

6 Weeks Overview

Grade 8 Genre: Poetry & Drama

This unit bundles student expectations that address a study of literary works, specifically drama and poetry. These genres represent creative writing and narratives that include literary elements and devices that have an impact on authors' messages. Readers read and experience poetry and drama as art forms that provide insight into diverse perspectives about the world.

In reading, students read multiple fictional, literary/narrative nonfiction, poetry, and drama texts to identify and analyze the similarities and differences in genre characteristics, literary elements, and literary devices commonly employed in these texts as well as how these features impact an author's message. Students analyze perspectives and themes represented in the texts while employing strategies to support comprehension such as interacting with the text through note-taking and annotating. Students study the concept of author's message (theme), literary elements and devices, genre characteristics, author's craft, historical context, and the relationship between these features. Students also utilize text evidence to support their inferences with special attention given to ensuring well-connected text evidence is utilized to support ideas and conclusions. They then utilize these genre characteristics and literary elements and devices in their own writing. Additionally, students conduct light research to aid in the creative process of writing their own original literary text.

In writing, students engage in writing as a recursive process as they brainstorm, draft, revise, edit, and publish two literary texts. Students apply author's craft and genre characteristics learned during reading comprehension activities and assignments to their own writing products. In revising, students review their texts for focus and coherence. In editing, students apply conventional and purposeful use of previously learned grammar and spelling skills to enhance the reader's and audience's experience.

Misconceptions and Mistakes

- Some students may think topic and theme are the same thing.
- Some students think that poetry must always rhyme or follow a specific pattern.
- Some students may think that the poet and the speaker in the poem are always the same.
- Students may not understand the importance of graphical elements in conveying the message of a poem.
- Students may not understand the significance of information presented in stage directions and other bracketed information when reading dramatic scenes and plays
- Some students may think that mood and tone are the same thing.

Important Dates

- November 5th: No Students, Prof. Learning
- November 25th - 29th: Thanksgiving Break
- December 10th: ELAR WBM
- December 11th: Math WBM
- December 19th: End of the Semester
- December 20th: Teacher Prep Day

Teaching Resources

[Unit Vocabulary](#)
[Unit Understanding and Questions](#)
[Lead4ward](#)
[Stimulus/Visual](#)
[Thinking Stems](#)
[2023 STAAR Question Stems](#)
[Formative Assessment List](#)
[RACE Rubric](#)
[RACE Exemplar](#)

	ECR Rubric ECR Exemplar School Calendar Grammar toolkit Scholastic Read Alouds Everyday Edits
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Week 1	Monday November 4, 2024	Tuesday November 5, 2024	Wednesday November 6, 2024	Thursday November 7, 2024	Friday November 8, 2024
TEK	8.5(F) make inferences and use evidence to support understanding	<ul style="list-style-type: none"> No Students LAN Teacher Off Election Day 	8.5(F) make inferences and use evidence to support understanding	8.9(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	8.9(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes
Student Objective	Students will be able to make inferences about poems by analyzing key elements.		Students will be able to make inferences about poems by analyzing key elements and some figurative language.	Students will be able to describe how the author's use of figurative language achieves specific purposes by making inferences.	Students will be able to describe how the author's use of figurative language achieves specific purposes by making inferences.
Warm-Up	Sirius: Lesson 7 - Using Punctuation Correctly 8.10(D)(vi)		Sirius: Lesson 7 - Using Punctuation Correctly 8.10(D)(vi)	Sirius: Lesson 7 - Using Punctuation Correctly 8.10(D)(vi)	Sirius: Lesson 7 - Using Punctuation Correctly 8.10(D)(vi)
SCQ	SCQ		The imagery in line ___ helps the reader–	Read line ____. What is the most likely reason the poet uses this figurative language? RACE	SCQ

Week 2	Monday November 11, 2024	Tuesday November 12, 2024	Wednesday November 13, 2024	Thursday November 14, 2024	Friday November 15, 2024
TEK	8.8(B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms	8.9(F) analyze how the author's use of language contributes to mood, voice, and tone	8.9(F) analyze how the author's use of language contributes to mood, voice, and tone	8.5(F) make inferences and use evidence to support understanding	8.9(A) explain the author's purpose and message within a text
Student Objective	Students will be able to analyze the effect of graphical elements within a poem by making inferences.	Students will be able to analyze how the author's use of language contributes to mood, voice, and tone in a poem by making inferences.	Students will be able to analyze how the author's use of language contributes to mood, voice, and tone in a poem by making inferences.	Students will be able to make inferences about poems by analyzing key elements.	Students will be able to explain the author's purpose and message within a poem by making inferences.
Warm-Up	Sirius: Lesson 10 - Combining Sentences 8.10(D)(i)	Sirius: Lesson 10 - Combining Sentences 8.10(D)(i)	Sirius: Lesson 10 - Combining Sentences 8.10(D)(i)	Sirius: Lesson 10 - Combining Sentences 8.10(D)(i)	Sirius: Lesson 10 - Combining Sentences 8.10(D)(i)
SCQ	SCQ	In the poem, the speaker's mood changes from –	How does the author's use of language in lines ___ through ___ contribute to the mood of the poem "___"?	SCQ	SCQ

Week 3	Monday November 18, 2024	Tuesday November 19, 2024	Wednesday November 20, 2024	Thursday November 21, 2024	Friday November 22, 2024
TEK	8.7(D) explain how the setting influences the values and beliefs of characters DRAMA WEEK	8.7(D) explain how the setting influences the values and beliefs of characters	8.9(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	8.9(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes	8.7(A) analyze how themes are developed through the interaction of characters and events
Student Objective	Students will be able to explain how the setting influences the values and beliefs of characters by making inferences.	Students will be able to explain how the setting influences the values and beliefs of characters by making inferences.	Students will be able to describe how the author's use of figurative language achieves specific purposes by making inferences.	Students will be able to describe how the author's use of figurative language achieves specific purposes by making inferences.	Students will be able to analyze how themes are developed through the interaction of characters and events.
Warm-Up	Sirius: Lesson 10 - Combining Sentences 8.10(D)(i)	Sirius: Lesson 10 - Combining Sentences 8.10(D)(i)	Sirius: Lesson 6 - Choosing Correct Capitalization 8.10(D)(v)	Sirius: Lesson 6 - Choosing Correct Capitalization 8.10(D)(v)	Sirius: Lesson 10 - Combining Sentences 8.10(D)(i)
SCQ	How does the setting of the play "___" influence its characters?	What does the setting described in line ___ reveal?	SCQ	Read line ____. The author uses figurative language in this line to show that-	What is the central message presented in the play? RACE

Week 4	Monday December 2, 2024	Tuesday December 3, 2024	Wednesday December 4, 2024	Thursday December 5, 2024	Friday December 6, 2024
TEK	Review Fiction Characteristics	Review Non-Fiction Characteristics	Review Poetry Characteristics	Review Drama Characteristics	Pre-Student Data Conferences <ul style="list-style-type: none"> ● Use LAN Data Tracker to drive Data Conferences ● Review Student Target ● Review Amount of Benchmark Questions ● Review questions needed to meet Target ● Review High Leverage Strategies
Student Objective	The teacher will conduct small group rotations of Fiction low SCQ's based on 1st Six Weeks Assessment <ul style="list-style-type: none"> ● Allen 1st Six Weeks Assessment Low Performing Teks ● Hopkins 1st Six Weeks Assessment Low Performing Teks ● Mccoy 1st Six Weeks Assessment Low Performing Teks 	The teacher will conduct small group rotations of Non-Fiction low SCQ's based on previous 2nd Six Weeks Assessment	The teacher will conduct small group rotations of Poetry low SCQ's based on this past weeks SCQ's.	The teacher will conduct small group rotations of Drama low SCQ's based on this past weeks SCQ's.	
Warm-Up					
SCQ	Re-teach of low SCQ's				

Week 5	Monday December 9, 2024	Tuesday December 10, 2024	Wednesday December 11, 2024	Thursday December 12, 2024	Friday December 13, 2024
TEK	Benchmark Test Review	ELAR Benchmark	Math Benchmark	Benchmark Test Review	Post-Student Data Conferences <ul style="list-style-type: none"> • Review Student Target • Review Benchmark Score • Review Plan for support <ul style="list-style-type: none"> ○ Small Group ○ Targeted Stations ○ Homework Practice
Student Objective					
Warm-Up					
SCQ					

	Student RE-DO ECR from Benchmark IF they scored a 5 or below				
Week 6	Monday December 16, 2024	Tuesday December 17, 2024	Wednesday December 18, 2024	Thursday December 19, 2024	Friday December 20, 2024
TEK	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 interest	8.10(B) develop drafts into a focused, structured, and coherent piece of writing by: including and introduction, transitions, coherence within and across paragraphs and a conclusion	8.10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety	8.10(E) publish written work for appropriate audiences	<ul style="list-style-type: none"> • No Students • Teacher Prep
Student Objective	Students will be able to analyze an ECR Prompt, break it down, and create an outline using the pillar.	Students will be able to create an outline of their ECR by producing a strong introduction using an engaging hook.	Students will be able to develop their ECR by producing the body with two-three main ideas, supporting details, and effective transitions. Students will be able to develop their ECR by producing a strong conclusion that restates their controlling idea.	Students will be able to publish their final draft by typing or writing.	
Warm-Up					
SCQ	Students should understand the prompt, ask a comprehension question that ties in with the Prompt to gage understanding.	Students should have a completed ECR Outline	Students should have Main idea and details completed Students should have Main idea and 2nd set of details completed and begin conclusion	Students should have a finished product either typed (if technology is available/or written) and placed in Writing Folder	

6 Weeks Overview

Grade English 1 Genre: Poetry & Drama

This unit bundles student expectations that address the analysis and composition of literary works, including fiction, literary/narrative nonfiction, poetry, and drama. This unit focuses on analyzing genre characteristics, literary elements, and literary devices in these four genres of literary texts. Readers read literary texts in order to learn about the world by making connections to and analyzing literary elements such as theme, setting, plot, characterization, historical context, literary devices, etc. The unit also focuses on applying these genre characteristics, literary elements, and devices to original literary texts. Writers write responses to literature in order to explain ideas about a topic in a multi-paragraph essay.

In reading, students read multiple fictional, literary/narrative nonfiction, poetry, and drama texts to identify and analyze the similarities and differences in genre characteristics, literary elements, and literary devices commonly employed in these texts as well as how these features impact an author's message. Students analyze perspectives and themes represented in the texts while employing strategies to support comprehension such as interacting with the text through note-taking and annotating. Students study the concept of author's message (theme), literary elements and devices, genre characteristics, author's craft, historical context, and the relationship between these features. Students also utilize text evidence to support their inferences with special attention given to ensuring well-connected text evidence is utilized to support ideas and conclusions. They then utilize these genre characteristics and literary elements and devices in their own writing. Additionally, students conduct light research to aid in the creative process of writing their own original literary text.

In writing, students engage in writing as a recursive process as they brainstorm, draft, revise, edit, and publish two literary texts. Students apply author's craft and genre characteristics learned during reading comprehension activities and assignments to their own writing products. In revising, students review their texts for focus and coherence. In editing, students apply conventional and purposeful use of previously learned grammar and spelling skills to enhance the reader's and audience's experience.

Misconceptions and Mistakes

- Students may have trouble distinguishing between topic and theme. A topic is an idea or subject. A theme is a universal message.
- Students may have trouble distinguishing between foreshadowing and predicting. Foreshadowing is a plot element that the author employs in a text, while predicting is a reading strategy a reader employs to comprehend a text.
- Students may have difficulty in distinguishing relevant and appropriate text evidence with irrelevant and unsupportive text evidence to support their conclusions.
- Students may overlook the importance of graphical elements in conveying the message of a poem.
- Students may overlook the significance of information read in the stage directions and other bracketed information when reading written drama.
- Students may have trouble moving beyond identifying literary elements and devices to explaining how authors use these literary elements and devices to achieve their purpose and convey themes in various contexts.
- Students may overlook the connection between reading and writing. Good writers use their reading to inspire, inform, and improve their own writing.

Important Dates

- November 5th: No Students, Prof. Learning
- November 25th - 29th: Thanksgiving Break
- December 10th: ELAR WBM

Teaching Resources

Unit Vocabulary
Unit Understanding and Questions
TEKS Clarification

<ul style="list-style-type: none"> December 11th: Math WBM December 19th: End of the Semester December 20th: Teacher Prep Day 	Lead4ward Stimulus/Visual Thinking Stems 2023 STAAR Question Stems Formative Assessment List RACE Rubric RACE Exemplar ECR Rubric ECR Exemplar School Calendar Grammar toolkit Scholastic Read Alouds Everyday Edits
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Week 1	Monday November 4, 2024	Tuesday November 5, 2024	Wednesday November 6, 2024	Thursday November 7, 2024	Friday November 8, 2024
TEK	E1.4(F) make inferences and use evidence to support understanding	<ul style="list-style-type: none"> No Students District Professional Learning Election Day 	E1.4(F) make inferences and use evidence to support understanding	E1.8(D) analyze how the author's use of language achieves specific purposes	E1.8(D) analyze how the author's use of language achieves specific purposes
Student Objective	Students will be able to make inferences about a poem and use evidence to support their understanding.		Students will be able to make inferences about a poem and use evidence to support their understanding.	Students will be able to analyze how the author's use of language achieves specific purposes by making inferences	Students will be able to analyze how the author's use of language achieves specific purposes by making inferences
Warm-Up	Sentence Structure E1.9(D)(i)		Sentence Structure E1.9(D)(i)	Sentence Structure E1.9(D)(i)	Sentence Structure E1.9(D)(i)
SCQ	What can the reader infer about the speaker based on the excerpt from these lines?		What is implied in lines ____ through ____ of the poem "____"?	How do lines ____ through ____ mainly contribute to the poem "____"?	How does the poet's use of sensory language in lines ____ through ____ help develop the idea of...?

Week 2	Monday November 11, 2024	Tuesday November 12, 2024	Wednesday November 13, 2024	Thursday November 14, 2024	Friday November 15, 2024
TEK	E1.6(D) analyze how the setting influences the theme	E1.7(B) analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms	E1.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	E1.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	E1.6(A) analyze how themes are developed through characterization and plot in a variety of literary texts
Student Objective	Students will be able to analyze how the setting influences the theme of a poem by making inferences.	Students will be able to analyze the structure, prosody, and graphic elements in a poem by making inferences.	Students will be able to analyze how the author's diction and syntax contribute to the mood, voice, and tone of a poem by making inferences.	Students will be able to analyze how the author's diction and syntax contribute to the mood, voice, and tone of a poem by making inferences.	Students will be able to analyze how themes are developed through characterization and plot in a poem by making inferences.
Warm-Up	Revising by Combining Sentences E1.9(C)	Revising by Combining Sentences E1.9(C)	Revising by Combining Sentences E1.9(C)	Revising by Combining Sentences E1.9(C)	Revising by Combining Sentences E1.9(C)
SCQ	How does the setting contribute to the main theme of the poem?	What do the ____ (i.e. indentations, parentheses, etc.) in the poem help to convey?	How does the poet's word choice in lines ____ and ____ contribute to the mood of the poem?	The language in line ____ contributes to the mood of the poem by—	Which event in the poem most directly contributes to the theme that...?

Week 3	Monday November 18, 2024	Tuesday November 19, 2024	Wednesday November 20, 2024	Thursday November 21, 2024	Friday November 22, 2024
TEK	E1.6(D) analyze how the setting influences the theme	E1.6(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils	E1.4(F) make inferences and use evidence to support understanding	E1.7(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire	E1.6(A) analyze how themes are developed through characterization and plot in a variety of literary texts
Student Objective	Students will be able to analyze how the setting influences the theme of a play by making inferences.	Students will be able to analyze how authors develop complex yet believable characters in a play by making inferences.	Students will be able to make inferences and use evidence to support their understanding.	Students will be able to analyze the function of dramatic conventions by making inferences.	Students will be able to analyze how themes are developed through characterization and plot in a play by making inferences.
Warm-Up	Revising by Improving Clarity E1.9(C)	Revising by Improving Clarity E1.9(C)	Revising by Improving Clarity E1.9(C)	Revising by Improving Clarity E1.9(C)	Revising by Improving Clarity E1.9(C)
SCQ	What do the stage directions in line lines ___ and ___ reveal about ___?	In lines ___ through ___, character ___ can best be described as—	Based on lines ___, what can the reader conclude about ___?	The stage directions in lines ___ through ___ emphasize that—	Which of these sentences expresses a theme that is developed in the play?

Week 4	Monday December 2, 2024	Tuesday December 3, 2024	Wednesday December 4, 2024	Thursday December 5, 2024	Friday December 6, 2024
TEK	E1.4(F) make inferences and use evidence to support understanding	E1.4(F) make inferences and use evidence to support understanding	E1.7(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire	E1.7(C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire	E1.8(E) analyze the use of literary devices such as irony and oxymoron to achieve specific purposes
Student Objective	Students will be able to make inferences and use evidence to support their understanding.	Students will be able to make inferences and use evidence to support their understanding.	Students will be able to analyze the function of dramatic conventions by making inferences.	Students will be able to analyze the function of dramatic conventions by making inferences.	Students will be able to analyze the use of literary devices such as irony and oxymoron to achieve specific purposes by making inferences
Warm-Up	Revising by Improving Transitions E1.9(C)	Revising by Improving Transitions E1.9(C)	Revising by Improving Transitions E1.9(C)	Revising by Improving Transitions E1.9(C)	Revising by Improving Transitions E1.9(C)
SCQ	The reader can infer that ___ is-	What can the reader infer about ___?	Which line of dialogue provides the best evidence that___?	Which action in the play is an example of dramatic irony?	Which of these is an example of dramatic irony in the play?

Week 5	Monday December 9, 2024	Tuesday December 10, 2024	Wednesday December 11, 2024	Thursday December 12, 2024	Friday December 13, 2024
TEK	Test Prep	ELAR Benchmark	Math Benchmark	Test Review	Poetry Project E1.7A - E1.8F
Student Objective					
Warm-Up					
SCQ					

Week 6	Monday December 16, 2024	Tuesday December 17, 2024	Wednesday December 18, 2024	Thursday December 19, 2024	Friday December 20, 2024
TEK	Poetry Project E1.7A - E1.8F	Poetry Project E1.7A - E1.8F	Poetry Project E1.7A - E1.8F	Poetry Project Votes	<ul style="list-style-type: none"> ● No Students ● Teacher Prep
Student Objective					
Warm-Up					
SCQ					