

Level: 5/6

Class Size: N/A

Unit: N/A

Time Needed: 1 class period

Sequence In Unit: N/A

Title of Lesson: Mini-lesson on dialogue tags/Editing with dialogue tags

Classroom Composition: General mainstream classroom.

Stage 1: Identify Desired Results

a. Enduring Understandings

- **Goal:** The learners should be able to use a variety of dialogue tags correctly and in a way that adds to a written piece.
- **Objectives:**
 - *The learners will identify what dialogue tags are.
 - * The learners will replace overused dialogue tags.
 - * The learners will become aware that a variety of word choice is key to a strong written piece.
- **Connections to the Maine Learning Results**

English Language Arts B1.f (Writing: Interconnected Elements): “Revise original drafts to improve coherence, provide better descriptive details, and to convey voice.”

English Language Arts D1.a (Language: Grammar and Usage): “Use forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections correctly.”

b. Essential Questions

- What are dialogue tags?
- Why is it important to replace overused dialogue tags?

Stage 2: Determine Acceptable Evidence

d. Performance Tasks

- Students will be asked to do an in-class assignment in pairs. Using an example piece of text, students will have to replace an overly used dialogue tag with other forms of the tag. This assignment will be collected as a measure of in-class participation.
- Students will be asked to edit their written pieces focusing on dialogue tags. This may be done in pairs or individually.
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e. Quizzes, Tests, Prompts

N/A

f. Unprompted Evidence

There will be ongoing observation during the assignment.

g. Self Assessment

Students will use what they have practiced in order to edit their own writing with a focus on variety of dialogue tags.

Stage 3: Plan Learning Experiences and Instruction**h. Sequence of Learning Experience/Instruction**

1. Begin by asking the class if they remember what dialogue tags are. If they do not, briefly touch on what they are and why they are important to writing.
2. Explain to students that for the next few minutes (5 - 10 depending on speed) they will be working with a piece to replace overused dialogue tags. Stress to them that the tags must make sense in the situation. For example, if someone seems to be explaining something then they would probably not be yelling at the other character. This should be done in pairs.
3. After students have had the needed time to come up with their replacements, have some of them share what their choices were and why. If time permits, have one student read the passage as written by the author. Have another volunteer read the passage again, but with their corrections.
4. Show the students the overhead example in order to clarify for those that may still be slightly lost about the whole idea.
5. Collect worksheets and inform students that this will count as a participation grade.
6. Students will then take out what they have for a rough draft of their current work and highlight the dialogue tags within the piece. Their task is to replace as many "said"s as possible with other dialogue tags. For this task, they may work in pairs or individually. If there is any time left over, allow students to continue working on their rough drafts.

i. Materials and Resource

- Copies of worksheet.
- Extra copies of dialogue tag sheet.
- Overhead example of worksheet.