

In **Teach/Model**, introduce the lesson topic with an **Anchor Chart**, show examples from the mentor text, and model using your own writing or the provided **Sample Text**.

Lesson 13

Teach/Model

Introduce dialogue using Anchor Chart 13. Use the anchor chart to explain why writers use dialogue and how they help readers keep track of who is speaking.

Use *Yard Sale* to show examples of dialogue. Read aloud the following examples of dialogue in *Yard Sale* and explain the purpose of the dialogue.

Example 1 (page 4)

- Explain that the dialogue helps bring the characters to life. They don't say much, which advances the story by showing how Callie and her parents aren't happy about moving to the new apartment.
- Point out the dialogue tags that show who is speaking.

Example 2 (page 9)

- Tell students the dialogue reveals that Callie put crayon marks on the headboard of her bed. This advances the story by adding details.
- Point out the quotation marks and the paragraph breaks that indicate there is a new speaker.

Model using dialogue. Use your own personal narrative or **Sample Text 13a** and **13b** to show students how to use dialogue to add details and advance the story. Point out your use of quotation marks, dialogue tags, and paragraph breaks.

Active Engagement

Have students practice using dialogue.

- Have students choose a piece of narrative writing from their **writer's notebooks** that would benefit from some dialogue or better dialogue.
- Tell students to star a few places where they might add or revise dialogue to advance the story and help readers understand the characters and their relationships better.
- Ask a few students to share how they decided which places to star in their writing.

Optional Shared Writing

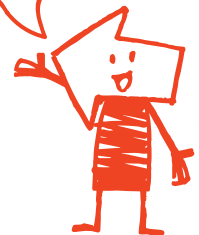
(15 min.)

- Tell students that today they will spend time writing dialogue for a personal narrative together.
- Invite the class to choose a writing topic that will work well in the personal narrative genre, such as moving to a new city, the first day of school, or going on a trip.
- Have students turn and talk about their topic ideas.
- Select one idea and announce it to the class.
- Ask students to suggest sentences for a lead for the personal narrative. Encourage them to suggest dialogue that brings characters to life and adds details to the events. Write their ideas on the board. Model using quotation marks and dialogue tags correctly.

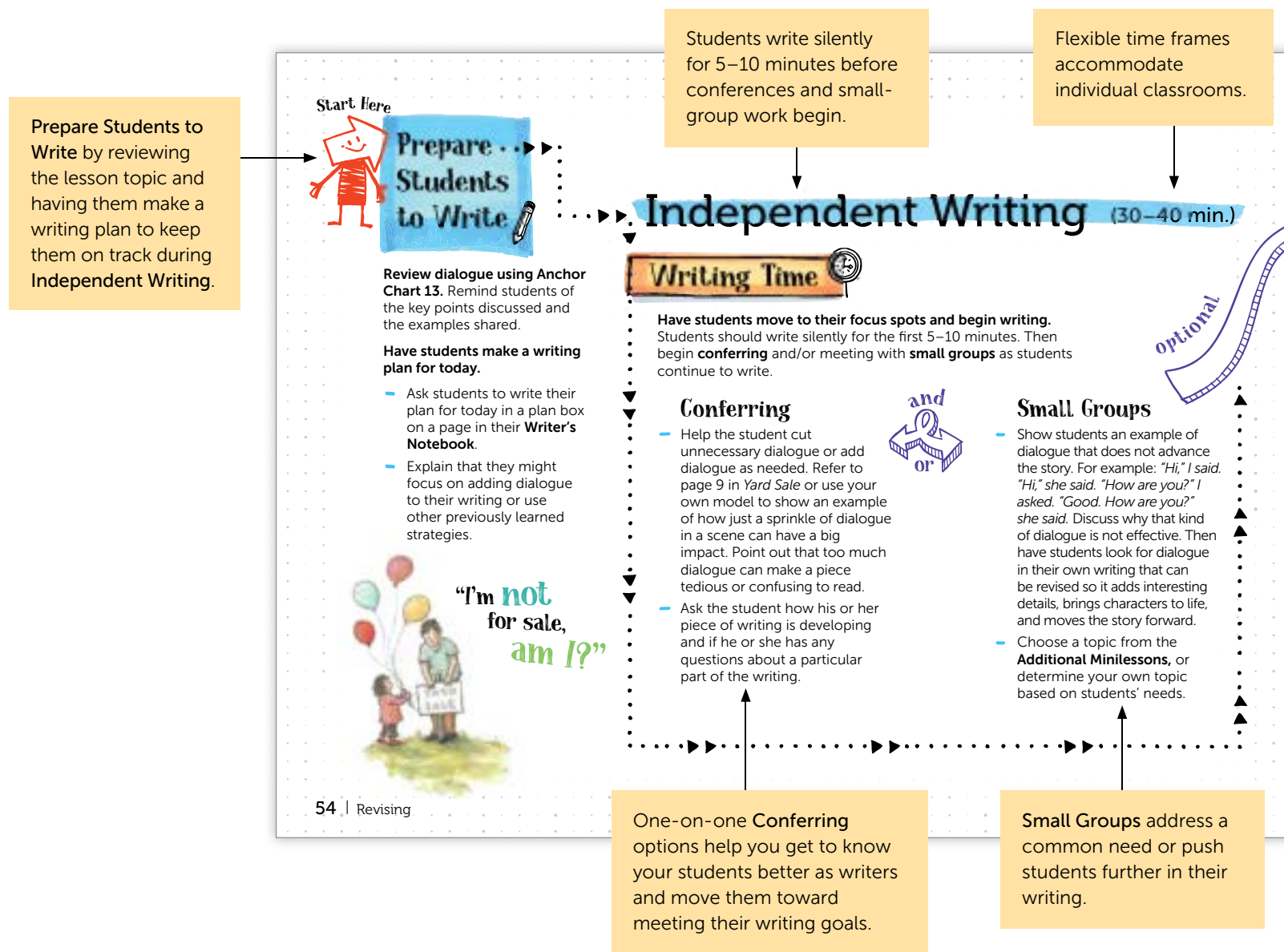
In **Active Engagement**, students briefly try out what was modeled.

Optional Shared Writing, included in some lessons, extends the minilesson and provides more practice with the lesson topic in a whole-group setting.

Scaffolded lessons provide a gradual release of responsibility.



Lesson Overview (cont.)



Intervention and Enrichment options provide differentiated instruction for individual students or small groups.

Lesson 13

Differentiated Instruction

Intervention

- Have students identify a section of their personal narrative that involves two people but doesn't include dialogue.
- Ask students to imagine what the two people would be saying and feeling in that moment.
- Help students add dialogue that advances the story by showing what the characters are like and how they relate to each other, as well as important details about the plot.

Enrichment

- Tell students that sometimes dialogue is strategically placed in the most important part of a story to create drama or indicate a turning point.
- Read aloud page 23 in *Yard Sale* and note the effect the woman's questions have on Callie (a shiver runs through her and she begins to cry).

- Have students identify the turning points in their own personal narratives and try adding dialogue to indicate the turning point.

Reflect and Share (5–10 min.)

Ask students to reflect on their writing.

- Ask students to turn and talk to a partner about the writing they did today. Encourage them to talk about questions they still have or new insights they have on using dialogue.
- Tell students to jot down notes about their discussion.

Have students share their reflections with the class.

- Ask a few volunteers to refer to their notes and share their reflections.
- Remind them that sharing their insights with each other helps everyone in their community of writers move forward in their own writing.

TEACHER TIP

Encourage students to vary the dialogue tags in their writing and not use "said" repeatedly.

Teacher Tip offers a helpful piece of advice in every lesson.

Wrap up the lesson in 5–10 minutes with **Reflect and Share**. Students reflect on their work during writing workshop and share their insights and/or writing.