



Talking About Talk:
Dialogue in Personal Narratives
Teacher's Guide

Grade: 8
Subject: ELA

Michigan Diaries:
Schools
[mi-diaries.org/
teacher-resources](http://mi-diaries.org/teacher-resources)
Leah Nodar 2026

Prior Knowledge	• Dialogue, paraphrase, quotation • Finding the high point of a story
Lesson Objective(s)	SWBAT... • Compare direct and indirect quotes • Identify important lines of dialogue and explain their function in a story • Analyze how use of dialogue influences pace and tone of a story • (Extension) Write their own narratives using direct and indirect quotations
Standards	CCSS.ELA-LITERACY.RL.8.3 • Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision CCSS.ELA-LITERACY.RL.8.4 • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, including analogies or allusions to other texts. CCSS.ELA-LITERACY.W.8.1 • Write arguments to support claims with clear reasons and relevant evidence. ○ (b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic text CCSS.ELA-LITERACY.SL.8.1 • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.



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	CCSS.ELA-LITERACY.SL.8.6 • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. CCSS.ELA-LITERACY.W.8.3 • (Extension) 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, description, and reflection, to develop experiences, events, and/or characters. CCSS.ELA-LITERACY.W.8.4 • (Extension) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Materials Needed	Students will need... • Writing utensils • A red pen and a blue pen • Printed copy of workbook – see mi-diaries.org/teacher-resources Teacher will need... • A way to play MI Diaries audio for: ○ Birthday Party: https://mi-diaries.org/2025/08/20/13371/ ○ Coffee Shop: https://mi-diaries.org/2025/09/24/13493/ ○ Jim the Horse: https://mi-diaries.org/2024/08/21/11696/ • Workbook – see mi-diaries.org/teacher-resources



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Time (minutes)	Learning Task	Methods or Procedures
5	Warm up	On the board, have the following two sentences: <i>I said, "I've got leftovers."</i> <i>I said that I had leftovers.</i> Students answer with a partner: <i>Which is a direct quote?</i> <i>Which is an indirect quote?</i> <i>What's the difference?</i> <i>For the direct quote, what is the dialogue tag?</i> Review answers with whole class.
15	Activity: "Direct and Indirect Quotes" (Workbook pages 1-3)	Students label sentences as containing direct or indirect quotes. Students rewrite direct quotes as indirect and vice versa. Students put dialogue tags on a spectrum of formal to casual. Teachers may opt for students to complete these pages individually and then review them in pairs or complete them in pairs and review them in small groups or as a whole class.
25	Main activity: "Direct and Indirect Quotes in Personal Narratives" (Workbook pages 4-15)	Students review one or more personal narratives and answer questions about the use and importance of direct quotes in each. Teachers may opt to play the audio for each narrative for groups, or for the whole class, or have students listen to the audio online themselves. This activity is best completed in pairs or small groups. Depending on class speed and level, teachers may opt to split the class into three groups and assign one narrative to each group. In



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		that case, at the end, new trios made of one student from each story group can form and discuss answers together. Alternatively, students can complete as many stories as they can get through individually or in pairs.
5	Wrap-up: "Dialogue from My Life" (Workbook page 16)	Students answer questions about their own use of dialogue. This is intended for each student to complete alone as an exit slip or formative assessment.
30	OPTIONAL Extension activity: "Comparing Dialogue Stories" (Workbook pages 17-19)	In pairs, students choose one quote from their lists of their own important quotes and write the related story twice, once using direct quotes and once using indirect quotes. Students compare the two versions.