

English Language Arts Lesson Plan Middle School

Objective	The students are going to write a short fictional story, in their perspectives, of how the people during the early 1900's felt about Spindletop.
TEKS	<p>§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.</p> <p>(b) Knowledge and skills.</p> <p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p>(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;</p> <p>(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;</p> <p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p>(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 interests;</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</p> <p>(ii) developing an engaging idea reflecting depth of thought with specific facts and details;</p> <p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;</p> <p>(C) analyze how playwrights develop characters through dialogue and staging;</p> <p>§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.</p> <p>(b) Knowledge and skills.</p> <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p> <p>(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.</p> <p>§110.20. English Language Arts and Reading Grade 8</p> <p>(b) Knowledge and skills.</p>

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) listen actively to interpret a message and ask clarifying questions that build on others' ideas;
- (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;
- (C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and
- (D) engage in meaningful discourse and provide and accept constructive feedback from others.

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;
- (B) use context such as contrast or cause and effect to clarify the meaning of words; and
- (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.

§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.

(b) Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) listen actively to interpret a message by summarizing, asking questions, and making comments;

(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;
- (B) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;

(C) analyze how playwrights develop dramatic action through the use of acts and scenes;

STAAR

D

2 The idea of storing seeds has been discussed by global organizations since the 1980s. Dr. Cary Fowler, who was president of the Global Crop Diversity Trust at the time of the vault’s creation, explained that construction plans for such a vault began to come together shortly after several natural disasters devastated global food crops. Fowler and his agency want to collect and safely store seeds to make sure they do not disappear in the future. He and other scientists are concerned that plant diversity is rapidly diminishing. “We are losing biodiversity every day,” Fowler explains. “It is kind of a drip, drip, drip—it’s also inevitable. We need to do something about it.” When a type of food is no longer grown because of a natural disaster, such as a flood, or because it becomes unpopular or too expensive to grow, it can disappear from stores and kitchens forever. The Global Crop Diversity Trust wants to prevent this by preserving as many varieties of seeds as possible. The assortment at the vault ensures that food supplies can be maintained or replenished if necessary.

28 I was getting woozy with information overload. Me and sock monkeys made of the same stuff? It was too much to digest. So I retreated to the one conclusion I had managed to extract from all this. “So . . . Jim . . . like, I’m unsmashable?”

4 Read this sentence from paragraph 4.

And he would explain it to me, and though I couldn’t really understand, still I would feel something, a cool fizzing behind my ears, because I was feeding off his astonishment.

F

The sensory language in this sentence highlights the narrator’s —

F optimism

G confusion

H excitement

J discomfort

J

8 Read the information about the origin of the word replenish.

from Latin *plenus*, meaning "full"

This information helps the reader understand that replenished in paragraph 2 means —

- F** built up again
- G** highly valued
- H** properly managed
- J** correctly used

10 Read these sentences from the selection.

*"We are losing biodiversity every day," Fowler explains.
"It is kind of a drip, drip, drip—it's also inevitable."*

The comparison in Fowler's statement helps the reader understand that —

- F** few people realize the consequences of losing seed varieties
- G** seed varieties are lost slowly, but the loss accumulates over time
- H** many seed varieties have been lost as a result of natural disasters
- J** scientists think seed varieties could be saved through improved agricultural practices

J

F

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12 Read the dictionary entry below.

critical \ˈkri-ti-kəl\ *adj*
1. relating to a stage of illness **2.** tending to evaluate unfavorably **3.** needed to serve a purpose **4.** using careful judgment

Which definition best fits how critical is used in paragraph 1?

F Definition 1

G Definition 2

H Definition 3

J Definition 4

1 Deep beneath the permafrost about 600 miles from the North Pole, a concrete chamber is keeping a treasure safe. The vault is hidden 390 feet inside a mountain in Norway’s remote Svalbard Islands. This isolated location ensures that the treasure concealed in the vault will remain untouched by any human or natural disaster. The vault was built to withstand bomb blasts and earthquakes, but the treasure it shields is not what you might expect. This vault was not built to store precious gems or gold bars. It was designed to store something even more valuable and critical to our very survival—food. This vault is sometimes called the Fort Knox of food.

Struggling Learners	<ul style="list-style-type: none"> • The struggling learners may write about the personal attributes of how the people felt about Spindletop. • The struggling learners may write between 1-2 pages.
Advanced Learners	<ul style="list-style-type: none"> • The advanced learners will write about the economical, physical, political, and personal attributes of how the people felt about Spindletop. • The advanced learners will write 5-7 pages.
Helpful Links	Ocean Energy Spindletop
Engage	<p>The students will come in with visuals all over the room. Once everyone is in the room the teacher will play the video of Spindletop. After the video, there will be an open floor discussion over what Spindletop was, how it was created, and how is it utilized today.</p>
Explore	<p>The students will write down, or be provided a powerpoint, of key points over Spindletop. These key points are the dates, topographical key areas, terrain, the businesses in the area, and more. The</p>

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	students will have five minutes to brainstorm over how they are to create a fictional story of the Spindletop and how it affected the surrounding areas.
Explain	This will be the time that any reteaching should be done. This allocated time is for any students that need further guidance or any clarification. The students should write between 3- 5 pages.
Elaborate	Students will be given the majority portion of the period to complete their writing. This is the time that the teacher should be in the power zone. By being in the power zone, this should help eliminate any further questions or clarification, that may arise.
Evaluate	If students complete their essay, they may turn in their work. If they did not finish their work they must take it home for homework. (If the teacher has time to spare the next instructional day, they may allow for 10-15 minutes, or more, of continued work.