’m thinking of “zooming in” on these moments—are they critical to the story? Which events should I illustrate? What might those illustrations convey? Is my thematic statement appropriate to the story? Students revise their work based on peer commentary.</p> <p><b>Part 2: Sentence Structure Quiz</b></p> <p>Students complete a quiz about conventions</p>	<p>Part I: Tracing and Evaluating Arguments</p> <p>Part 1 of this assessment centers on NYSP12 ELA CCLS RI.7.8 and SL.7.3. Students will watch a video, read a related text, and then trace and evaluate the arguments of both pieces.</p> <p>Part II: Research Task: Comparing and Contrasting Texts</p> <p>Part 2 of this assessment centers on ELA CCLS RI.7.9, W.7.7, W.7.8, L.7.4c, and L.7.4d. Students will answer selected response and short constructed response questions about two related texts and the research process. Then they compare and contrast the arguments of both pieces.</p> <p><b>MYP Criteria:</b> A, B</p> <p><b>End of Unit 2 Making a Claim about the AAP Recommended Screen Time</b></p> <p>This assessment has two parts. Part 1 centers on ELA CCLS SL.7.1, SL.7.1a, and SL.7.1e. Students engage in a Fishbowl discussion of the two possible answers to the question: “Should the AAP raise its recommended daily screen time from two hours to four hours?” Part 2 of the assessment centers on ELA CCLS SL.7.3a, SL.7.4, SL.7.5, SL.7.6, and RI.7.9. Students individually present their position in answer to the same question they discussed in Part 1. They will craft and use a visual aid to support their oral presentation.</p> <p><b>MYP Criteria:</b> C, D</p>
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## 7<sup>th</sup> Language and Literature Subject Group Overview

		<p>Long Walk to Water develops and compares Salva’s and Nya’s point of view to convey her ideas about how people survive in South Sudan.</p> <p><b>MYP Objectives/GSE Standards Addressed:</b> RL.7.1, RL.7.2, and RL.7.6</p> <p><b>MYP Criteria:</b> A</p> <p><b>Description: End of Unit 3 Assessment: Using Strong Evidence - Bio Poems</b></p> <p>After practicing the skill of locating evidence from informational texts to support the main ideas in their bio poems, students will complete the End of Unit 3 Assessment, which evaluates their ability to do this independently.</p> <p><b>MYP Objectives/GSE Standards Addressed:</b> RL.7.1, RI.7.1, L.7.2, W.7.9</p> <p><b>MYP Criteria:</b> A, B, C, D</p> <p><b>Summative Assessment/Product:</b></p> <p><b>Description: Research-Based Bio Poem</b></p> <p>This performance task gives students a chance to demonstrate their understanding of the characters and issues of survival presented in A Long</p>	<p>Commonwealth Club Address as a mentor text.</p> <p><b>MYP Objectives/GSE Standards Addressed:</b> W.7.7, W.7.8, SL.7.6</p> <p><b>MYP Criteria:</b> A, B</p>	<p><b>MYP Objectives/GSE Standards Addressed:</b> Part A: SL.7.1b, c, d/ Part B: L.7.1a, b, c; L.7.2a</p> <p><b>MYP Criteria:</b> B, C, D</p> <p><b>Description: End of Unit 3 Assessment: Second draft of Storyboards for the Children’s Book</b></p> <p>Students turn in the second draft of the children’s book, which is written on storyboards. The first draft has already been revised (during Lesson 8) based on peer feedback and self-assessment. Following the teacher’s feedback on their storyboards, students write the final drafts of their text on their illustrated pages for the final performance task.</p> <p><b>MYP Objectives/GSE Standards Addressed:</b> W.7.3, W.7.9, W.7.11</p> <p><b>MYP Criteria:</b> B, C, D</p> <p><b>Summative Assessment/Product:</b></p> <p><b>Description: Crafting a Powerful Story: Children’s Book to Retell an Episode from Narrative Life of Frederick Douglass (with author’s note)</b></p> <p>Students write and illustrate a children’s book based on an episode from Douglass’s life, selecting the episode from the excerpts of <i>Narrative of the Life of Frederick Douglass</i> they read closely in Unit 2. First they revisit <i>Frederick Douglass: The Last Day of Slavery</i>, which serves as the mentor text. After closely examining the model, students plan their children’s book. Before they begin writing, they present</p>	<p><b>Mid Unit 3</b></p> <p>First Draft of Position Paper</p> <p>This assessment centers on ELA CCLS RI.7.1, W.7.1a, b, e, W.7.4, and W.7.9. Students will write their best first draft of their position paper in which they craft a claim based on their research and using reasons, evidence, and sound reasoning to form an argument. Students will write in response to this prompt: “You are part of the Children and Media Expert Advisory Committee. Your job is to help the American Academy of Pediatrics revisit the recommendation that children older than 2 should spend no more than two hours a day on entertainment screen time. After examining both the potential benefits and risks of entertainment screen time, particularly to adolescent development, make a recommendation. Should the AAP raise its recommended daily entertainment screen time from two hours to four hours?”</p> <p><b>MYP Criteria:</b> A, B, C, D</p> <p><b>End of Unit 3</b></p> <p>Final Draft of Position Paper and Reflection on the Writing Process</p> <p>This assessment has two parts. In Part 1, students turn in their final revised, edited position paper, which is assessed for ELA CCLS RI.7.1, W.7.1c, d, W.7.4, and L.7.6. In Part 2, students reflect on the ways in which the steps of writing their position paper helped improve and strengthen their writing. They do this by responding to questions and using evidence</p>
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## 7<sup>th</sup> Language and Literature Subject Group Overview

		<p>Walk to Water by Linda Sue Park. Students will be crafting and presenting a bio poem incorporating the views and experiences of selected characters.</p> <p><b>MYP Objectives/GSE Standards Addressed:</b> RL7.6, RL7.11, W7.3a, W7.3d, W7.4, W7.5, W7.8, W7.9, L7.1 and L7.20</p> <p><b>MYP Criteria:</b> A,B,C,D</p>		<p>and critique their plans in small groups. Then the class transitions into workshop mode and the students use class time to draft their pages on storyboards. Students have several days to write. Within these workshop lessons, the teacher presents focused instruction on narrative writing techniques. The students also peer edit and revise portions of their storyboards. Toward the end of the workshop lessons, students evaluate their first drafts against the rubric and revise accordingly. They turn in the second draft of their storyboards for the End of Unit 3 assessment. While they wait for feedback from the teacher, the students begin working on their illustrations using some basic artistic techniques. Finally, based on the feedback they receive from the teacher, the students write a final draft of the text, which they add to the illustrated pages of their books.</p> <p><b>MYP Objectives/GSE Standards Addressed:</b> W.7.3, W.7.4, W.7.5, W.7.9, W.7.11, L.7.1, L.7.2, L.7.3, and L.7.6</p> <p><b>MYP Criteria:</b> A, B, C, D</p>	<p>from their own work including the essay planner, feedback forms, first draft, and final draft of their paper. Part 2 focuses on ELA CCLS W.7.5.</p> <p><b>MYP Criteria:</b> A, B, C, D</p>
	<p><b>Differentiation For Tiered Learners</b></p>	<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>	<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>	<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>	<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"> <li>● Before you begin the unit, build background</li> </ul>

## 7<sup>th</sup> Language and Literature Subject Group Overview

		<ul style="list-style-type: none"> <li>● Before you begin the unit, build background knowledge about time and place.</li> <li>● Consider providing an expanded Reader's Dictionary for students to use as they read.</li> <li>● 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 class work for the day, not on reviewing or</li> </ul>	<ul style="list-style-type: none"> <li>● Before you begin the unit, build background knowledge about time and place.</li> <li>● Consider providing an expanded Reader's Dictionary for students to use as they read.</li> <li>● 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 class work for the day, not on reviewing or previewing the homework.</li> <li>● Consider changing the Reader's Notes to be more structured: Add questions to each column or provide</li> </ul>	<ul style="list-style-type: none"> <li>● Before you begin the unit, build background knowledge about time and place.</li> <li>● Consider providing an expanded Reader's Dictionary for students to use as they read.</li> <li>● 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 class work for the day, not on reviewing or previewing the homework.</li> <li>● 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.</li> </ul>	<p>knowledge about time and place.</p> <ul style="list-style-type: none"> <li>● Consider providing an expanded Reader's Dictionary for students to use as they read.</li> <li>● 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 class work for the day, not on reviewing or previewing the homework.</li> <li>● 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.</li> <li>● Consider having students contribute to an ongoing, public, student-created summary of the book.</li> </ul>
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## 7<sup>th</sup> Language and Literature Subject Group Overview

		<p>previewing the homework.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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</li> </ul>	<p>partial notes and have students fill in the blanks.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Consider having some students read summaries of some chapters (the ones</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Consider having some students read summaries of some chapters (the ones that are not discussed in class)</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Consider having some students read summaries of some chapters (the ones that are not discussed in class)</li> </ul>
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## 7<sup>th</sup> Language and Literature Subject Group Overview

		<p>text being read aloud.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Consider having some students read summaries of some chapters (the ones that are not discussed in class) rather than the chapters themselves.</li> </ul>	<p>that are not discussed in class)</p>		
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