



8th RLA Unit 1 Conveying Courage [Unit Overview]



Tools for Planning

PLC Process Resources • Unit Internalization Protocol • Lead4ward Resources • Field Guides • Lead4ward IQ • PISD Intermediate RLA Website • The Writing Revolution Resources	Year-At-A-Glance/Pacing Calendar • Pacing Calendar • Year-At-A-Glance	Additional Planning Resources • Language Supports (link to ELPS) • SDI (Specially Designed Instruction) • MTSS (Multi-Tiered System of Supports) • ELLvation • District Approved Supplemental Aids
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Unit Description

Suggested Unit Pacing : 37 days (45 minute class periods)	Number of Learning Bundles : 4
Unit Description: Why do people find courage in the words of others? In this unit, students explore a variety of genres (a short story, a letter, poems, and a speech) to consider how each author's word choice and structural choices add to their message of courage. The unit's reading lessons teach students to think about the emotional impact of a text's delivery. For example, students will notice how a poem's rhyme scheme develops a message of strength or confidence, and how repetition in a poem creates a sense of unity. After exploring messages of courage, students compose short constructed responses and a multi-paragraph essay to demonstrate their understanding of texts and author's craft. Students will practice transferrable reading, writing, discussion, vocabulary, and grammar skills as they explore the timeless theme of courage.	

PLC Q1 – Unit 1 Guidance Resources

Essential Questions	Enduring Understandings
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→ What is courage? → Why is it important to choose courage over fear? → How do writers share their messages of courage? → How does planning an essay ensure quality of writing?	→ Good readers recognize the impact of word choice on the meaning of texts. → Good poets use devices like rhyme scheme and repetition to convey their ideas. → Proficient writers choose their words carefully and intentionally to impact the reader in a variety of ways. → Good writers can inspire strength and courage in others. → Sentences must be complete and clear in order for the reader to make meaning. → Variety in sentence structure helps to engage the reader.
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TEKS Addressed in this Unit	
TEKS: [District-recommended essentials are in bold type.] <i>Strands 4, 5, 6, 7</i> 8.7(A) Analyze how themes are developed through the interaction of characters and events. (S) 8.7(B) Analyze how character motivations and behaviors influence events and resolution of the conflict (R) 8.9(A) Explain the author's purpose and message within a text (R) 8.9(D) Describe how the author's use of figurative language such as extended metaphor achieves specific purposes (S) 8.9(F) Analyze how the author's use of language contributes to the mood, voice, and <u>tone</u>. (S) 8.9(G) Explain the purpose of rhetorical devices such as analogy and <u>juxtaposition</u> and of logical fallacies such as bandwagon, appeals, and circular reasoning. (S) 8.10(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests 8.10(B) Develop drafts into a focused, structured, and coherent piece of writing 8.10(Bi) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion (R) 8.10(C) Revise drafts for clarity, development, organization, style, word choice, and <u>sentence variety</u>. (R) 8.10(Di) Edit drafts using standard English conventions, including <u>complete complex sentences with</u> subject-verb agreement and <u>avoidance of</u> splices, run-ons, and <u>fragments</u>.(R) 8.10(Dvi) Edit drafts using standard English conventions, including punctuation, including <u>commas</u> in nonrestrictive phrases and <u>clauses</u>, <u>semicolons</u>, colons,	Process Standards (Comprehension & Response) <i>Strand 2 & 3</i> 8.5(E) make connections to personal experiences, ideas in other texts, and society (R) 8.5(F) make inferences and use evidence to support understanding (R) 8.5(G) evaluate details read to determine key ideas (R) 8.6(B) Write responses that demonstrate understanding of texts, including comparing sources within and across texts. (R) 8.6(C)use text evidence to support an appropriate response;(R) 8.6(F) Respond using newly acquired vocabulary as appropriate. (S) Foundational and Independent Reading <i>Strand 1</i> <i>*Foundational skills should be taught recursively throughout each unit.</i> 8.2(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;(S) 8.2(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and (R) 8.2(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.(S) 8.4(A) self-select text and read independently for a sustained period of time. (S)

and parentheses (S) 8.11(B) Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or <u>thesis statement</u> and genre characteristics and craft. (R)	
ELPS  Most Tested ELPS [Intermediate School] → Listening (2G)- understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar → Speaking (3H)- narrate, describe, and explain with increasing specificity and detail as more English is acquired → Speaking (3J)- respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept language attainment. → Reading (4J)- demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. → Reading (4K)- demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs. → Writing (5D)- edit writing for standard grammar usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. → Writing (5G)- narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.	

PLC Q2 - Unit 1 Guidance Resources

End of Unit Assessment	State Assessment Resources
→ [Blueprint] End of Unit Assessment → District Recommended End of Unit Assessment → [Data Tracker] GR 8 RLA U1 EoU Assessment-Student Facing <i>*Options for Summative Assessments within the First Six Weeks:</i> → SCR in Bundle 2 → ECR in Bundle 3 → Cold read with STAAR-style M.C questions after Bundle 2	STAAR Bank of Resources + Online Practice → IXL → STAAR Stems-8th Grade STAAR Rubrics → ECR (informational) → ECR (Argumentative/Opinion) → SCR (Reading) → SCR (Writing)
Performance Tasks	District Suggested Texts
→ Multi-paragraph informational essay (ECR) → Optional Performance Task Suggestions: ◆ Original Poem ◆ Literary Analysis Presentation	→ Unit 1 Texts (Anchor, Supplemental, and Assessment)

- ◆ [Sequel to a Short Story](#)
- ◆ [Personal Narrative](#)

[Unit Guide]

Tools for Instruction			
Teacher Resources for Texts, Lessons, & Instructional Strategies	Student Resources for Independent Practice & Reference	Tools for Reading & Vocabulary	Tools for Grammar & Writing
→ Scope → Action → CommonLit → Texas Gateway for Online Resources → Ellevation → Quill	→ IXL → Supplemental Aids → Informational Text Routines	→ Glossary of Literary Terms → Glossary of Nonfiction Terms → Inference Sentence Stems → Best Practices for Independent Reading → Annotating Effectively → Using During Reading Questions Strategically → Using a Note-Taker During Reading → Comprehension Check Template (Because/But/So)	→ Writing Pacing Guide → Grammar & Word Study Scope and Sequence → Grammar Handbook → Patterns of Power Guide for Grammar Instruction → Patterns of Power Note-Taker
→ Lead4ward Instructional Playlist → The Teacher Toolkit → PISD TLAC Placemat → INT RLA Website → Class Discussion Activities	→ Grammar Handbook → Claims Reference Sheet → Structured Conversation Stems & Frames	→ Marzano's Six Steps for Building Academic Vocabulary → Word Wall Guidance → Glossary of Academic Terms	→ The Writing Revolution Resources → SPO to Paragraph Example → SPO Template → MPO Template

Optional ONBOARDING Bundle

Target/Bundle Description: In this optional bundle, teachers will find resources for onboarding activities that may be helpful for students before beginning content instruction for Unit 1. Students may need to complete Canvas Onboarding in addition to these content-specific activities.

Pacing: 4-8 days (depending on the needs of the campus)

I Can Statements	Resources
☐ I can compose simple and compound sentences. ☐ I can compose an email to my teacher using appropriate tone and format. ☐ I can determine the genre of a selection by looking at characteristics of the text.	Link to Onboarding Document → Genre Review → Simple Sentences Review → Email Template

Bundle 1: Fiction and Poetry			
Bundle Description: In this bundle, students will explore the essential questions by reading short stories and poetry that express ideas of courage. Students will also analyze how an author's word choice conveys a specific feeling or message. They will then demonstrate their understanding of a text by composing a short constructed response.			
Pacing: 9 days *includes one day for intervention/extension			
TEKS Addressed in this Bundle (Q1)		Check for Understanding (Q2)	
8.2(C) Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.(S) - <i>-Ped/Pod</i> 8.5(F) Make inferences and use evidence to support understanding.(R) 8.6(B) Write responses that demonstrate understanding of texts, including comparing sources within and across texts. (R) 8.6(C) use text evidence to support an appropriate response;(R) 8.6(F) Respond using newly acquired vocabulary as appropriate.(S) 8.7(A) Analyze how themes are developed through the interaction of characters and events.(S) 8.7(B) Analyze how character motivations and behaviors influence events and resolution of the conflict(R) 8.9(A) Explain the author's purpose and message within a text (R) 8.9(D) Describe how the author's use of figurative language such as extended metaphor achieves specific purposes (S) 8.10(Di) Edit drafts using standard English conventions, including complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. (R)		CFA Blueprint/Guidance (essential standards)- <i>Bank provided for campuses to create their own CFA in Mastery Connect</i> → 8.10Di (avoid fragments) → 8.6C (SCR Options) → 8.9A Informal CFUs (exit tickets, etc.)- <i>Recommended TEKS for PLTs to create common formative assessments.</i> → 8.6F (vocabulary) → 8.6B (SCR) → 8.7A (theme) → 8.2C (roots ped/pod) → 8.7B (characters and events)	
		Activities	Resources
		→ Entry Event Student Handout → Root Power: Ped/Pod 8.2(C) ◆ Text → Unit Vocabulary Activities → Text: They Might Be Dangerous (Paired Text) ◆ Theme Anticipation	→ Optional Entry Event on Courage ◆ Teacher Answer Key → Text: Root Power Ped/Pod 8.2(C) ◆ Answer Key → Unit Vocabulary 8.6F
I Can Statements			

	☐ I can determine the meaning of words using the root <i>ped/pod</i> . 8.2(C) ☐ I can use new vocabulary in context. 8.2(B) ☐ I can make inferences and use text evidence to support understanding. 8.5(F) ☐ I can explain how character motivations and behaviors influence events and resolution of the conflict. 8.7(B) ☐ I can explain how themes are developed. 8.7(A) ☐ I can explain the author's purpose and message within a text. 8.9(A) ☐ I can explain the meaning and purpose of figurative language. 8.9(D) ☐ I can use appropriate text evidence to support a short constructed response. 8.6(C) ☐ I can recognize and correct fragments by adding missing information. 8.10(Di)	◆ Guide 8.7(A) ◆ Making Inferences 8.5(F) ◆ Writing a Strong Claim (SCR) 8.7(B) ◆ Writing a Complete SCR (Paragraph) 8.6(C) → Text: Song of Bravery ◆ Analyzing Poetry Practice 8.9(A,D) → IXL Identify Fragments 8.10(Di)	◆ Unit Vocabulary Activities Key ◆ Vocab Slide Deck → Text: "They Might Be Dangerous" and "Desert Eclipse" (paired texts) ◆ Thematic Vocabulary 8.6(F) ◆ 8.7B Practice ◆ Answer Keys → Text: "Song of Bravery" ◆ Analyzing Poetry Practice 8.9(A,D) ◆ Answer Key → Fragment Fix Template 8.10(Di) ◆ Fragment Video IXL ◆ Fixing Fragments (MLK Example) → SCR Resources 8.6(C) ◆ Possible Prompts ◆ Claims Reference Sheet ◆ Strong Claims Practice
		Additional Practice (Q3)	Challenge (Q4)
		→ 8.5F (inference practice) → 8.9D (poetry & figurative language) → 8.10Di (IXL identify and fix fragments)	→ Challenge Choice Boards → 8.9A Poem "I Look at the World" & Materials Student Copy → 8.9A Poem "I Look at the World" & Materials Teacher Copy → 8.7B Short Story "The Treasure of Lemon Brown" & Materials → 8.7B Choice Board for "They Might Be Dangerous" → 8.4 Participate in independent reading clubs
Grammar Terms	Writing Terms	Literary Terms	Embedded Vocabulary

→ complex sentence → fragment → subject → verb → independent clause → dependent clause	• claim • evidence • explanation	• resolution • conflict • theme • tone • inference • figurative language • line • stanza • speaker • allusion	• annihilate • celestial • colonize • cosmos • electromagnetic • keen • presume • telepathic • veer
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Bundle 2: Informational and Poetry			
Bundle Description: In this bundle, students will read a variety of genres, including a speech, an historical letter, and poetry, to examine how the writers' use of language contributes to the tone and message of the selection. They will also look at ways that authors use rhetorical devices such as juxtaposition to impact the audience. Finally, they will demonstrate their understanding of texts by composing a short constructed response. Pacing: 12-15 days <i>*includes 2 days for intervention/extension</i>			
TEKS Addressed in this Bundle (Q1)		Check for Understanding (Q2)	
8.5(G) evaluate details read to determine key ideas (R) 8.6(B) Write responses that demonstrate understanding of texts, including comparing sources within and across texts. (R) 8.6(C) use text evidence to support an appropriate response;(R) 8.6(F) Respond using newly acquired vocabulary as appropriate. (S) 8.9(A) Explain the author's purpose and message within a text(R) 8.9(G) Explain the purpose of rhetorical devices such as analogy and <u>juxtaposition</u> and of logical fallacies such as bandwagon appeals, and circular reasoning. (S) 8.9(D) Describe how the author's use of figurative language such as extended metaphor achieves specific purposes (S) 8.9(F) Analyze how the author's use of language contributes to the mood, voice, and <u>tone</u>. (S) 8.10(Di) Edit drafts using standard English conventions, including complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. (R)		CFA Guidance (essential standards)-<i>Bank provided for campuses to create their own CFA in Mastery Connect</i> → 8.6C (SCR Options) → 8.10Di (run-ons) → 8.5G (key ideas) → 8.9(A) Informal CFUs (exit tickets, etc.)-<i>Recommended TEKS for PLTs to create common formative assessments.</i> → 8.6F (vocabulary) → 8.9G (rhetorical devices) → 8.9F (tone) → 8.9D (purpose of fig language)	
		Activities	Resources
		→ Tone Words List 8.9(F) → Letter from Frederick Douglass 8.9(G), 9(F), 8.9(A),	→ Tone Definition 8.9F → Tone Words List 8.9F → Text: Letter from Frederick
I Can Statements			

☐ I can explain how the author's use of language contributes to the tone. 8.9F ☐ I can explain the purpose of juxtaposition in a text. 8.9(G) ☐ I can explain the meaning and purpose of figurative language. 8.9(D) ☐ I can evaluate details to determine key ideas. 8.5G ☐ I can explain the author's purpose and message within a text. 8.9(A) ☐ I can use appropriate text evidence to support a short constructed response. 8.6(C) ☐ I can recognize and correct run-ons. 8.10(Di) ☐ I can recognize and correct splices. 8.10Di	5G → Intro to Poetic Structure Student Handout 8.9(A) → Text: "Invictus" & Student Handout → Text: "Sonnet" & Student Handout 8.9(A), 9(G) → Text: "JFK's 'Race to Space' Speech" & Student Handout 8.9(A), 9(G), 9(D) → Text: "A Litany for Survival" & Student Handout 8.9A, 9D → IXL Identify Run-ons 8.10(Di) → Repairing Run-ons 8.10(Di) → Writing a Complete Paragraph (Student) 8.6(C)	Douglass to Harriet Tubman" ◆ Slide Deck ◆ Optional Lesson Materials 8.9G, 9F, 8.9A, 5G → Intro to Poetic Structure 8.9A ◆ Teacher Copy ◆ Slide Deck → Text: "Invictus" ◆ Slide Deck ◆ Optional Lesson Materials 8.9A, 9G, 9F → Text: "Sonnet" ◆ Slide Deck ◆ Optional Lesson Materials 8.9A, 9G ◆ Paired Text Ideas ◆ Paired Text Qs Chart → Text: "JFK's 'Race to Space' Speech" ◆ Slide Deck ◆ Optional Lesson Materials 8.9A, 9G, 9D, 5G → Text: "A Litany for Survival" (poem) ◆ Slide Deck ◆ Optional Lesson Materials 8.9A, 9D → SCR Resources 8.6C ◆ Possible Prompts ◆ Claims Reference Sheet ◆ Writing a Complete SCR (Teacher) → Ramblers & Run-Ons 8.10Di → Repairing Run-ons 8.10Di
	Additional Practice (Q3) → 8.9(A) Text: "Life Doesn't Frighten Me" ◆ Answer Key ◆ Guiding Questions → Poetry Terms Reference	Challenge (Q4) → Challenge Choice Boards → Class Discussion 1 (compare poems) 8.1(D), 5(E) → Class Discussion 2 (discuss theme across texts) 8.7(A)

		Sheet	→ 8.4 Participate in independent reading clubs
Grammar Terms		Literary Terms	Embedded Vocabulary
• comma splice • run-on • independent clause	• claim • evidence • explanation	• tone • speaker • line • stanza • rhythm • rhyme scheme • repetition • imagery • juxtaposition • extended metaphor	• deter • dispel • reclaim • commend • falter • improbable • unconquerable • wrath • loom • menace

Bundle 3: Composition			
Bundle Description: In Bundle 3, students will compose a multi-paragraph essay by following the steps of the writing process and selecting evidence from various texts to support their ideas. Recommended Prompt: In this unit, you have read three poems in which individuals convey messages about courage. Write an essay comparing and contrasting how two poets convey their messages. (See other optional prompts in the Resources.) Pacing: 8 days <i>*includes 3 days for intervention and/or extension</i>			
TEKS Addressed in this Bundle (Q1)		Check for Understanding (Q2)	
→ 8.6(C) use text evidence to support an appropriate response;(R) → 8.10(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests → 8.10(B) Develop drafts into a focused, structured, and coherent piece of writing → 8.10(Bi) organizing with purposeful structure, including an <u>introduction</u>, transitions, coherence within and across paragraphs, and a <u>conclusion</u> (R) → 8.10(C) Revise drafts for clarity, development, organization, style, word choice, and <u>sentence variety</u>. (R)		CFAs (essential standards)- <i>Bank provided for campuses to create their own CFA in Mastery Connect</i> → 8.11B Clear thesis statement → 8.10Bi Complete an MPO → 8.10C Combine sentences → 8.10Dvi Punctuate Complex Sentences Informal CFUs (exit tickets, writing conferences, etc.)- <i>Recommended TEKS for PLTs to create common formative assessments.</i> → 8.6C (appropriate evidence) → 8.10B (develop a draft)	
		Activities	Resources

→ 8.10(Di) Edit drafts using standard English conventions, including complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. (R) → 8.10(Dvi) Edit drafts using standard English conventions, including punctuation, including <u>commas in nonrestrictive phrases</u> and <u>clauses, semicolons</u>, colons, and parentheses (S) → 8.11(B) Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or <u>thesis statement</u> and genre characteristics and craft. (R)		→  MPO-4.pdf Plan an Essay → Punctuating Complex Sentence IXL 8.10(Dvi)		→ Multi-paragraph informational essay (ECR) & Possible Prompts 8.6C & 8.11(B) → The Writing Process (Review) 8.10(A-D) → Scaffolds for The Writing Process 8.10(A-D) → Exemplar Essays → ECR Rubric → TWR Sentence Combining 8.10C Example ◆ Punctuating Complex Sentences Resource IXL → Sentence Variation (4 ways) 8.10C → PoP Slide Deck for Starting with Subordinators 8.10Dvi	
I Can Statements		Additional Practice (Q3)		Challenge (Q4)	
☐ I can use text evidence to support an appropriate response. 8.6C ☐ I can identify and explain a writing prompt. 8.10(A) ☐ I can identify a clear thesis statement. 8.11(B) ☐ I can draft a clear thesis statement for an essay. 8.11(B) ☐ I can draft body paragraphs for an essay. 8.10(Bi) ☐ I can draft a conclusion for an essay. 8.10(Bi) ☐ I can punctuate a complex sentence correctly. 8.10(Dvi) ☐ I can combine sentences using subordinating conjunctions. 8.10(C)		→ MPO 3-Paragraph ECR exemplar essay (medium level) → expanding ideas 8.11C → Compound and Complex Sentences		→ Challenge Choice Boards → 8.4 Independent Reading Club	
Grammar Terms		Writing Terms		Literary Terms	
- subordinating conjunction - complex sentence - independent clause - dependent clause - comma - semicolon - fragment - run-on		- revise - edit - thesis - body paragraph - conclusion - introduction - coherence		Embedded Vocabulary	
		(no new terms)		(no new terms)	

Bundle 4: Assessment and Application

Target/Bundle Description: In Bundle 4, students will demonstrate mastery of standards by taking a summative assessment. Then they will apply new learning to a thematic performance task that explores the essential questions.

Pacing: 4 days (includes time for intervention and/or extension)

TEKS Addressed in this Bundle (Q1)

Check for Understanding (Q2)

[\[Blueprint\] End of Unit Assessment](#) (TEKS)

[District Recommended End of Unit Assessment](#)
(with optional SCR)

Optional Performance Tasks:

[Original Poem](#)

- 8.9(D) Describe how the author's use of figurative language such as extended metaphor achieves specific purposes (S)
 - ◆ 8.11(A) Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft (S)

[Literary Analysis Presentation](#)

- 8.7(B) Analyze how character motivations and behaviors influence events and resolution of the conflict (R)
- **8.9(A) Explain the author's purpose and message within a text (R)**
 - ◆ 8.12(j) Use an appropriate mode of delivery, whether written, or, or multimodal, to present results

[Short Story \(Sequel\)](#)

- 8.7(B) Analyze how character motivations and behaviors influence events and resolution of the conflict (R)
 - 8.11(A) Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft (S)

[Personal Narrative](#)

- 8.7(B) Analyze how character motivations and behaviors influence events and resolution of the conflict (R)
 - ◆ 8.11(A) Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft (S)

Activities

Resources

- [Compose a Poem about Courage](#) 8.9(D), 8.11(A)
- [Present Literary Analysis with a Partner](#) Teacher Copy 8.7(B), 8.9(A)
- [Write a sequel to They Might Be Dangerous](#) 8.7(B), 8.11(A)
- [Compose a Personal Narrative](#) 8.7(B), 8.11(A)

- [Original Poem Rubric](#)
- [Literary Analysis Rubric](#)
- [Sequel Rubric](#)
- [Possible Narrative Prompts](#)
 - ◆ [Elements of a personal narrative](#)
 - ◆ [Brainstorming a personal narrative](#)
 - ◆ [Personal Narrative Rubric](#)

Additional Practice (Q3)

Challenge (Q4)

N/A

- [Challenge Choice Boards](#)
- [Independent Reading Club](#)

I Can Statements

Optional Performance Tasks:

- ☐ I can compose a poem that uses figurative language to achieve a specific purpose.
- ☐ I can analyze a story to explain how characters influence events in the plot.
- ☐ I can compose a sequel to a short story that includes the falling action and a resolution to the conflict.

	☐ I can compose a personal narrative that has a clearly defined focus, interesting details and dialogue, and a logical sequence of events.			
	Grammar Terms	Writing Terms	Literary Terms	Embedded Vocabulary
	No new terms	No new terms	No new terms	No new terms