

Subject: English Language Arts

Grade: 7/8

Lesson Title: Story Starters, Transitions and Dialogue

Teacher: A. Willner

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

CC7.3—*Select and use the appropriate strategies to communicate meaning before (e.g., planning and organizing ideas to fit format), during (e.g. using transition words), and after (e.g., revising to eliminate unnecessary repetition) speaking, writing, and other representing activities.*

a. Progress through stages of the creating process (planning, drafting, revising, presenting) as needed.

b. Use several strategies before, during, and after representing, speaking, and writing including:

During:

- reflect, clarify, self-monitor, self-correct, and use a variety of “fix-up” strategies (e.g., make corrections based on feedback of others; compare with others and talk about the differences)

- experiment with communication features and techniques (e.g., experiment with different points of view)

CC8.3—*Select and use the appropriate strategies to communicate meaning before (e.g., plan, organize, and sequence ideas to fit purpose, point of view, and format), during (e.g., use and maintain appropriate point of view for audience and purpose), and after (e.g., revise final drafts and presentations to ensure that the format and patterns within that format contribute to the effectiveness of the composition) speaking, writing, and other representing activities.*

a. Demonstrate an understanding of the creating process by preparing (pre-writing), creating drafts, revising, and creating a final copy or product.

c. Use several strategies before, during, and after representing, speaking, and writing including:

During:

-reflect, clarify, self-monitor, self-correct, and use a variety of “fix-up” strategies (e.g., use clear transitions to increase flow and fluency)

-experiment with communication features and techniques (e.g., consider elements of style including tone, humour, imagery, and dialogue).

Key Understandings: ('I Can' statements)

-I can use transition words to make my writing more interesting and have a better flow.

-I can use a story starter that is interesting to get the reader's attention.

Essential Questions:

-What are ways that I can make my writing more interesting for my readers?

Stage 2: Determine Evidence for Assessing Learning

-Students are able to use transition words to make their writing more interesting and have a better flow.

-Students are able to demonstrate their understanding of dialogue rules through their writing

Stage 3: Build Learning Plan

Set:**Time: ~20 minutes**

1. Students will complete cloze notes on story starters and transition words.
2. Students will create a list as a class of what is needed when using dialogue in writing; they will copy it. Make sure it includes:
 - a. Put quotation marks around the words that actually come out of a person's mouth.
 - b. Punctuation goes inside the quotation marks.
 - c. Use commas or periods after dialogue tags depending on where they are in the sentence.
 - d. Capitalize the first word of what the person says.
 - e. Start a new paragraph each time a person speaks.
3. Go through 3-5 examples as a class of correcting dialogue.

Development:**Time: ~35 minutes**

1. Students will use this time to go through and edit their stories focusing on their story starters, transitions and dialogue.
2. If they have not finished their rough draft, they will have the rest of class to work on it.
3. If they are done their rough draft, they are to work on homework for other classes

Learning Closure:**Time: ~5 minutes**

1. Ask them: Why are transitions important in writing?
Why is the format of dialogue important in writing?
2. Remind them that their rough drafts are due on Monday.

Materials/Equipment:**Management Strategies:****Safety Considerations:****Possible Adaptations/
Differentiation:**

Stage 4: Reflection