



## OBJECTIVES

## Students will

- ◆ revise their realistic stories.
- ◆ spell homophones and review previous spelling skills.
- ◆ practice subjects and object objects.
- ◆ practice using graphic organizers.

## MATERIALS

- ◆ Routine 16
- ◆ **Skills Practice 1**, pp. 138–140, 143–144



## Writing

## Realistic Story

ROUTINE  
16

## Revising

## Teach—Using Dialogue

- ◆ Use Routine 16 as you model revising. Tell students that during revision, they will make changes to characters, plot, and setting. In addition, they will work on creating dialogue with correct punctuation.
- ◆ Tell students that by having the characters speak, the story seems more real. This also helps the reader get to know the characters. Tell students that the words people use helps to define who they are, and that students should work on selecting words that will fit well with a character's personality.
- ◆ Remind students that as they revise they should make sure
  - the events, characters, and settings could all be real.
  - the story has a clear beginning, middle, and end.
  - the story has a sense of completeness or wholeness.
  - the plot includes a problem that is solved during the course of the story.
  - the story has details that make it seem real.
  - the descriptive language and vivid images keep the story interesting.

## Guided Practice

Using the draft you created earlier, show students how to insert dialogue, deleting summary information as necessary. Explain to students why you chose the particular words for the character based on the character description.

## Apply

Have students use the revising checklist on **Skills Practice 1** page 138 as they revise their realistic stories.

## Traits of Good Writing

**IDEAS** The writer uses dialogue when writing a story to develop character, setting, and plot.

UNIT 2 Lesson 4

**Revising** Use this checklist to revise your realistic story.

- Could your characters, setting, and events be real?
- Will your beginning interest the reader?
- Is there a problem to be solved?
- Does your order of events make sense?
- Did you use dialogue?
- Is the problem solved?

**Editing/Proofreading** Use this checklist to correct mistakes.

- Did you use correct spelling?
- Did you use correct punctuation?
- Did you use quotation marks around dialogue?
- Is it clear who is speaking when you use dialogue?

**Publishing** Use this checklist to prepare your realistic story for publication.

- Neatly rewrite or type a final copy.
- Give your story a title.

138 UNIT 2 • Lesson 4 Writing • Skills Practice 1

**Skills Practice 1**, p. 138

## Differentiating Instruction

## English Learner

**IF...** students have difficulty punctuating their dialogue, **THEN...** keep in mind that not all languages use the same quotation marks. French and Spanish, for example, often use angle quotation marks. «Hello!»