The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for Unit 1 – 8th Grade

Grade: 8
Topic: Three Part Dialogue
Instructional unit: Research Process/Narrative Writing Techniques

The task:
In the elements of an effective memoir, students have learned that one of the most effective elements is that of dialogue. One way that writers create believable characters is by the conversations they have. Therefore, students will participate in a three part process that creates: (1) what is said, (2) who said it, and (3) accompanying gestures or actions by the speaker. The most crucial part of this process is the third part; it establishes the tone and mood of the dialogue.

The student will be given the first two parts of the dialogue. Next, the teacher will spin an “emotion wheel” in which several emotions are identified. The students must then use that emotion to define the actions that accompany the dialogue (e.g., slamming the door, hands on hips, rolling eyes, crossing eyes, etc.) by delivering the line in the reading that the emotion demonstrates.

Differentiation options:
1. Provide examples of the dialogue connected to actions.
2. Allow students to complete dialogue in comic strips based on the action.

Focus Standard:
ELA8LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.
c. Shows appropriate changes in delivery (e.g., gestures, expression, tone, pace, visuals).
d. Uses language for dramatic effect.

ELA8C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student
e. Demonstrates appropriate comma and semicolon usage (compound, complex, and compound-complex sentences, split dialogue, and for clarity).

ELA8W2. The student demonstrates competence in a variety of genres.
e. Develops complex major and minor characters using standard methods of characterization.
f. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, varied sentence structures, and specific narrative action).

ELA8R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
h. Analyzes and evaluates how an author’s use of words creates tone and mood and provides supporting details from text.
Circumstances of the assignment/Notes to the Teachers:
Teacher will need to have collected or created several pieces of dialogue that clearly show the three part process.

The teacher can create his or her own “emotion wheel” with desired emotions. Also, see attached for example.