Grade 4: Module 2B: Unit 3: Lesson 9

Revising Narrative Texts: Including Dialogue

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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| I can use dialogue and descriptions to show the actions, thoughts and feelings of my characters. (W.4.3a)I can use commas and quotation marks to identify speech and quotations from a text. (L.4.2b)I can use transitional words and phrases to show the sequence of events in a narrative text. (W.4.3b) |
| Supporting Learning Targets | Ongoing Assessment |
| * I can identify the parts of my narrative that would benefit from added dialogue.
* I can revise my narrative to strategically add dialogue.
 | * Choose-your-own-adventure narrative (annotated first draft)
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| Agenda | Teaching Notes |
| 1. Opening
	1. Reviewing Learning Targets (10 minutes)
2. Work Time
	1. Guided Practice: Annotating Millipede Draft for Use of Dialogue (10 minutes)
	2. Partner Work: Identifying Where to Add Dialogue to Narratives (10 minutes)
	3. Modeling: Writing Dialogue for the Millipede Narrative (10 minutes)
	4. Independent Practice: Writing Dialogue (15 minutes)
3. Closing and Assessment
	1. Sharing and Debriefing (5 minutes)
4. Homework
	1. Finish revising for dialogue.
 | * In this lesson, students record notes for their ideas for dialogue in Work Times A and B. In Work Time C and D, they add the dialogue using correct conventions.
* Consider a quick pre-assessment to gauge whether your students already know how to use quotation marks effectively. If so, consider accelerating Work Time C.
* Consider giving students their own copy of the Writing Dialogue anchor chart to refer to and keep in their writing folders.
* Teaching and learning to write dialogue is challenging. A possible extension to this lesson might be for students to have a conversation in groups and practice writing that dialogue together.
* If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print colored some copies. Go to EngageNY.org or commoncoresuccess.elschools.org and search for 4th grade, Module 2B, Unit 3 lessons.
* In advance:
	+ Prepare the Millipede Narrative draft with purple annotations to model where you would include dialogue and why.
	+ Display Writing Dialogue and Steps for Revising My Writing anchor charts (from Unit 2, Lesson 10).
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| Lesson Vocabulary | Materials |
| dialogue, speech, quotations, strategically | * Choose-Your-Own-Adventure Narrative Rubric (from Lesson 3; one per student and one to display)
* Equity sticks
* Document camera
* Writing Dialogue anchor chart (from Lesson 8)
* Millipede Narrative draft (from Lesson 6)
* Steps for Revising My Writing anchor chart (from Unit 2, Lesson 10)
* Purple colored pencils (one per student)
* Millipede Narrative Draft (Revised; For Teacher Reference)
* Choose-Your-Own-Adventure narrative (first draft) (from Lesson 7; one per student)
* *Can You Survive the Wilderness?* (book; one for display and teacher read-aloud)
* Photocopies of pages 57–59 of *Can You Survive the Wilderness?* (from Lesson 9)
* Sticky notes (several per student)
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| Opening | Meeting Students’ Needs |
| **A. Reviewing Learning Targets (10 minutes)*** Invite students to take out their copies of the **Choose-Your-Own-Adventure Narrative Rubric** and read the second criteria box for “Ideas” to themselves:
	+ “I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters.”
* Review vocabulary from this criterion by asking:
	+ “What do we mean by *dialogue*?”
* Listen for responses such as: “Dialogue is what characters say or think in a story.”
* Remind students that they started talking about this in the previous lesson.
* Invite students to read the “Meets,” “Partially Meets,” and “Does Not Meet” descriptions for this target and answer any clarifying questions students may have.
* Invite students to read the second criteria box for “Conventions” to themselves:
	+ “I can use correct conventions in my writing.”
* Review vocabulary from this criterion by asking:
	+ “What do we mean by *conventions*?”
* Listen for responses such as: “These are the rules of writing for punctuation and capitalization.”
* Ask:
	+ “What do we mean by *speech* and *quotations*?”
* Listen for responses such as: “Speech is what the characters say or think, and quotations are phrases or sentences copied directly from our research.”
* Read the second criterion for “Meets” for this target:
	+ “I correctly use commas and quotation marks to identify speech and quotations from a text.”
* Tell students that there is a specific way to punctuate dialogue in texts and that they will need to learn these conventions in order to include dialogue in their narratives.
* Post and read aloud the learning targets:
	+ “I can identify the parts of my narrative that would benefit from added dialogue.
	+ “I can revise my narrative to strategically add dialogue.”
 | * Reviewing the rubric based on the learning targets outlined from the standards allows students to get a clear picture of how they can meet these targets as they write their narratives.
* Discussing and clarifying the language of learning targets helps build academic vocabulary.
* In Lesson 8, students examined an excerpt from the text *Can You Survive in the Wilderness?* for models of dialogue. Consider providing additional models from other texts students have read as a class. Students will benefit from seeing multiple models of how authors use dialogue in narrative texts.
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| Opening (continued) | Meeting Students’ Needs |
| * Ask students what they know already about these targets. Give students a chance to talk with a partner about their thinking and then cold call students using **equity sticks**.
* Ask the class to identify parts of the learning targets that are unfamiliar or confusing. Pay particular attention to the meaning of the word *strategically* as you clarify the meaning of the targets with students.
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| Work Time | Meeting Students’ Needs |
| **A. Guided Practice: Annotating Millipede Draft for Use of Dialogue (10 minutes)*** Display the **Writing Dialogue anchor chart** (started in Lesson 8) and review why authors use dialogue and how they use it strategically. Explain to students that today they will have a chance to decide where to include dialogue into their narratives.
* Display the **Millipede Narrative draft** from Lesson 6. Tell students that now that they have a good understanding for how authors use dialogue strategically, that you would like them to help you plan for adding dialogue to the millipede narrative. Review the **Steps for Revising My Writing anchor chart**:
1. Choose the correct colored pencil. Today’s color is \_\_\_\_\_.
2. Decide where you are going to add a revision note based on feedback or new learning.
3. Write your revision note in the space above the sentence you want to change.
4. Read through your entire narrative and continue to record your revision notes.
5. Review your revision notes to be sure they make sense.
* Tell students that today they will be adding revision notes using **purple colored pencils**. Tell students that first you will read them your draft so they can help you decide where dialogue might be used strategically.
* Read the draft aloud to students. Ask them to turn to a neighbor and share where they think dialogue could be added and why it should be added right there. Use equity sticks to call on students to share their thinking.
 | * The Millipede Narrative draft is the same draft written in Lesson 6. See teaching note at the beginning of this lesson and supporting materials.
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| Work Time (continued) | Meeting Students’ Needs |
| * After several students have shared their suggestions, demonstrate how you would annotate your paragraph using a colored pencil. Use an asterisk in the space above a sentence where dialogue will be added to describe what will be added (and add the dialogue later). For example, above the sentence “He was used to the sound of the bubbling stream, but a splash meant something different—something was coming closer to him,” you might add: “The millipede will wonder to himself what made that noise.” See the **Millipede Narrative Draft (Revised; For Teacher Reference)** in the supporting materials of this lesson for possible revisions.
* Remind students that they won’t actually write dialogue yet. Their purpose is just to find places where including dialogue might make their narrative stronger.
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| **B. Partner Work: Identifying Where to Add Dialogue to Narratives (10 minutes)*** Have students take out their **choose-your-own-adventure narrative (first draft)**. Partner them with a student from a different expert group and post the following directions on the board:
1. Read your narrative to your partner.
2. Partner listens for areas where dialogue might be added.
3. Partner shares suggestions based on the Writing Dialogue anchor chart.
4. Switch roles and repeat.
5. Follow the Steps for Revising My Writing anchor chart to record revision notes for adding dialogue to your narrative.
* Tell them to use the Writing Dialogue anchor chart as a guide when deciding where to add dialogue to their drafts and for what purpose. Circulate and support students as needed in recording their ideas on their drafts.
 | * ELL students might need extra support in deciding where to add dialogue. Consider partnering ELL1s with ELL2s who speak the same home language or scheduling conferences with these students.
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| **C. Modeling: Writing Dialogue for the Millipede Narrative (10 minutes)*** Bring students back together and refer to the Writing Dialogue anchor chart. Remind them that in the last lesson, they used models of narratives to see how authors used dialogue strategically. Tell them that now they will examine the mentor texts to look at the conventions for writing dialogue.
* Display page 58 of ***Can You Survive the Wilderness?***and have students take out their **photocopies** of the same page**.** Focus studentson the fourth paragraph (starting with: “Hello!” they shout. “Are you OK?”) through the end of page 59. Read this section aloud to students as they follow along.
* Ask them to look closely at the text. Ask them to turn to a partner and share what they notice about the dialogue in this section of the text.
 | * You may choose to have students do this individually or with a partner for added support.
* If you do not have enough sticky notes for students, consider having them use index cards or a separate sheet of writing paper.
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| Work Time (continued) | Meeting Students’ Needs |
| * Have pairs share out. Help them to see the following conventions and add to the Writing Dialogue anchor chart:
	+ The words spoken by characters begin and end with quotation marks.
	+ Dialogue can be a whole sentence or just a part at the beginning, middle, or end.
	+ New paragraphs are started when a different character is speaking.
	+ Sentences with dialogue often contain words such as *shouted* and *said*.
* Next, display the Millipede Narrative draftwith your annotations for where to add dialogue. Explain that now you would like them to write the dialogue they just planned for using correct conventions.
* Tell students that now you would like to model how to you would like them to do this. Think aloud about how you will use your annotated notes to write dialogue. For example: “If I look at my notes here, I know I want to have the millipede wonder to himself what made that noise. So I think I will have him think something like ‘What was that?’” Using a **sticky note,** write your dialogue (“What was that?” he thought to himself.) Be sure to point out the conventions used specific to writing dialogue—the quotation marks, the question mark, and the lowercase “h” in “he.”
* Ask students to point out which conventions you used when writing this dialogue.
* Point out that the dialogue you have written sounds authentic. Your character did not use any modern slang such as “Huh?” He also used language that showed he was alert because most animals pay close attention to their surroundings. Explain that as they write their dialogue today, they need to pay attention to the conventions and to scientific accuracy whenever they are adding to their writing.
* Ask student to recall the steps you took to write your dialogue and record these steps on the board. Students should observe the following steps in your modeling:
1. Read all your revision notes for adding dialogue (in purple).
2. Locate the first place you plan to add dialogue marked with a purple asterisks.
3. On a sticky note, write the dialogue you want to add to that place using correct conventions (and scientific accuracy).
4. Continue to write dialogue for each place you have planned to add it.
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| Work Time (continued) | Meeting Students’ Needs |
| **D. Independent Practice: Writing Dialogue (15 minutes)*** Tell students that now they are ready to write the dialogue they want to add to their narratives using correct conventions.
* Distribute sticky notes and have students go back to their choose-your-own-adventure narrative (first draft). Remind them to follow the steps you modeled using their sticky notes. Remind them also to refer to their research if needed to ensure their dialogue is based on that research.
* Confer with students as they write dialogue.
 | * Consider having students check the conventions of their dialogue with you or a partner if they finish early.
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| Closing and Assessment | Meeting Students’ Needs |
| **A. Sharing and Debriefing (5 minutes)*** Have students select one piece of dialogue they added to their narratives to share with a partner. Once students have shared, ask them to discuss:
	+ “How did adding dialogue improve your narrative?”
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| Homework | Meeting Students’ Needs |
| * Finish revising for dialogue.
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Supporting Materials

**Millipede Narrative Draft**

(Revised, for Teacher Reference)

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| Name: |
| Date: |

Whoosh!

Crunch crunch!

Chirp! Chirp! Tweet! Chirp!

Marty the millipede listened to the sounds of his habitat as he inched along the forest floor. He was searching for a good, crunchy leaf to eat. His 120 legs marched slowly as his segmented body moved across the ground. He heard the rustling of the leaves in the trees around him, and the water of the stream tumbling by. A squirrel sniffed some moss on the root of a nearby maple tree before scampering up. Marty noticed a leaf on the ground by its trunk and started nibbling it.

Across the stream, a warty Toad spotted marty. The toad was searching for his lunch and thought Marty would make a delicious meal. He hopped across the stream, making a little splash.

Marty looked up nervouslee. \*\* please make new paragraph about this -“What was that?” he thought to himself. He was used to the sound of the bubbling stream, but a splash meant something different—something was coming closer to him.

Once on the other side of the stream, the toad croaked a little ribbit sound.

“Ribbit! Ribbit!”

Marty froze. A ribbit could only mean one thing—a hungry toad was close! He looked around. There it was by the stream! He knew he had to do something, and quick, or else the threatenin toad would gobble him up for lunch!

Choice #1 Choice #2

If Marty oozes poison,

turn to page 5.

If Marty rolls into a ball,

turn to page 4.