

## Grade 4 | Unit 4 | Module 3

Personal Narrative

### Lesson 5: Edit (Punctuate Dialogue)



4.L.2.b., 4.L.2.d., 4.W.5.

#### Objectives

##### Teacher Objectives

###### Students Will Be Able To...

- use a checklist to edit a personal narrative
- identify and correct errors in capitalization, punctuating dialogue, and spelling
- edit writing to correct unnecessary shifts in verb tense

##### Student Objectives

###### I Can...

- use a checklist to edit my personal narrative
- identify and correct errors in capitalization, punctuating dialogue, and spelling
- edit my writing to correct unnecessary shifts in verb tense

#### Items used in this lesson

- Checklist: [Editing Checklist](#)

#### Writing Practice

- Checklist: [Editing Checklist](#)
- Writing Practice: [Editing Practice](#)

#### Pre-Instructions

##### Materials & Preparation

- [Module cheat sheet](#) ⓘ

#### Instruction

##### Set the Stage

5 mins

1. **Display** this pair of sentences:

- "Come on, everybody! We don't have much time," Aunt Katie called out.  
Uncle Keith added, "If we miss the train, we'll be stuck here until tomorrow!"

2. **Elicit** that this is an example of dialogue. Briefly discuss what students have learned about using dialogue to show the thoughts and feelings of characters in a personal narrative.

3. **Challenge** students, if time permits, to suggest an idea for a personal narrative in which this bit of dialogue might appear.

##### I DO: Teach

10 mins

A lesson that provides instruction in a skill, strategy, or concept. This section can be delivered by the teacher or digitally via the video below. Use the resources provided, or substitute with your own.

VIDEO

1. **Review** how dialogue is punctuated. Use the example from the Set the Stage activity to make the following points:

- Put quotation marks around the words that a character speaks.
- Make sure that the first spoken word begins with a capital letter.
- The words that identify the speaker are called a dialogue tag or speaker tag. The tag usually appears before or after the spoken words.
- If the tag appears before the spoken words, follow it with a comma.
- If the tag appears after the spoken words, place a comma just before the final quotation marks if the spoken words are a statement. If the spoken words are a question or an exclamation, the question mark or exclamation point takes the place of the comma.

2. **Display** the [Editing Practice](#) and the [Editing Checklist](#). Remind students that they have revised drafts by thinking about one checklist item at a time. They will use this same strategy today as they edit personal narratives.

3. **Read** the first paragraph of the editing practice. Explain that you are evaluating and marking just the first paragraph for now. Then, model evaluating it for possible capitalization errors.

#### [Sample Dialogue](#)

Think aloud: The checklist reminds me that sentences begin with capital letters. In the first paragraph of the editing practice, most of the sentences do begin with a capital letter, but one does not. So, I am going to give this paragraph a sideways thumb for that item and then draw three lines under the first letter of the first word of the sentence to remind myself to capitalize it later. The name of the school is a proper noun, so it needs capitalization too. And there's one place where *i* should be capitalized as *I*.

4. **Model** using the editing checklist to evaluate the first paragraph for punctuation.

#### [Sample Dialogue](#)

Think aloud: Punctuation is the next part of my checklist. First, I am going to check for and rate the story for end punctuation. I see one place where I think that a sentence is supposed to end, but there is no end mark. Other sentences look punctuated correctly. I'll give this checklist item a sideways thumb. As I look closer, I see that other punctuation is needed. A comma is needed after the dialogue tag *I said to Dad* and I need to add quotation marks. I'll give the checklist item a sideways thumb, also.

5. **Model** using the editing checklist to evaluate the first paragraph for spelling.

#### [Sample Dialogue](#)

Think aloud: Spelling is the next portion of my checklist. If I think that a word might be misspelled, I can check a dictionary to be sure. In this paragraph, I need to change *thrid* to *third*, *frends* to *friends*, and *replied* to *replied*. I will mark these words and give the checklist item a sideways thumb.

6. **Remind** students that it is important to use the same verb tense for actions taking place at the same time. Explain that most of a personal narrative is likely to use past-tense verbs but that characters' words may be in the present or even the future tense, depending on what they are talking about. Then, model using the editing checklist to evaluate the first paragraph for grammar.

#### [Sample Dialogue](#)

Think aloud: Because this story takes place during third grade, in the past, most of the verbs should be past tense. I see three tenses in this paragraph, but are they wrong? The future tense in Dad's "*It will be okay*" is correct because he is talking about something that will happen. The present tense in the narrator's "*I don't want*" and "*I don't have*" is correct because the narrator is talking about something that they think, then and there. However, the present tense in *At the time, I am very shy* is incorrect because the narrator is talking about the past. To correct that, I need to change *am* to *was*. I will circle the incorrect verbs and give this item a sideways thumb, because some verbs are correct and some are not.

7. **Model** using the editing checklist to evaluate the first paragraph for sentence variety.

#### [Sample Dialogue](#)

Think aloud: The sentences start in different ways, and they differ in length. I'll read them, one at a time, to make sure that they are complete. They are! That's a thumbs-up for all three items in the Sentences

section of the checklist!

### Check for Understanding

Check your students' understanding by using the game below.

GAME

#### Teacher Tip

Create an anchor chart listing the rules of punctuating dialogue.

#### Teacher Tip

Use this as an opportunity to tell students that they may evaluate the sections in an order that differs from what is listed on the checklist. Some writers like to make the "easier" edits first before moving on to the more difficult ones, or vice versa.

## WE DO: Guided Practice

15 mins

A time to extend learning by applying the content of the lesson to a writing sample. Guided practice can be delivered to the whole class or to a small group, or modified for additional support or differentiated instruction. Use the resources provided, or substitute with your own.

1. **Collaborate** with students to correct the errors noted in the first paragraph.
2. **Provide** students with a copy of the [Editing Practice](#) and the [Editing Checklist](#). Explain that they will use the Personal Narrative Editing Checklist to evaluate the remainder of the editing practice.
3. **Guide** students through evaluating and editing the second and third paragraphs of the editing practice. Take them again through the sections of the checklist, one section at a time. Ask: *What mistakes do you notice? Why do you think that those are mistakes? How would you correct them?*
4. **Give** special attention to the punctuation of dialogue and to the use of verb tenses. If necessary, remind students that even if a narrative takes place in the past, its dialogue may need to reflect the "present" of the characters in that narrative.
5. **Group** students to evaluate and edit the rest of the editing practice, following the plan that you have modeled in this lesson. (You may wish to have all the groups work with all the sections of the checklist, or you may prefer to assign one section to each group.) As groups work, offer assistance when asked.
6. **Ask** groups to share their edits. Offer correction for any errors that were missed or edits that were done incorrectly.
7. **Instruct** students now to apply this same process to their own personal narrative. They will use the checklist to evaluate their writing and guide their editing.

#### Teacher Tip

Provide students with additional practice punctuating dialogue. Generate or invite students to generate dialogue. Then, have students punctuate the dialogue as individuals or groups. Continue until students feel confident punctuating dialogue.

#### Teacher Tip

Consider having students mark each type of edit (capitalization, punctuation, spelling, grammar, and sentences) with a different color, both on the checklist and in the draft.

#### Social Emotional Tip

Remind students that some things that come easily to them may be difficult for others, and vice versa. As they share their knowledge in their groups, encourage students to be supportive of one another, to practice

active listening, and to look and speak in encouraging, helpful ways.

## You Do: Independent Practice & Teacher Conferencing

25 mins

### Student Writing Practice

Encourage students to use all of the editing strategies they've learned as they edit their writing. Remind them to edit for one target at a time: capitalization, punctuation, spelling, grammar, and sentences. Allow more than one day for editing. Not all targets need to be met in one independent writing session.

1. **Reread** your draft from Lesson 4
2. **Use** the Editing Checklist to evaluate and edit your draft for the following:
  - capitalization
  - punctuation, including that used in dialogue
  - spelling
  - grammar, including consistent, logical use of verb tenses
  - sentence completeness and variety

#### **Teacher Tip**

Allow students to peer conference, share their revisions with a peer, and use reference materials to support this lesson.

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### Teacher Conferencing

Use independent writing time to confer with students, make informal observations, keep anecdotal records on students' progress, differentiate instruction, pull students for small group instruction, or conduct formative assessments.

1. "Look Fors" in this lesson. Are students doing the following:
  - rereading their draft to check for errors
  - understanding the use of dialogue in a personal narrative
  - using the editing checklist to edit their editing practice for:
    - spelling
    - capitalization
    - punctuation, including punctuation of dialogue
    - consistent verb tense
    - sentence structure
2. "Look Fors" from previous lessons. Are students doing the following:
  - keeping the narrative focused on key events
  - keeping chronological order in mind
  - including "showing" details, not just "telling" details
  - using dialogue to show characters' thoughts, feelings, and reactions

#### **Conferencing Tip**

Pay close attention to how students are using the strategy from the lesson. Assist students in editing their drafts for correct punctuation of dialogue and for consistent use of verb tenses.

**How will students see this assignment?**

**Writing Main Quest**

Unit = **World 4**

Module = **Mission 3**

Lesson = **Level 5**

## Closure

5 mins

An opportunity to conduct an informal assessment, have students reflect on their learning, or celebrate successes.

1. **Partner Share:** Have students find a partner. Decide who is Partner A and Partner B. Have partners share where they edited for verb tense or dialogue issues. Have partners read the sentence before and the after version of the sentence. Encourage the listening partner to provide feedback.

## Post-Instruction

### Enrich & Reteach

Lesson plans can be adjusted to support students who are struggling and can be enhanced for students who are proficient.

1. **Reteach:** To provide extra support, slow the lesson down, devote more time or multiple days to instructing on each component, or provide extra examples or practice with the new learning.
2. **Enrich:** To provide enrichment, challenge students to address their audience by elaborating on their writing by adding details and examples, or descriptive words and phrases.