

8th Language and Literature Subject Group Overview

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<p>Context: Students recognize influences on texts and analyze how they shape meaning.</p> <p>Structures & Style: Students analyze and use organizational structures and style to shape ideas and information.</p> <p>Techniques: Students analyze and apply various techniques to comprehend and shape meaning.</p> <p>Periods & Movement: Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.</p> <p>Research & Analysis: 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>Grammar Conventions: Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.</p> <p>Vocabulary: 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>Practices: Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.</p>					
Unit Information	Unit 1: Reader & Writer Identity: Text Techniques	Unit 2: Foundations of Critical Text Analysis	Unit 3: Dissecting Structure, Style, and Literary Devices	Unit 4: Unpacking Deeper Meaning Through Context and Literary Frameworks	Unit 5: Synthesizing Complex Ideas: Advanced Interpretation and Application
Time Frame	2 weeks	8 weeks	8 weeks	8 weeks	8 weeks
<p>New K-12 ELA Standards</p> <p>Big Idea</p> <p><u>Standard Topic</u></p> <p>Grade Level Expectation Code for Interpreting + Constructing Texts</p> <hr/> <p>4 Key Literacy Practices ground, shape, and inform the Language and Texts Domain standards and grade level expectations:</p> <p>1. Engagement & Intention for Comprehension & Composition</p> <p>2. Situating Texts</p> <p>3. Author’s Craft</p> <p>4. Collaboration & Presentation</p> <p>Specific decisions regarding Practice Usage will be identified in Unit Planners.</p> <hr/> <p>MYP Criteria:</p> <p>A- Analyzing</p> <p>B- Organizing</p> <p>C- Producing Text</p> <p>D- Using Language</p>	<p>Techniques</p> <p><u>Narrative Techniques</u></p> <p>8.T.T.1 (a,e)</p> <p><u>Expository Techniques</u></p> <p>8.T.T.2 (a, c)</p> <p><u>Argumentative Techniques</u></p> <p>8.T.T.3 (a, c)</p> <p><u>Poetic Techniques</u></p> <p>8.T.T.4 (a, b)</p> <p>Grammar Conventions</p> <p><u>Grammar, Usage, and Mechanics</u></p> <p>8.L.GC.1 (50,52)</p> <p><u>Syntax:</u></p> <p>8.L.GC.2.b</p>	<p>Context</p> <p><u>Purpose and Audience</u></p> <p>8.T.C.1 (a,c)</p> <p><u>*Authors & Speakers</u></p> <p>8. T.C.2 (a,c,d)</p> <p>Structures & Style</p> <p><u>Organization</u></p> <p>8.T.SS.1 (a,b)</p> <p><u>Craft</u></p> <p>8.T.SS.2 (a,b)</p> <p>Techniques</p> <p><u>Narrative Techniques</u></p> <p>8.T.T.1 (b,c, e)</p> <p><u>Expository Techniques</u></p> <p>8.T.T.2 (a,d)</p> <p><u>Poetic Techniques</u></p> <p>8.T.T.4 (a,b)</p> <p>Research & Analysis</p> <p><u>Research & Inquiry</u></p> <p>8.T.RA.1 (a, b)</p> <p><u>Curating Sources & Evidence</u></p> <p>8.T.RA.2 (a, b)</p> <p>Grammar Conventions</p>	<p>Context</p> <p><u>Purpose and Audience</u></p> <p>8.T.C.1(b,c)</p> <p><u>Authors & Speakers</u></p> <p>8. T.C.2 (b,c,d)</p> <p>Structures & Style</p> <p><u>Organization</u></p> <p>8.T.SS.1 (c,d)</p> <p><u>Craft</u></p> <p>8.T.SS.2 (a,c)</p> <p>Techniques</p> <p><u>Narrative Techniques</u></p> <p>8.T.T.1 (d,e)</p> <p><u>Expository Techniques</u></p> <p>8.T.T.2.b</p> <p><u>Argumentative Techniques</u></p> <p>8.T.T.3 (a,c)</p> <p>Periods & Movements</p> <p><u>Periods & Movement</u></p> <p>8.T.PM.1 (a, b)</p> <p>Research & Analysis</p> <p><u>Research & Inquiry</u></p> <p>8.T.RA.1 (a, b)</p>	<p>Context</p> <p><u>Purpose and Audience</u></p> <p>8.T.C.1 (a, c)</p> <p><u>Authors & Speakers</u></p> <p>8.T.C.2 (a,c,d)</p> <p>Structures & Style</p> <p><u>Organization</u></p> <p>8.T.SS.1 (a,b)</p> <p><u>Craft</u></p> <p>8.T.SS.2 (a,b)</p> <p>Techniques</p> <p><u>Narrative Techniques</u></p> <p>8.T.T.1 (b, c, d)</p> <p><u>Expository Techniques</u></p> <p>8.T.T.2 (b,d)</p> <p><u>Poetic Techniques</u></p> <p>8.T.T.4 (a,c)</p> <p>Periods & Movements</p> <p><u>Periods & Movements</u></p> <p>8.T.PM.1 (a, b)</p> <p>Research & Analysis</p> <p><u>Research & Inquiry</u></p> <p>8.T.RA.1 (a, b)</p>	<p>Context</p> <p><u>Purpose and Audience</u></p> <p>8.T.C.1 (b,c)</p> <p><u>Authors & Speakers</u></p> <p>8. T.C.2 (b,c, d)</p> <p>Structures & Style</p> <p><u>Organization</u></p> <p>8.T.SS.1 (c,d)</p> <p><u>Craft</u></p> <p>8.T.SS.2 (a,c)</p> <p>Techniques</p> <p><u>Narrative Techniques</u></p> <p>8.T.T.1 (a,e)</p> <p><u>Expository Techniques</u></p> <p>8.T.T.2 (a,d)</p> <p><u>Argumentative Techniques</u></p> <p>8.T.T.3 (a,c)</p> <p><u>Poetic Techniques</u></p> <p>8.T.T.4.b</p> <p>Research & Analysis</p> <p><u>Research & Inquiry</u></p> <p>8.T.RA.1.c</p> <p><u>Curating Sources & Evidence</u></p> <p>8.T.RA.2.c</p>

Published: 8/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)
[Approved Novel List](#)

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Unit Information	Unit 1: Reader & Writer Identity: Text Techniques	Unit 2: Foundations of Critical Text Analysis	Unit 3: Dissecting Structure, Style, and Literary Devices	Unit 4: Unpacking Deeper Meaning Through Context and Literary Frameworks	Unit 5: Synthesizing Complex Ideas: Advanced Interpretation and Application
		<u>Syntax</u> 8.L.GC.2.(a-d) Vocabulary <u>General, Academic & Specialized Vocabulary</u> 6-8.L.V.1.a <u>Word Analysis</u> 6-8.L.V.2 (a, c) <u>Meaning & Purpose</u> 6-8.L.V.3 (b, c, d)	8.T.RA.1.c <u>Curating Sources & Evidence</u> 8.T.RA.2.c Grammar Conventions <u>Grammar, Usage, and Mechanics</u> 8.L.GC.1 Vocabulary <u>General, Academic & Specialized Vocabulary</u> 6-8.L.V.1.b <u>Word Analysis</u> 6-8.L.V.2 (b, d) <u>Meaning & Purpose</u> 6-8.L.V.3.e	<u>Curating Sources & Evidence</u> 8.T.RA.2 (a, b) Grammar Conventions <u>Syntax</u> 8.L.GC.2 (b, c, d) Vocabulary <u>General, Academic & Specialized Vocabulary</u> 6-8.L.V.1.a <u>Word Analysis</u> 6-8.L.V.2 (a, c) <u>Meaning & Purpose</u> 6-8.L.V.3 (b, c, d)	Grammar Conventions <u>Grammar, Usage, and Mechanics</u> 8.L.GC.1 Vocabulary <u>General, Academic & Specialized Vocabulary</u> 6-8.L.V.1.b <u>Word Analysis</u> 6-8.L.V.2 (b, d) <u>Meaning & Purpose</u> 6-8.L.V.3.e
Approaches To Learning (ATL Skills)	<u>List Category:</u> Self-Management <u>Cluster:</u> Reflection Skills <u>Skill Indicator:</u> 1. Develop new skills, techniques and strategies for effective learning <u>List Category:</u> Communication	<u>List Category:</u> Research <u>Cluster:</u> Information Literacy Skills <u>Skill Indicator:</u> 1. Collect and analyze data to identify solutions and make informed decisions <u>List Category:</u> Thinking	<u>List Category:</u> Communication <u>Cluster:</u> Communication Skills <u>Skill Indicator:</u> 1. Give and receive meaningful feedback 2. Use appropriate forms of writing for different purposes and audiences	<u>List Category:</u> Self- Management <u>Cluster:</u> Reflection Skills <u>Skill Indicator:</u> 1. Consider ethical, cultural and environmental implications <u>List Category:</u> Social	<u>List Category:</u> Research <u>Cluster:</u> Information Literacy Skills <u>Skill Indicator:</u> 1. Access information to be informed and inform others 2. Make connections between various sources of information

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	<p>Cluster: Reading, writing and using language to gather and communicate information</p> <p>Skill Indicator:</p> <ol style="list-style-type: none">Take effective notes in class <p>Cluster: Exchanging thoughts, messages and information effectively through interaction</p> <p>Skill Indicator:</p> <ol style="list-style-type: none">Give and Receive meaningful feedback	<p>Cluster: Creative-Thinking Skills</p> <p>Skill Indicator:</p> <ol style="list-style-type: none">Make guesses, ask “what if” questions and generate new ideas, products or processes	<p>List Category: Thinking</p> <p>Cluster: Critical Thinking Skills</p> <p>Skill Indicator:</p> <ol style="list-style-type: none">Revise understanding based on new information and evidence	<p>Cluster: Collaboration Skills</p> <p>Skill Indicator:</p> <ol style="list-style-type: none">Give and receive meaningful feedbackAdvocate for one’s own rights and needs	<p>List Category: Research</p> <p>Cluster: Media Literacy Skills</p> <p>Skill Indicator:</p> <ol style="list-style-type: none">Seek a range of perspectives from multiple and varied sourcesCommunicate information and ideas effectively to multiple audiences using a variety of media and formats.
Statement of Inquiry	Readers and writers both look for and/or use techniques to craft text that expresses ideas, reflect on and extend creativity, and invite critical analysis as well as appreciation of the aesthetic.	Different perspectives within communities shape the understanding of fairness and development, as power structures and societal restrictions influence individuals' experiences and opportunities.	Personal identities are shaped by relationships and societal influences, as character development reveals the impact of morality, empathy, and prejudice on one’s sense of self.	Readers examine how the self expression of characters across different texts are impacted by the social construction of their reality and contribute to the themes conveyed by the author.	Global interactions influence sustainability, as individuals’ choices and the purpose behind those choices impact the environment and global systems, shaping future outcomes.
Global Context	Personal and Cultural Expression	Fairness and Development	Identities and Relationships	Personal and Cultural Expression	Globalization and sustainability
	<i>What is the nature and purpose of creative expression?</i>	<i>What are the consequences of our common humanity?</i>	<i>Who am I? Who are we?</i>	<i>What is the nature and purpose of creative expression?</i>	<i>How is everything connected?</i>
Key Concept	Creativity	Communities	Identity	Relationships	Global interactions

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Related Concepts	1. Style	1. Point of View	1. Character	1. Intertextuality 2. Self- Expression	1. Purpose
Design Cycle Transdisciplinary	<ul style="list-style-type: none">• Creativity & Innovation• Self- Management & Reflection	<ul style="list-style-type: none">• Critical Thinking & Problem Solving• Communication & Collaboration• Creativity & Innovation	<ul style="list-style-type: none">• Research & Information Literacy• Critical Thinking & Problem Solving• Communication & Collaboration• Creativity & Innovation• Self- Management & Reflection	<ul style="list-style-type: none">• Research & Information Literacy• Critical Thinking & Problem Solving• Communication & Collaboration• Creativity & Innovation• Self- Management & Reflection	<ul style="list-style-type: none">• Research & Information Literacy• Critical Thinking & Problem Solving• Communication & Collaboration• Creativity & Innovation• Self- Management & Reflection
Unit Common Assessment Types for <i>Interpreting and Constructing Texts</i> Expectations	Each unit includes the following assessment types. Students will interpret unit texts of various modes and genres through reading, viewing, and listening . Students will construct texts 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. Students will also construct multimodal texts. <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 presenting/speaking component assessing the 4 MYP Criteria) . *See Unit Planners for specific Assessment Details for each unit.				
Differentiation For Tiered Learners	Support struggling readers and writers, including students with	Support struggling readers and writers, including students with	Support struggling readers and writers, including students with	Support struggling readers and writers, including students with	Support struggling readers and writers, including students with

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	disabilities and English language learners, by: <ul style="list-style-type: none">Building background knowledge to enhance comprehension.Providing a Reader’s Dictionary and writing support for vocabulary development.Collaborating with ELL and Special Education teachers for targeted support.Offering audiobooks or text-to-speech based on accommodations.Using sentence starters, graphic organizers, and guided writing.Incorporating visual aids, scaffolding, and small-group instruction.	disabilities and English language learners, by: <ul style="list-style-type: none">Building background knowledge to enhance comprehension.Providing a Reader’s Dictionary and writing support for vocabulary development.Collaborating with ELL and Special Education teachers for targeted support.Offering audiobooks or text-to-speech based on accommodations.Using sentence starters, graphic organizers, and guided writing.Incorporating visual aids, scaffolding, and small-group instruction.	disabilities and English language learners, by: <ul style="list-style-type: none">Building background knowledge to enhance comprehension.Providing a Reader’s Dictionary and writing support for vocabulary development.Collaborating with ELL and Special Education teachers for targeted support.Offering audiobooks or text-to-speech based on accommodations.Using sentence starters, graphic organizers, and guided writing.Incorporating visual aids, scaffolding, and small-group instruction.	disabilities and English language learners, by: <ul style="list-style-type: none">Building background knowledge to enhance comprehension.Providing a Reader’s Dictionary and writing support for vocabulary development.Collaborating with ELL and Special Education teachers for targeted support.Offering audiobooks or text-to-speech based on accommodations.Using sentence starters, graphic organizers, and guided writing.Incorporating visual aids, scaffolding, and small-group instruction.	disabilities and English language learners, by: <ul style="list-style-type: none">Building background knowledge to enhance comprehension.Providing a Reader’s Dictionary and writing support for vocabulary development.Collaborating with ELL and Special Education teachers for targeted support.Offering audiobooks or text-to-speech based on accommodations.Using sentence starters, graphic organizers, and guided writing.Incorporating visual aids, scaffolding, and small-group instruction.

** Additional standards and expectations in this unit of study for Honors/advanced courses.*