Unit # 2: Dialogue

Content Area: **English**
Course(s): **Creative Writing /Electronic Publishing I**
Time Period: **October**
Length: **30 days**
Status: **Published**

Unit Overview

This unit focuses on the development and utilization of effective dialogue between characters in a short story.

Enduring Understandings

Dialogue is necessary for realistic interaction between characters

Dialogue helps to progress and enhance the plot

Dialogue can reveal specific character traits without any interference or comment from the story-teller, narrator, or author's voice.

Essential Questions

- How can dialogue be used to demonstrate the traits of a specific character?
- How can dialogue be used to enhance a character's development?
- How can dialogue be used to progress the action of the plot?
- Why is dialogue necessary for successful character interaction?

Standards/Indicators/Student Learning Objectives (SLO's)

- Effectively select, organize, and analyze content
- Develop a topic
- Introduce a topic by arranging ideas, concepts, and information to show interrelationships
- Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing
- Choose a formal style and objective tone
- Choose precise words, domain-specific vocabulary,and figurative language, such as similes, metaphors, and analogies
- Use transitions and syntax to link together the major sections of the text
- Determine writing task type and its appropriate organizational structure
- Identify and understand the writing purpose
- Determine and address the audience (intended reader) appropriately
- Understand and utilize appropriate style

- Understand how structure, style and rhetorical devices convey the purpose of writing
- Create and use appropriate planning templates
- Understand and utilize revision techniques
- Understand writing as a process
- Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
- Determine what details and/or information is most appropriate for a specific purpose
- Use technology proficiently for production, publication, and collaboration
- Create shared writing products
- Adapt writing according to feedback
- Assess feedback from peers
- Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences

Standards

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2.B	Spell correctly.

Lesson Titles

- 2 Strangers Meet Assignment
- Dialogue Grab Bag Assignment
- Google Search Assignment
- Reclusive Grandmother Assignment

21st Century Skills and Career Ready Practices

- Critical thinking
- Group work
- Collaboration
- Media literacy

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.

CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

Students will make use of technology whenever possible in researching the writing topics, writing the rough drafts, and submitting the final products for peer critiques.

Students will research and implement science, history, etc. as needed according to their individial stories

- Technology used for creating the rough draft
- Technology used for editing and distributing final products
- Technology used for peer edits and individual critiques and discussion
- Technology used for researching topics

	Key Ideas and Details
LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
SOC.9-12.1.1	Chronological Thinking
SOC.9-12.1.2	Spatial Thinking
SOC.9-12.1.3	Critical Thinking
9-12.HS-LS1-1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
9-12.HS-LS1-1.6.1	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
9-12.HS-LS1-1.6.1	students investigate systems by examining the properties of different materials, the structures of different components, and their interconnections to reveal the system's function and/or solve a problem. They infer the functions and properties of natural and designed objects and systems from their overall structure, the way their components are shaped and used, and the molecular substructures of their various materials.

9-12.HS-PS1-1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
9-12.HS-PS1-1.1.1	students observe patterns in systems at different scales and cite patterns as empirical evidence for causality in supporting their explanations of phenomena. They recognize classifications or explanations used at one scale may not be useful or need revision using a different scale; thus requiring improved investigations and experiments. They use mathematical representations to identify certain patterns and analyze patterns of performance in order to reengineer and improve a designed system.
9-12.HS-PS1-1.2.1	Use a model to predict the relationships between systems or between components of a system.

Instructional Strategies/Learning Activities, Levels of Blooms/DOK

All levels of Bloom's Taxonomy will be utilized in this unit (Remembering, Understanding, Applying, Analyzing, Evaluating, Creating).

Classroom discussion/Notes

Peer Edits

Group peer discussion

2 dialogue assignments

- The student will be able to continue to prove their ability to write effective and coherent dialogue with the "Dialogue Google Search Assignment."(Application)
- The student will be able to create a story that is 85% dialogue between two characters provided to the student by the teachers in the "@ Strangers Meet" Assignment. (Create)
- The "Reclusive Grandmother" Assignment will also adhere to the same parameters. (Create)
- The student will be able to understand what creates good and successful dialogue between fictional characters. (Understand)
- The student will be able to use dialogue to create realistic interaction between the characters while progressing the plot line. (Create)
- Delsea One
- SWAG

- Alternate Assignment #2: Google Search Assignment

- Alternate Assignment: Reclusive Grandmother Assignment

- Assign #2 Dialogue Grab Bag. Create an original 7-10 page story using as the main characters the two pictures chosen from the dialogue grab bag. Story must be 85% dialogue

- Assignment #1 Two Strangers Meet Assign. Student must create an original 5-10 page story that includes a pair of characters assigned by the teacher

- For any Assignment #2: Class discussion of the peer edited stories follow peer editing time

- For any Assignment #2: peer edits occur after each story is handed in (Analyzing, Evaluating)

- For Assign #1:Peer edits occur after all assignments have been submitted (Analyzing, Evaluating)

- For Assignment #1: class discussion of the peer edited stories following peer editing time (Analyzing, Evaluating)

- For Assignment #1:Class discussion on what is good dialogue and how to develop it--(Understanding, Applying)

Modification

Modifications can easily be made in this unit to increase or decrease the pacing depending on the students needs. The length of the assignment and time allotted can also be modified based on individual student needs. Finally, the level of technologyutilized can be modifiedbased on the individual student's needs. All of these modifications will be assessed and applied as needed, when needed.

ELL Modifications

- Be flexible with time frames and deadlines

- Delsea One

- Group students

- Offer resources for specific topics in primary language (Youtube web resources)

- Repeat, reword, clarify

- SWAG

IEP & 504 Modifications

- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)

- Delsea One

- direct teaching and/or assistance for organization, social skills/peer interactions

- modeling and showing lots of examples

- SWAG

- teaching the main ideas/concepts (limiting not needed details)to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)

G&T Modifications

- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.

- Delsea One

- ELA - More rhetorical analysis (evaluate how author's writing style is persuasive)

- ELA - Self-evaluation of writing with teacher or student-generated rubrics. Evaluation sheets or color coding can work well for this

- Employ differentiated curriculum to keep interest high.

- Encourage students to explore concepts in depth and encourage independent studies or investigations.

- SWAG

At-Risk Modifications

- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- Delsea One
- modeling
- review, restate, reword directions
- slower pacing of materials
- SWAG

Formative Assessment

- AS: one-to-one discussion of current student work on Assignment #1
- AS: one-to-one discussion of current student work on Assignment #2
- AS: Q&A for peer editing wksht
- AS: Review of peer edit wksht procedure
- AS: student troubleshooting of peer work
- AS: Students will be able to create good dialogue for their characters
- AS: Students will be able to create natural and well-written interactions between their original characters
- AS: troubleshooting of student work
- Closure: Debrief
- Closure: Exit ticket
- Closure: Group discussion
- Closure: Group Q&A
- Closure: I know/I Think I know/I Want to Know
- Q&A about discussion terms and definitions
- Warm up: class discussion
- Warm up: Q&A discussion of issues both positive and difficulties with Assignment #1
- Warm Up: Q&A discussion of issues both positive and negative with Assignment #2
- Warm up: Q&A of dialogue terms and definitions
- Warm up: review of assignment #2 guidelines and parameters
- Warm up: Review of definitions of terms for dialogue
- Warm up: review of Dialogue Assignment #1 guidelines and parameters

- Warm up: review of examples and techniques for dialogue
- Warm up: troubleshooting current story projects
- Warm up:Class review of notes and current assignment parameters

Summative Assessment

Dialogue Grab Bag assignment is typically used here as the unit assessment

- Dialogue Grab Bag assignment
- Google Search Assignment

Benchmark Assessment

Skills-based assessment
Reading responses
Writing responses

Alternative Assessments

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Resources & Materials

Individual student work will comprise the majority of the resources as they are created, shared, and critiqued by the class

- Chromebooks
- Google Docs
- Peer editing of student work
- Promethean Board
- Student generated short story compilation titled "Strange Sagas"

Technology

Chromebooks will be used for creating all story assignments

Google Classroom will be used for turning in all assignments as well as distributing student work to the class for peer edits

Google Classroom will be used for distributing critique sheets to class memebrs to fill out and share back with the teacher and other classmates

Promethean Board will be used to display all of the above elements

- Chromebooks
- Google Classroom
- Promethean Board

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.