

LESSON PLAN

Character Clash: A Minilesson on Paragraphing and Dialogue



Grades	6 - 8
Lesson Plan Type	Minilesson
Estimated Time	50 minutes
Lesson Author	 Traci Gardner Blacksburg, Virginia

Publisher



STANDARDS

COMMON CORE STANDARDS

This resource has been aligned to the Common Core State Standards for states in which they have been adopted. If a state does not appear in the drop-down, CCSS alignments are forthcoming.

Kentucky



8



KY.CC.8.RL.

Reading Standards for Literature

Craft and Structure

8.RL.4.

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

KY.CC.8.W.

Writing Standards

Text Types and Purposes

8.W.3.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

8.W.3.a.

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

8.W.3.b.

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

8.W.3.d.

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

- 8.W.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Production and Distribution of Writing**
- 8.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 8.W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 8.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

For a more in-depth look at CCSS that align to this resource, visit the full version of the [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#).

NCTE/IRA NATIONAL STANDARDS FOR THE ENGLISH LANGUAGE ARTS

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

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