



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 8

Lesson 5: Dialogue, Incidents, and Student Motivation

Focus Standard(s): RL.8.3

Additional Standard(s): RL.8.1, W.8.2, W.8.3, SL.8.1, L.8.2a-b, L.8.4

Estimated Time: 4-5 days

Text(s): [Excerpt from Speak](#) by Laurie Halse Anderson

Note 1: Consider choosing the following excerpts: “OUR TEACHERS ARE THE BEST . . .”, “SANCTUARY”, “ESPANOL”, “THE OPPOSITE OF INSPIRATION IS... EXPIRATION?”, “STUDENT DIVIDED BY CONFUSION EQUALS ALGEBRA”, “FIRST AMENDMENT”, “WISHBONE”, “PEELED AND CORED”, and “COLORING OUTSIDE THE LINES.”

Note 2: Be sure to choose one or more scenes in which she seems motivated and one or more scenes in which she seems unmotivated.

Resources and Materials:

- Handout 1.2: Performance Task Motivation Questionnaire
- Handout 1.3: Learning Targets for the Unit
- Handout 1.4: Performance Task Planning Sheet
- Handout 2.2: Analysis Lens 2
- [GIST Template](#) and/or a [Summary Template](#)
- [Speaking and Listening Tracker](#)
- [Discussion Stems](#)
- [Anchor Chart](#)
- [Choosing Details to Support a Provided Central Idea Organizer](#)
- [Frayer Model](#) (optional)
- [Anchor Chart](#)

Lesson Target(s):

Students will show understanding of the following concepts:

- Development of the theme can be traced through the characters' a) responses to and b) dialogue (both inner and outer) about the problems they face in the story.

Students will complete the following actions:

- In a written or recorded analysis, refer to dialogue and incidents in a passage to explain a character's level of motivation, a character's decision to perform/not perform a specific behavior, and a theme that is developed about motivation.
- Verbally explain with examples from his/her life or a hypothetical scenario about when, where, and why he/she can analyze actual dialogue and incidents to reveal motivation levels.
- Write a short narrative excerpt that includes dialogue and/or an incident that reveals a character's level of motivation and a theme about motivation.
- Discuss and write an explanation how the concepts and skills concerning dialogue and incident analysis (to reveal motivation levels) adds to their understanding of the performance task

Guiding Question(s):

- How does an author use dialogue and incidents to reveal aspects of a characters, explain a character's decision, and develop a theme?
 - How does an author use dialogue and incidents to reveal a character's level of motivation, explain a character's decision to perform/not perform a specific behavior, and develop a theme about motivation?
- How can the learner apply the narrative, dialogue, and incident analysis (to reveal motivation levels) to his/her own life?
- How can the learner apply the narrative, dialogue, and incident analysis (to reveal motivation levels) to his/her performance task?

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Conflict • Key Details • Narrative • Dialogue • See this section in Lesson 1 and 2 for review of other words. 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use an anchor chart to model to help student understand the meaning of words. <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words
<p>In-ConTEXT Vocabulary:</p> <ul style="list-style-type: none"> • See Activity 1. <p>Note: Words included as in-context are meant to aid in comprehension of the text through the instruction of context clue strategies. When assessing for student mastery of in-context vocabulary, assess students' ability to use strategies. See RL.4 AND L.4 in your grade level standards.</p>	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model the CPR context clue strategy. <input type="checkbox"/> Use an Anchor Chart to model how to use context clues to determine the meaning of words
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • See Activity 1. <p>Note: Words included for direct instruction are meant to aid in comprehension of the text. Decisions about vocabulary assessments and word walls are to be made based on individual needs of students.</p>	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or create movements/gestures to represent the meaning of the words
Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Anticipatory Set/Introduction to the Lesson

Have students draw a picture of what they think a classroom of unmotivated students looks like. Have them add thought and dialogue bubbles and discuss the incidents and actions in the classroom.

Note: Consider collecting them without names as possible data to explore in their upcoming research assignment.

Understanding Lesson Purpose and Student Outcomes

Explain to students that they will apply what they have learned about student motivation to examine the main character, Melinda, in literary text *Speak* and determine her level of motivation and some of the possible contributing factors to that level. They will use the information from the texts about student information to rewrite a scene in which her motivation level is low to depict her being highly motivated.

Activity 1: Fluency and Vocabulary Practice

Provide students with individual copies of multiple [Excerpts from Speak](#) by Laurie Halse Anderson.

Note: Be sure to choose one or more scenes in which she seems motivated and one or more scenes in which she seems unmotivated.

Explain to students that fluency and vocabulary are very important to the comprehension of a text, and to read effectively, they must attend to those needs.

Note: Before the lesson, determine the sentence(s) or section(s) that your students may struggle to read fluently. Provide a model read of just that sentence or section and have students echo it back right after you read it. Have students discuss why you are reading it in that way (e.g., the dash means the character was interrupted). Repeat the echo read one more time.

Have students search through the text for words that are unfamiliar to them. If it is a word that has clear context clues, teach students a strategy to determine the meaning of the word from the context clues. See the strategies listed in the “Strategies for Teaching How to Determine Meaning from Context Clues” section above the instructional plan. If it is a word that contains no context clues, use one of the strategies from the “Instructional Strategies for Direct Instruction Text Vocabulary” listed in the

vocabulary section above the instructional plan.

Option Note: You may choose to form small groups in which students practice these and additional skills. One group can be a teacher-led group for students based on student needs.

Activity 2: First Read

T: By identifying the incidents of a story, you can often trace how the characters and theme develops over the course of the text. What happened in this story? You will read the story and draw thumb-nail sketches of what is happening in the story. Be sure to include important dialogue wherever necessary.

Have students read silently through one of [Excerpts from Speak](#) by Laurie Halse Anderson, stopping periodically to draw thumb-nail sketches of what is happening in the excerpt. Model an example of the beginning of an excerpt if students are struggling.

Have students share by working together (possibly combine sets of pictures or revise one person's set) to create a storyboard of events of the story and the actions of the characters. Tell students to be sure to include important narrative and dialogue wherever necessary.

Differentiation Option: Allow students to choose how they want to create a storyboard: paper/pencil/colors, digitally with images from online placed in another document, digitally with an app or program, through recorded movements of students pretending to be characters, with still-shot pictures of students pretending to be characters, or a teacher-approved student suggestion.

Activity 3: Second Read

T: Knowing the main characters and their “personalities” is key to identifying the theme. You can determine their personalities by analyzing the narrative, the dialogue, their actions, the way they respond to each other and events.

Think-Write-Share: Choose one or more of the excerpts and provide answer the following questions:

1. Who were some of the main characters? List the names of the main characters and one adjective word or phrase to describe them.
2. What is Melinda's level of motivation in this class?

3. What particular lines (of narrative or dialogue) or incidents reveal her level of motivation?
4. Based on the previously-read texts about student motivation, what could be contributing to her motivation level? Use evidence from the anchor text can further support your analysis.
5. Compare a scene in which she seems motivated to a scene in which she seems unmotivated. Discuss the differences between what could be contributing to her motivation level in both scenes.

Activity 4: Third Read

T: Let's reread a scene for the third time. This time, you will be reading to determine how to rewrite a scene. Use the information from the texts we have read about student information to rewrite a scene in which her motivation level is low to include factors that show her as highly motivated.

Provide these guiding questions to help students think like a writer:

- What factor is contributing to her low level of motivation in this scene, and how can I change that factor to one that will contribute to a higher level of motivation?
- How can I use dialogue in the same way the author does to reveal Melinda's level of motivation?
- How can I use narrative in the same way the author does to reveal Melinda's level of motivation?
- How can I use incidents in the same way the author does to reveal Melinda's level of motivation?

Activity 5: Grammar in Context

Have student examine the way in which the Laurie Halse Anderson uses ellipses, dashes, commas, and various sentence structures. Have the students discuss the impact on the reader and have them revise their narrative to include ellipses, dashes, commas, and various sentence structures like Laurie Halse Anderson does.

Activity 5: Application to Performance Task

T: How can we apply what we learned today about student motivation to our performance task?

Direct students to add ideas to their **Handout 2.2**.

Note: Students may need to be provided with an extra copy to continue adding.

Reflection and Closing

Have students reflect on how they accomplished learning targets.

Homework

No Homework

For training or questions regarding this unit,
please contact:

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