**Focus Lesson: Narrative Writing Topic: Dialogue**

**Grade: 6 Special Education**

**Essential Question**: How to use dialogue in a Narrative writing piece to develop events, experiences, and characters.

**Standards:** [CCSS.ELA-Literacy.W.6.3](http://www.corestandards.org/ELA-Literacy/W/6/3/): Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

[CCSS.ELA-Literacy.W.6.3.b](http://www.corestandards.org/ELA-Literacy/W/6/3/b/)  
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters

**Objective:** Students will be able to use narrative writing techniques, including dialogue, to develop events, experiences, and characters.

**Assessment**: A paragraph including conversation on a given topic with the use of dialogue.

**Procedure**:

1. Begin by sharing the essential question and the objective of the writing block today.
2. Explain to students what dialogue is (talking within a story, use of quotation marks, use of indenting, etc.) through the use of the premade Narrative Anchor Chart.
3. Using *Harry Potter and the Sorcerer’s Stone* (the book we have been reading in class) pick out specific examples of dialogue and project examples on to the board for students to see what dialogue looks like in writing.
4. Introduce writing prompt: *Write a paragraph of a conversation you might have with one of the Hogwarts ghosts.* Show students part in book where Harry is having a conversation with one of the ghosts as model.
5. Brainstorm ideas as a class as to what they might want to talk about with the Hogwarts ghosts, writing accurate dialogue sentences with the use of student’s ideas. For example, if a student responds saying they could ask the ghost how old they are, write it on board as:

“How old are you Nearly Headless Nick?” Reese asked.

“That is none of your business!” Nick responded.

1. Students already have examples of dialogue brainstorm, but provide additional examples of sentence frames that students could use to begin their writing.
   1. “Hello Bloody Baron. How are you doing today?”…
   2. “I can’t believe you can walk through walls!” I exclaimed.
   3. “Aren’t these pumpkin pasties so good?” Dennis yelled across the table.
   4. “Watch out!” screamed the Fat Friar as the owls arrived in the morning.
2. Give students time to write a good quality paragraph including aspects of accurate dialogue and conversation. Help students as needed.
3. Conference with students as they finish on what they could add to their writing to improve it, how they could create better sentences, whatever else is needed to improve student writing.
4. After conferencing, have students begin on a second draft of their writing.

Additional accommodations that some students may need:

* + Typing on the computer instead of writing
  + Scaffold and edit one on one with student
  + Extended time for students who need it
  + Scribing for student as needed