

*Important Concepts . . .*

# Preview Review



***Language Arts***

***Grade 8***

***W2 - Lesson 1: Short Story Elements I***

## Important Concepts of Grade 8 Language Arts

W1 - Lesson 1 .....	Literary Techniques
W1 - Lesson 2 .....	Poetic Elements
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W1 - Quiz	
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W3 - Lesson 2 .....	Persuasive Writing
W3 - Lesson 3 .....	Essay Writing
W3 - Lesson 4 .....	Persuasive Essay Writing
W3 - Quiz	

## Materials Required

### Textbooks:

1. *ResourceLines* 7/8
2. *SightLines* 8

Language Arts Grade 8

Version 5

Preview/Review W2 - Lesson 1

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# **Preview/Review Concepts for Grade Eight Language Arts**



***W2 - Lesson 1:  
Short Story Elements I***

# OBJECTIVES

By the end of this lesson, you should

- recognize, understand, and be able to draw a diagram representing the plot structure of a short story, including introduction, rising action, climax, falling action, and resolution and/or denouement
- recognize, understand, and explain the elements of a short story, including setting, characters, and plot
- identify and explain character qualities and motivations using evidence from the text
- understand the correct usage of quotation marks and incorporate them into your own work

## GLOSSARY

**climax** - the turning point; the most intense moment - either mentally or in action

**falling action** - all of the action that follows the climax

**introduction** - the start of the story; the situation before the action starts

**resolution and/or denouement**  
- the conclusion, the tying together of all of the aspects of the story

**rising action** - the series of conflicts and crises in the story that lead to the climax

## Welcome to W2 – Language Arts 8: Preview/Review

Welcome! This Preview/Review course will help you master key elements in the Grade 8 Language Arts curriculum. The key elements are divided into specific skills or tools. Understanding these elements and being able to put them into practice helps make you a better communicator. They help you be a better writer, reader, listener, presenter, and viewer.

These skills also assist you in other courses because you are often required to share information by sending it to and receiving it from others. Communication skills are necessary for learning in any subject or context.

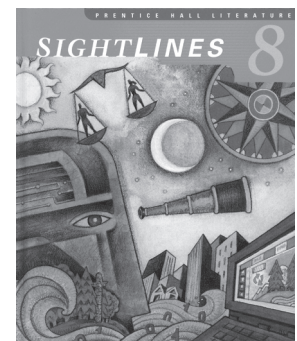
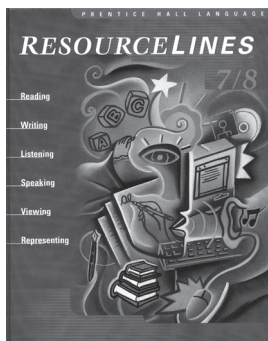
Some of the tools, such as similes, may be familiar to you and you will use them with confidence. Others, such as coherence, may require more practice before you can use them effectively. All the tools and skills in these lessons are necessary for you to become a more careful, thoughtful, and powerful communicator.

These lessons, which focus on specific skills or tools, are organized into a variety of exercises and end with a review of the week. The review is designed to help assess your understanding of the concepts you previewed or reviewed and to see where more learning might be required.

You may be working on these lessons on your own, or you may be in a classroom situation. If you are in a classroom situation, your teacher may choose activities for you to do in pairs or groups.

The textbooks *SightLines 8* and *Resource Lines 7/8* are necessary to complete some of the assignments.

Each lesson contains a Learning Log to help you think about your learning process. You will identify main points covered in the lesson and questions to help focus your learning. Record them in the Learning Log. This process helps ensure you have understood all the concepts studied.



## W2 - Lesson 1: Short Story Elements I

### Quotation Marks

**Quotation marks** enclose a direct quotation – a speaker’s exact words. Remember to begin a new paragraph for each new speaker’s words.

Example:

- “Come on,” said Jack, “Let’s go to the movie.”
- “OK,” replied Bob, “What’s playing?”
- “Planet of the Apes,” said Jack. “I heard it is very good.”

### Activity 1

Rewrite the following sentences, adding quotation marks where needed.

1. Are you sure we go this way questioned the group.

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2. Maybe, said Mr. Smith, I will go on Sunday.

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3. His exact words were, Be home by nine.

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**Quotation marks** are used to enclose the titles of magazine articles, short stories, poems, songs, and television and radio programs.

**Example:**

- Have you read the poem “The Road Less Travelled”?

## Activity 2

Rewrite the following sentences, adding quotation marks where needed.

1. Did you read the short story Night Hawk?

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2. The magazines Time and Sports Illustrated are delivered to our house monthly.

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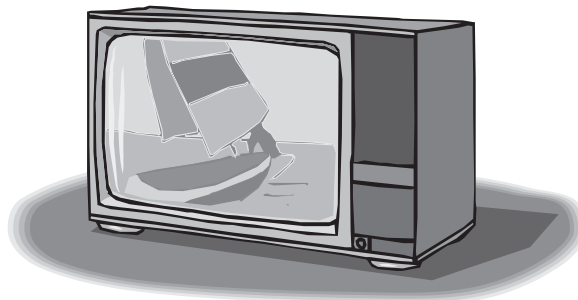
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3. The show Extreme Makeover: Home Edition is very popular.

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**Quotation marks** can also be used in place of italics or underlining to indicate a word that is being defined or explained, and to distinguish words within sentences.

Example:

- Do not use the word “stuff” in your answer; be more specific.

### Activity 3

Rewrite the following sentences, adding quotation marks where needed.

1. Did you spell the word eccentric correctly?

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2. I decided to use the word great instead of good in the sentence.

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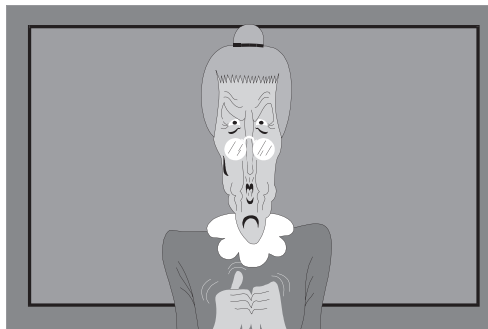
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3. The one time I began a sentence with because my teacher was not pleased.

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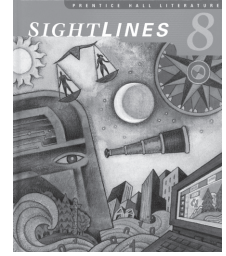
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## Reading and Comprehension

Turn to page 51 in *SightLines 8*. Read the story “Catch” by Sarah Ellis. As you are reading, answer the following questions:



### Activity 4

1. What are Rita and Aunt Darlene celebrating?

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2. What event happens as they are about to leave the shop?

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3. How does Rita get to her music practice?

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4. What happens during Rita's music practice?

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5. What happens in the underground parking lot?

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6. Who saves Rita?

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## Activity 5

Fill in the information on the following chart.

Setting: \_\_\_\_\_

\_\_\_\_\_

Characters: \_\_\_\_\_

\_\_\_\_\_

### Plot Structure

Introduction: \_\_\_\_\_

\_\_\_\_\_

Rising Action: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Climax: \_\_\_\_\_

\_\_\_\_\_

Falling Action: \_\_\_\_\_

\_\_\_\_\_

End/Dénouement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Activity 6

This activity requires you to identify and describe the qualities and motivations of the two main characters in “Catch” – Rita and Aunt Darlene. You must support your opinions with evidence from the story.

1. Re-read pages 52 and 53.

a. Describe Rita’s character on these two pages.

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b. Why did Aunt Darlene stop to help the old man find his dog? What does this tell you about her character?

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2. Re-read pages 54 to 56, stopping at “Whatever you did tonight, bottle it for the concert.”

a. Why did Aunt Darlene loan her car to Rita?

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b. Describe Rita's attitude as she drives to her practice and parks the car.

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c. How does Rita feel about the other wind instrument players?

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d. How does Rita's music practice affect her mood?

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3. Re-read pages 56 to 58, stopping at "...and stick to buses for the rest of my life."

a. Is Rita's behaviour during this incident believable? Explain.

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- b. Why did Aunt Darlene make Rita go driving with her?

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4. Re-read the rest of the story.

- a. What does Aunt Darlene's choice of attire for the concert tell you about her personality? Explain.

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- b. Why does Aunt Darlene use complex vocabulary and sentence structure when she addresses the whiny woman who had cornered Rita's dad?

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- c. Why does Aunt Darlene complain about sore feet when it is time to go home?

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- d. Who do you think are the "others"? Explain.

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## Learning Log

Take time to reflect on and record your learning process for this lesson.

1. What do I know about:

a. Setting

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b. Plot structure

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c. Characters

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2. How can I improve my understanding of short stories?

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