

14: 6th ELA Written Dialogue PreInt

Teacher: I chose this lesson because it's part of the Springboard Embedded Assessment, and that requires students to write a narrative using a personal incident, and they've also been working on dialogue. Actually, that was a couple of weeks ago. Actually, it's a good refresher for them because yesterday, I noticed that when I was looking at their drafts, they had improperly formatted dialogue, the commas were in the wrong place, or they forgot their commas, they didn't have their capitalization, quotation marks were in the correct order, and even their ... they reverted back to the "said," "said," "He said," "She said."

My goals for my students would be to properly create formatted dialogue, and it's part of the Common Core State Standards where they're writing a narrative using effective techniques. Also, in the Springboard Embedded Assessment Rubric, it said that students will use the correct conventions. We demonstrate correct conventions of standard English and also use dialogue tags. Thinking about the depth of knowledge, my students would be able to create. Actually, they're doing it backwards, so they're going to create improperly formatted dialogue, and then they're going to trade it with a partner, a peer [00:02:00], and they're going to apply the knowledge of dialogue in order to correct their peer's sentences.

Actually, the kids are going to be working in small groups, and they're going to come up with dialogue tags. I'll circulate around the room and informally assess the students, seeing if they understand what a dialogue tag is and where they can go for resources, and then individually, students ... after they traded their peer's incorrectly formatted dialogue and they correct it, they're going to edit their work, and that's going to be there to get on the door. Before they leave, they have to show me a correctly ... at least one correctly ... properly corrected dialogue.

My expectations, I'm going to give it at the beginning of the class, so I'm going to tell the students that we're going to be working in the whole group, and then also in small group. My expectations for the whole group would be students are focused, they follow directions, and then in the small groups, they'll be participating, they'll listen to each other, and they'll show respect for each other. Then, to make sure that they're on task, so like managing the classroom behavior, I'll circulate around the class and use effective teacher proximity, making sure that students weren't off-task. I'll go, and monitor them, and guide them. [00:04:00].

When they're working together in their group, the first part will be on, "What are the conventions?" They'll create a circle map or any thinking map that they want to show the conventions of dialogue, and then the second time, they'll be doing maybe a tree map, and the question would be, "What other words can you substitute for the word 'said' as a dialogue tag?"

I think it's engaging because it's not a whole class type of lesson. The students were working in small groups, and so I think in a small group of three or four, the kids will

have more of a voice, they feel more comfortable, being able to participate in the activity.

I think it's relevant because in everyday conversation, the kids always say things like, "My mom said," or "My friend said," or even writing their dialogue, they'll say, "'Something, something, something,' he said," or "She said," I think this will help them come up with better dialogue tags, and even the sentence structure, and it will make their writing more interesting and more effective. It will capture their reader's attention better.