

DISCLAIMER!

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3-2-1 Grab & Go

3 Strategies – 2 Narrative Techniques – 1 Text



Strategies toward achievement of:

ELAGSERL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELAGSE7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

ELAGSE7W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Using dialogue correctly can be difficult for some students. Likewise, using appropriate punctuation and taglines that will move the conversation forward are important to teach when addressing the skill of dialogue. Working with students to use dialogue appropriately within their writing increases their ability to produce engaging narratives with dynamic characters who develop meaningful relationships that move a story forward.

This lesson focuses on three strategies that will move students' learning forward when thinking about dialogue with their personal conversations as well as conversations between characters in a literary work. Additionally, this lesson touches upon the importance of details within a story and notes how details can add to the connection between two characters. The strategies focus on specific conversations not only in a student's personal experiences, but also within the literary text. Moreover, the strategies emphasize the conversations and accentuate the importance of developing a meaningful conversation.

Further, the lesson includes a writing component where students are asked to address the reading through a narrative response. The narrative prompt mimics the extended constructive response (narrative) on the GMAS. The rubric included is based upon the GMAS narrative writing holistic rubric and uses the same point scale. The writing, however, is to be evaluated only on the section that focuses on narrative techniques. Those opting to use this lesson are encouraged to discuss this section of the rubric prior to assigning the writing task.

After the students have completed the writing prompt, the teacher should share the actual conversation between the two characters. In my experience, students enjoy comparing their narrative response to that of the author's. This makes for interesting conversation about the importance of dialogue in a story.

Sample Lesson

Strategy 1: Card Talk (Skill: Dialogue)

Pass out a large index card to each student or a half-sized sheet of paper with lines. Provide each student with a slip of paper that has the following information. (See handout below.)

Number of characters

Topic

Tone of conversation

Each student will create a dialogue between the characters to demonstrate his or her understanding of the use of dialogue. Monitor the students as they work independently on their scripts. Prompt students as needed. Encourage the students to use a variety of taglines that will reflect the tone of the conversation. (Choose other words than “said.”). Once each student has completed the dialogue script, ask students to move into groups of three or four based upon the tone of their scripts. All “joyous” slips will form a group, etc. Have students share their dialogue scripts with the group. Offer groups a choice of exchanging scripts with another group member to read silently. Share out whole class the group’s favorite.

Use the list of tag lines located at the end of the lesson as a resource for students as they write their conversations.

Sample Scenario Cards

| | |
|--|--|
| <p><u>Scenario 1</u> <u>Number of characters:</u> 3 <u>Topic:</u> haunted house <u>Tone of conversation:</u> frightened <i>Identify where two rules of dialogue are used.</i></p> | <p><u>Scenario 2</u> <u>Number of characters:</u> 2 <u>Topic:</u> fishing <u>Tone of conversation:</u> humorous <i>Identify where two rules of dialogue are used.</i></p> |
| <p><u>Scenario 3</u> <u>Number of characters:</u> 3 <u>Topic:</u> returning home from summer camp <u>Tone of conversation:</u> joyous <i>Identify where two rules of dialogue are used.</i></p> | <p><u>Scenario 4</u> <u>Number of characters:</u> 2 <u>Topic:</u> chores <u>Tone of conversation:</u> rebellious <i>Identify where two rules of dialogue are used.</i></p> |
| <p><u>Scenario 5</u> <u>Number of characters:</u> 3 <u>Topic:</u> after team practice <u>Tone of conversation:</u> fatigued <i>Identify where two rules of dialogue are used.</i></p> | <p><u>Scenario 6</u> <u>Number of characters:</u> 2 <u>Topic:</u> first day of middle school <u>Tone of conversation:</u> excited <i>Identify where two rules of dialogue are used.</i></p> |

Strategy 2: Conversation Consideration (Skills: Dialogue and Detail)

This lesson includes a close reading of a short story entitled “Amigo Brothers” by Pirri Thomas. Begin by asking the students to think about the relationship they have with a best friend. Are they inseparable? Do they always have to sit together at lunch? Do they play on the same teams and always try to get in the same classes? Then, ask the students to think about a time where this same relationship was tested. How did they feel? How did they resolve the issue? Did it work out the way they had hoped?

Pass out a large index card to each student. Ask students to write a conversation they recently had with a friend – just the dialogue only. Suggest students change names if they wish. Encourage the students to use taglines that reveal the tone of the conversation. Students may use the resource list from the prior power lesson. Once completed, give students the opportunity to share out their writing dialogue.

Only fill up the notecard.

Questions for you to ask:

As they were writing their dialogue, what were some things they had to consider?

What are some details they had to incorporate to move the dialogue and situation forward?

What did they find difficult about this brief activity?

Strategy 3: Dialogue in Action: Close Reading (Skills: Dialogue and Detail)

One aspect the students may point out is that they needed to set the stage for the conversation. Have them explain why this is so important when writing dialogue. There needs to be some sort of context in order for the dialogue/conversation to make sense. This short discussion provides the opportunity to move into the next part of the lesson.

With the teacher’s direction, students will close read an excerpt from the short story “Amigo Brothers” by Pirri Thomas. Students will be given the close reading handout provided below. Together or individually, students will read and respond to the questions on the handout.

Stop throughout and have a conversation as a class about the questions and what is happening in the story.

At the end of the excerpt, ask students to generate ideas about what the conversation between Felix and Antonio may be about. Would it be a positive or maybe a negative conversation? What details in the story could lead to a positive conversation? What details in the story may lead to a negative conversation? Could the conversation create a stronger friendship between the two boys or could it cause the friendship to fall apart?

The text located within the close reading chart is an excerpt from the story.

Close Reading

Text: *Amigo Brothers* by Piri Thomas

Answer the questions in the space provided to the right of the text. Highlight the evidence from the text that guides you answer.

| Questions | Text | Responses/Annotations |
|---|---|-----------------------|
| <p>How does the author set the stage for the characters' friendship? What can you predict the story may be about based on this knowledge of their friendship?</p> | <p>Antonio Cruz and Felix Vargas were both seventeen years old. They were so together in friendship that they felt themselves to be brothers. They had known each other since childhood, growing up on the Lower East Side of Manhattan in the same tenement building on Fifth Street between Avenue A and Avenue B.</p> | |
| <p>How does having the same dream impact the relationship between Antonio and Felix?</p> | <p>Antonio was fair, lean, and lanky, while Felix was dark, short, and husky. Antonio's hair was always falling over his eyes, while Felix wore his black hair in a natural Afro style.</p> <p>Each youngster had a dream of someday becoming lightweight champion of the world. Every chance they had, the boys worked out, sometimes at the Boys' Club on 10th Street and Avenue A and sometimes at the pro's</p> | |

| | | |
|--|--|--|
| | <p>gym on 14th Street. Early morning sunrises would find them running along the East River Drive, wrapped in sweat shirts, short towels around their necks, and handkerchiefs Apache style around their foreheads.</p> | |
| <p>How do you define “street negatives”? What ideas or words lead you to a definition?</p> <p>What text evidence provides a reader with the understanding that Antonio and Felix love boxing? Why might this information be important to the story?</p> <p>What are the differences in their boxing style?</p> | <p>While some youngsters were into street negatives, Antonio and Felix slept, ate, rapped, and dreamt positive. Between them, they had a collection of Fight magazines second to none, plus a scrapbook filled with torn tickets to every boxing match they had ever attended, and some clippings of their own. If asked a question about any given fighter, they would immediately zip out from their memory banks divisions, weights, records of fights, knockouts, technical knockouts, and draws or losses.</p> <p>Each had fought many bouts representing their community and had won two gold-plated medals plus a silver and bronze medallion. The difference was in their style. Antonio’s lean form and long reach made him the better boxer, while Felix’s short and</p> | |

| | | |
|---|---|--|
| | <p>muscular frame made him the better slugger. Whenever they had met in the ring for sparring sessions, it had always been hot and heavy.</p> | |
| <p>In ways could this boxing match impact Antonio and Felix?</p> <p>Why do you think the boys both feel “a wall rising between them”?</p> | <p>Now, after a series of elimination bouts, they had been informed that they were to meet each other in the division finals that were scheduled for the seventh of August, two weeks away—the winner to represent the Boys’ Club in the Golden Gloves Championship Tournament.</p> <p>The two boys continued to run together along the East River Drive. But even when joking with each other, they both sensed a wall rising between them.</p> <p>One morning less than a week before their bout, they met as usual for their daily workout. They fooled around with a few jabs at the air, slapped skin, and then took off, running lightly along the dirty East River’s edge.</p> | |
| <p>Describe the mood between the boys during this practice.</p> | <p>Antonio glanced at Felix, who kept his eyes purposely straight ahead, pausing from time to time to do some fancy</p> | |

| | | |
|--|---|--|
| <p>Why do you think this is so?</p> <p>Do you agree with Felix? Why?</p> | <p>leg work while throwing one-twos followed by uppercuts to an imaginary jaw. Antonio then beat the air with a barrage of body blows and short devastating lefts with an overhead jaw-breaking right.</p> <p>After a mile or so, Felix puffed and said, “Let’s stop a while, bro. I think we both got something to say to each other.”</p> | |
|--|---|--|

Narrative Writing Prompt

After the conversation about the end of the excerpt and predictions about the topic of the conversation, students should be given the narrative writing prompt. Explain to the students that they will write the conversation between Antonio and Felix. Further, share that they can use the word “said” twice. Otherwise, they have to use alternative taglines. They may refer to their list. Remind students that taglines indicate the tone of a conversation, so be sure to consider the situation surrounding this conversation. Remind students that their interpretation of what may be said will be different from someone else’s.

Pass out the narrative rubric located below to each student. Explain that they will only be assessed on the Narrative Technique element. Go over the indicators with them and explain the differences.

Give students time to write.

After time is called, have student volunteers share their narrative responses with the class.

Collect the responses and the rubrics for grading.

Share the handout that reveals the actual conversation between the two characters. Ask students to comment on their dialogue as compared to the author’s.

Prompt:

Name _____ Class _____ Date _____

Narrative Writing Prompt: Now that you have closely read about the friends Felix and Antonio and their situation surrounding their shared love for boxing, consider why Felix feels that they need to say something to each other. In the space below, create the conversation you think Felix and Antonio may have given the situation in which they are now finding themselves. Use creative dialogue throughout the conversation between Antonio and Felix.

Review the rubric for the element on Narrative Techniques. You will only be assessed on that area.

Use your own paper. Your time limit is -----.

Item-Specific GMAS Scoring Guide for Narrative Writing for Seventh Grade

| Overall Descriptors Elements | 4 | 3 | 2 | 1 |
|-------------------------------|--|--|--|---|
| | <i>Response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus</i> | <i>Response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i> | <i>Response is an incomplete or oversimplified narrative based on text as a stimulus.</i> | <i>Response provides evidence of an attempt to write a narrative based on text as a stimulus.</i> |
| Situation Narrator Characters | Effectively establishes a situation and introduces a narrator and / or characters | Establishes a situation and introduces one or more characters | Introduces a vague situation and at least one character | Response is a summary of the story |
| Event Sequence | Organizes an event sequence that unfolds naturally | Organizes events in a clear, logical order | Organizes events in a sequence but with some gaps or ambiguity | Provides a weak or minimal introduction of a situation or a character May be too brief to demonstrate a complete sequence of events |
| Narrative Techniques | Effectively uses narrative techniques, such as dialogue, description and pacing, to develop rich, interesting experiences and events or show the responses of characters to situations | Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations | Attempts to use a narrative technique, such as dialogue and description, to develop experiences and events or show the responses of characters to situations | Shows little or no attempt to use dialogue or description to develop experiences and events or show the responses of characters to situations |
| Sequence Signal Words | Uses a variety of words and phrases consistently to signal the sequence of events | Uses words and / or phrases to indicate sequence | Uses occasional signal words to indicate sequence | Uses words that are inappropriate, overly simple, or unclear |
| Word Use | Uses concrete words, phrases, and sensory language consistently to convey experiences or events precisely | Uses words, phrases, and details to convey experiences and events | Uses some words or phrases inconsistently to convey experiences and events | Provides few, if any, words that convey experiences or events |
| Closure | Provides a sense of closure that follows from the narrated experiences or events | Provides an appropriate conclusion | Provides a weak or ambiguous conclusion | Provides a minimal or no conclusion |
| Use of Source Story | Integrates ideas and details from source material effectively | Integrates some ideas and / or details from source material | Attempts to integrate ideas or details from source material | May use few, if any, ideas or details from source material |
| Conventions | Has very few or no errors in usage and / or conventions that interfere with meaning. | Has a few minor errors in usage and/or conventions that interfere with meaning. | Has frequent errors in usage and conventions that sometimes interfere with meaning. | Has frequent major errors in usage and conventions that interfere with meaning. |

0 points: Response is flawed for various reasons: blank, copied, too limited to score/ illegible / incomprehensible, non-English / foreign language, off topic / off task / offensive

Converting the Scoring Guide to a Number Grade – One Possibility

A perfect score on the guide would be 28 points.

| Letter Grade | Number Grade | Corresponding Points on the Scoring Guide |
|--------------|--------------|---|
| A | 100-90 | 28-25* |
| B | 89-80 | 23-22 |
| C | 79-70 | 22-19 |
| D | 69 - | |

*Range discrepancy, here, caused by the extra number of points in the A range.

Actual Conversation between Antonio and Felix:

Antonio nodded. It was not natural to be acting as though nothing unusual was happening when two ace-boon⁵ buddies were going to be blasting each other within a few short days.

They rested their elbows on the railing separating them from the river. Antonio wiped his face with his short towel. The sunrise was now creating day.

Felix leaned heavily on the river's railing and stared across to the shores of Brooklyn. Finally, he broke the silence.

“Man. I don't know how to come out with it.”

Antonio helped. “It's about our fight, right?”

“Yeah, right.” Felix's eyes squinted at the rising orange sun. “I've been thinking about it too, panin.⁶ In fact, since we found out it was going to be me and you, I've been awake at night, pulling punches on you, trying not to hurt you.”

“Same here. It ain't natural not to think about the fight. I mean, we both are cheverote⁷ fighters and we both want to win. But only one of us can win. There ain't no draws in the eliminations.”

Felix tapped Antonio gently on the shoulder. “I don't mean to sound like I'm bragging, bro. But I wanna win, fair and square.”

Antonio nodded quietly. “Yeah. We both know that in the ring the better man wins. Friend or no friend, brother or no...”

Felix finished it for him. “Brother. Tony, let's promise something right here. OK?”

“If it's fair, hermano,⁸ I'm for it.” Antonio admired the courage of a tugboat pulling a barge five times its welter-weight⁹ size.

“It's fair, Tony. When we get into the ring, it's gotta be like we never met. We gotta be like two heavy strangers that want the same thing and only one can have it. You understand, don't cha?”

“Sí, I know.” Tony smiled. “No pulling punches. We go all the way.”

“Yeah, that's right. Listen, Tony. Don't you think it's a good idea if we don't see each other until the day of the fight? I'm going to stay with my Aunt Lucy in the

Bronx. I can use Gleason’s Gym for working out. My manager says he got some sparring partners with more or less your style.”

Tony scratched his nose pensively.¹⁰ “Yeah, it would be better for our heads.” He held out his hand, palm upward. “Deal?”

“Deal.” Felix lightly slapped open skin.

“Ready for some more running?” Tony asked lamely.

“Naw, bro. Let’s cut it here. You go on. I kinda like to get things together in my head.”

“You ain’t worried, are you?” Tony asked.

“No way, man.” Felix laughed out loud. “I got too much smarts for that. I just think it’s cooler if we split right here. After the fight, we can get it together again like nothing ever happened.”

The amigo brothers were not ashamed to hug each other tightly.

“Guess you’re right. Watch yourself, Felix. I hear there’s some pretty heavy dudes up in the Bronx. Suavecito,¹¹ OK?”

“OK. You watch yourself too, sabe?”¹²

Tony jogged away. Felix watched his friend disappear from view, throwing rights and lefts. Both fighters had a lot of psyching up to do before the big fight.

5. a term meaning “very good friends”

6. a Puerto Rican Spanish slang term meaning “buddy”

7. a Puerto Rican Spanish slang term for “the greatest”

8. Spanish for “brother”

9. a weight in boxing in the range between 140 and 147 pounds

10. pensive: engaged in deep or serious thought

11. a Puerto Rican Spanish slang term for “cool”

12. Spanish for “you know”

Alternate taglines that may be used throughout the activities.

A list of alternate taglines for “said”

| | | |
|--------------|--------------|----------------|
| acknowledged | cackled | crooned |
| added | cajoled | cross-examined |
| admitted | called | crowed |
| advised | cautioned | cursed |
| affirmed | cawed | debated |
| agreed | challenged | decided |
| alleged | chanted | declared |
| alluded | chattered | decreed |
| announced | cheered | defended |
| answered | chided | delivered |
| apologized | chimed | demanded |
| appealed | chortled | denied |
| argued | claimed | described |
| articulated | commanded | dictated |
| asked | commented | digressed |
| asserted | communicated | directed |
| assured | complained | disclosed |
| avowed | conceded | disproved |
| babbled | concluded | divulged |
| bargained | concurred | drawled |
| barked | confessed | droned |
| bawled | confided | echoed |
| beamed | confirmed | crooned |
| began | consented | cross-examined |
| begged | contended | crowed |
| bellowed | contested | cursed |
| belted | continued | debated |
| blabbed | conversed | decided |
| blared | conveyed | declared |
| bleated | corrected | decreed |
| blurted | coughed | defended |
| blustered | countered | delivered |
| boasted | cried | demanded |
| boomed | criticized | denied |
| bragged | croaked | described |

| | | |
|-------------|-------------|-------------|
| dictated | giggled | marveled |
| digressed | greeted | mentioned |
| directed | griped | moaned |
| disclosed | groaned | mouthed |
| disproved | growled | mumbled |
| divulged | grumbled | murmured |
| drawled | grunted | mused |
| droned | guessed | muttered |
| dictated | gulped | nagged |
| digressed | gurgled | narrated |
| directed | gushed | noted |
| disclosed | hailed | objected |
| disproved | hinted | observed |
| divulged | hissed | offered |
| drawled | hollered | ordered |
| droned | hooted | panted |
| echoed | howled | phonated |
| elaborated | hummed | phrased |
| emphasized | implied | pleaded |
| enjoined | implored | pledged |
| enunciated | inquired | pointed out |
| equivocated | insisted | pondered |
| exaggerated | instructed | postulated |
| exclaimed | interjected | prayed |
| exhorted | interrupted | preached |
| explained | intoned | predicted |
| exploded | jabbered | proceeded |
| expressed | jeered | proclaimed |
| extolled | jested | professed |
| faltered | joked | promised |
| foretold | lamented | proposed |
| fretted | laughed | protested |
| fumed | lectured | queried |
| gabbled | lied | questioned |
| gaspd | maintained | quipped |

| | | |
|-------------|-------------|-------------|
| quoted | sang | testified |
| raged | scoffed | theorized |
| railed | scolded | threatened |
| rallied | screamed | thundered |
| ranted | screeched | told |
| rapped | shouted | twittered |
| rasped | shrieked | urged |
| raved | shuddered | uttered |
| reasoned | sighed | vented |
| recalled | smirked | ventured |
| recited | snapped | vocalized |
| recommended | snarled | voiced |
| recounted | sneered | volunteered |
| refuted | snickered | vouched |
| reiterated | sniggered | vowed |
| rejoiced | snorted | waffled |
| related | sobbed | wailed |
| relieved | sounded | warbled |
| remarked | spat | warned |
| remembered | speculated | wept |
| reminded | spouted | whimpered |
| repeated | sputtered | whined |
| replied | squawked | whispered |
| reported | stammered | whistled |
| reprimanded | stated | wondered |
| reputed | stipulated | yammered |
| requested | stressed | yelled |
| responded | stuttered | yelped |
| retaliated | suggested | yowled |
| retorted | surmised | |
| returned | swore | |
| revealed | sympathized | |
| roared | tattled | |
| rumbled | taunted | |
| ruminated | teased | |

Source: <http://thepuppetshow.co.uk/wp-content/uploads/2017/02/280-Ways-to-Say-Said.txt>

References

[http://thepuppetshow.co.uk/wp-content/uploads/2017/02/280-Ways-to-Say-Said.](http://thepuppetshow.co.uk/wp-content/uploads/2017/02/280-Ways-to-Say-Said.txt)

[txt](#)

Piri, T. (1978). "Amigo Brothers." Access

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