

Name of School:

Name of Course: **Literature 8**

Instructor Information

Name:
E-mail address:
School phone number:
Web page address:
Best times to be reached:

Course Description

Literature 8 provides students with a variety of reading experiences. There will be whole-class, small-group, and individual reading opportunities. Students are expected to be engaged fully in the reading process, which includes responding to text read. Student responses will range from student selected to teacher directed and include vocal, written, and creative projects.

District Standards and Power Benchmarks

Standard: Students will apply reading, writing, and speaking skills to communicate effectively.

Power Benchmarks:

- use content area comprehension strategies before, during, and after reading.
- employ specific vocabulary development strategies before, during, and after reading.
- distinguish between relevant and irrelevant information to support understanding.
- determine main idea.
- draw and support conclusions using text references.
- make and support inferences based on text references.
- understand the meaning of a word in context.
- read grade level materials with fluency.

Course Information

Literature 8 is a course designed for students that have met the ITBS reading comprehension benchmark. As such, they have demonstrated varying degrees of proficiency in reading. This course will enhance students' reading comprehension.

Students will understand that...

1. strategy use will aid in comprehension.
2. authors employ various literary devices and craft use of literary elements for specific effects/reasons (style).
3. they have an active role in making meaning (comprehension) of text and in responding to text.
4. well-written pieces are effective communication.
5. reading is a source of enjoyment.
6. different texts require different approaches and different strategies.

Course Outline/Calendar

For each unit, the genre will be introduced and defined while looking at exemplary authors, novels, and short stories.

List of Units by Quarter:

Quarter 1

Course Introduction

Realistic Fiction

Quarter 2

Science Fiction & Fantasy

Semester 1 Assessment Activities

Quarter 3

Mystery and Supernatural Fiction

Historical Fiction

Quarter 4

Award Winners

Semester 2 Assessment Activities

Text/Other Required Materials/Resources

8th Grade Class Novels:

- *Homecoming* by Cynthia Voigt
- *The Last Book in the Universe* by Rodman Philbrick
- *A Deadly Game of Magic* by Joan Lowery Nixon
- *The Cage* by Ruth Minsky Sender
- Various other classroom library materials supported by the school library, the AEA lending library, and/or other public libraries

Instructional Procedures & Support

1. Shared Reading
2. Guided Reading
3. Independent Reading (self-selected with teacher approval)
4. Read Alouds
5. Think Alouds
6. District Literacy Initiative strategies will be used.
7. Explicit instruction of reading comprehension strategies and skills
8. Vocabulary development and word study
9. Conferences with individual students
10. Goal setting/monitoring

Classroom Management Procedures

Assessment Plan

Assignment	Description
Classwork:	Any assignment that is completed inside the classroom with appropriate teacher guidance. This could include worksheets, reading questions, reader responses, reading strategies practice, center activities, and/or short writing assignments.
Assessments:	Tests and quizzes administered in the classroom.
Research/Projects:	Includes research papers and oral and written presentations/projects.
Independent Reading Assignment:	Self-selected reading projects, logs, and/or responses.
Homework:	Any assignment that is completed outside the classroom. This could include worksheets and reading responses, and will include independent reading.

Grading System

A	93 and above	Firm command of knowledge domain High level of skill development
A⁻	90 - 92	Exceptional preparation for later learning
B⁺	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills
B	83 - 86	Has prerequisites for later learning
B⁻	80 - 82	
C⁺	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills
C	73 - 76	Lacks a few prerequisites for later learning
C⁻	70 - 72	
I		The letter "I" indicates the student has not satisfactorily achieved the grade/course-level benchmarks and/or has missing work. "I" status is temporary and not a final grade. The letter "I" may affect athletic eligibility.
D⁺	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained
D	63 - 66	Deficient in many of the prerequisites for later learning
D⁻	60 - 62	
F	59 and below	Most of the basic concepts and principles not learned Most essential skills have not been demonstrated Lacks most prerequisites needed for later learning