

Important Concepts . . .

Preview Review



Language Arts Grade 6 TEACHER KEY

W3 - Lesson 3: Writing Dialogue

Important Concepts of Grade 6 Language Arts

W1 - Lesson 1	Sentence Structure 1
W1 - Lesson 2	Sentence Structure 2
W1 - Lesson 3	Parts of Speech
W1 - Lesson 4	Sentence Agreements
W1 - Lesson 5	Review

W1 - Quiz

W2 - Lesson 1	Prewriting 1
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W3 - Lesson 1	Figurative Language 1
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W3 - Lesson 3	Writing Dialogue
W3 - Lesson 4	Enhancing Content and Presentation
W3 - Lesson 5	Review

W3 - Quiz

Materials Required

Textbooks

*Cornerstones Anthologies
6A and 6B*

Language Arts Grade 6

Version 5

Preview/Review W3 - Lesson 3 Teacher Key

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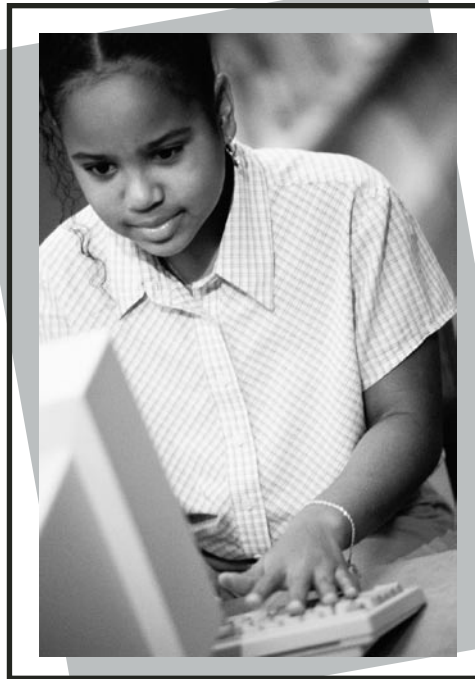
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Preview/Review Concepts for Grade Six Language Arts

TEACHER KEY



*W3 - Lesson 3:
Writing Dialogue*

OBJECTIVES

By the end of this lesson, you should

- recognize and write dialogue
- write direct quotations with correct punctuation and capitalization

GLOSSARY

dialogue - conversation between characters in a story

direct quotation - the exact words spoken by a person

divided quotation - a quotation in which the spoken words are broken into two parts separated by the explaining words

explaining words - words outside quotation marks that tell who is speaking

quotation marks - punctuation marks used to show the beginning and end of a direct quotation

TO THE TEACHER:

W3 - Lesson 3: Writing Dialogue

This lesson contains instruction and activities designed to help students extend their understanding of writing dialogue – specifically, quotations and formatting (paragraphing). The students have the opportunity to practice and recognize the proper use of quotation marks, and formatting dialogue in their own writing and the writing of others.

Lesson Procedures:

1. Individual

The lesson format is such that students can work through the material on their own with teacher intervention and/or instruction as requested or required. Generally, the activities are self-directed. Of course, this depends upon the skill levels of the individual students and general class composition.

OR

2. Teacher-Led

Introduction:

- *Introduce the topic of writing dialogue – the proper use of quotation marks and the paragraphing of conversation. Such knowledge aids the student in writing more expressively and with more energy and accuracy.*
- *Share some examples from the lesson and have students contribute examples and ideas of their own.*
- *In Gage Cornerstones Anthology 6a, “The Fight” on pages 94 to 99 is an excellent story that uses dialogue extensively. The students should enjoy the story and learn a great deal about writing dialogue!*

Instruction:

- *Lead students through the quotation and/or dialogue instruction and activities – explaining, discussing, and correcting the student activities. In this manner, you can control the pace, reinforce the concepts, and assure that students have understanding.*

Proceed in this manner through formatting or proper paragraphing of dialogue in written work.

Extending Yourself Assignment:

Discuss with students and modify according to needs.

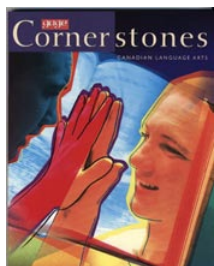
W3 - Lesson 3: Writing Dialogue

“What Did You Say?”

The main goal of writing is communication. Any tool you can use to make that communication clearer is valuable. Writing dialogue (conversation) properly helps you tell your story more accurately and interestingly, and it helps the reader understand your characters.

This lesson will help you

- write direct quotations
- write dialogue in correct paragraphs



The quotation examples below are from the story “The Fight” in *Cornerstones 6a*, pages 94 to 99. This is an excellent story that uses a lot of dialogue. Read far enough in the story to find a few examples of dialogue. Then return here.

How Do You Recognize Dialogue?

Quotation marks go before and after a person’s exact words. These exact words are called **direct quotations**.

Examples: “What’s up, Ricky? You’re nearly as quiet as Joel tonight.”
“Nothing,” I said.

Many quotations contain words outside the quotation marks to tell you who is speaking. These are called the **explaining words**.

Examples: “OK, Ricky, spill the beans,” **Dad said**. (**Dad** is the speaker.)
To his friends, **he said**, “Let’s go, guys.” (**He** is the speaker.)

Use the following rules when writing quotations.

- Capitalize the first word in a direct quotation.

Example: “You know I don’t believe in fighting,” he said.

- Periods, exclamation marks, and question marks are placed inside the quotation marks because they are part of the speaker’s sentences.

Examples: “And didn’t David kill Goliath?”
I said, “No, I’m not a chicken.”

- When the explaining words come before the direct quotation, place a comma before the quotation marks to separate the speaker from the spoken words.

Example: I said, “I want you to leave my brother alone.”

- If the explaining words come after the direct quotation, place a comma or other punctuation inside the quotation marks.

Examples: “Great,” I said.
“Are you crazy?” he asked.

A. Rewrite the following sentences placing quotation marks, capital letters, and punctuation where needed.

1. tim asked did you ever play football

Tim asked, “Did you ever play football?”

2. morris said I want to play another game

Morris said, “I want to play another game.”



3. when do we start on our trip to the mountains asked Stan

“When do we start on our trip to the mountains?” asked Stan.

4. Steve commanded come to the house exactly at midnight

Steve commanded, “Come to the house exactly at midnight.”

5. when are you moving I asked

“When are you moving?” I asked.

6. Jenny are you going to clean your room today asked mom

“Jenny, are you going to clean your room today?” asked Mom.

7. jenny replied yes if I have the time later

Jenny replied, “Yes, if I have the time later.”

8. Bryan exclaimed clean my room too

Bryan exclaimed, “Clean my room, too!”

9. I want both of you to do your chores before you go out to play said dad

“I want both of you to do your chores before you go out to play,”

said Dad.

10. we will replied the children

“We will,” replied the children.

B. Write three quotation sentences below. Use correct of quotation marks, punctuation, and capital letters. *Sentences will vary.*

1. *e.g., Jill asked, "Did Jack go up the hill again?"*

2. _____

3. _____

Divided Quotations

When the explaining words divide the direct quotation into two parts, put quotation marks around each part.

Examples: "Great," I said, "let's go on a holiday."
"One day," said Dad, "we will all go to Disneyland."

Notice that the first part of the direct quotation is followed by a comma inside the quotation marks.

A comma follows the explaining words, and the second part of the direct quotation is not capitalized.

The second part of the direct quotation is followed by a punctuation mark inside the quotation marks.

C. Rewrite the following sentences placing quotation marks, capital letters, and punctuation where needed.

1. okay replied Chris bring the car around

“Okay,” replied Chris, “bring the car around.”

2. i want to know said Bill if everyone is going at the same time

“I want to know,” said Bill, “if everyone is going at the same time.”

3. yes answered Lila the whole family is going together

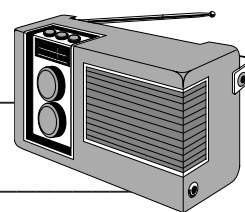
“Yes,” answered Lila, “the whole family is going together.”

4. the team stated Jim has never played this well before

“The team,” stated Jim, “has never played this well before.”

5. would you please asked Jamie turn the radio down

“Would you please,” asked Jamie, “turn the radio down?”



6. i have never said Laurie heard a story about a ghost

“I have never,” said Laurie, “heard a story about a ghost.”

7. my sister explained Sadie bought those baskets in Mexico

“My sister,” explained Sadie, “bought those baskets in Mexico.”

8. i'm going to plant the garden said Doris as soon as I get home from holidays

"I'm going to plant the garden," said Doris, "as soon as I

get home from holidays."

9. joseph asked Ryan do you want to go skateboarding tonight

"Joseph," asked Ryan, "do you want to go skateboarding

tonight?"

10. why said John do we have to do homework every night

"Why," said John, "do we have to do homework every

night?"

- D. Write three sentences with divided quotations. Use correct quotation marks, punctuation, and capital letters. *Answers will vary.*

1. *e.g., "Will you still go to the party," asked Mia, "if Lee doesn't go?"*

2.

3.

Dialogue Format

Writing stories is always challenging. Writing stories using dialogue is even more challenging. Dialogue can develop characters, establish tone or mood, and help the story move along. But you must set it up properly so the reader can follow it easily. When there are two or more speakers, how does the reader know who is speaking or when the speaker changes?

You should insert speakers' names occasionally to help the reader follow the speakers. Changes are also shown through the use of paragraphs. The general rule is to **start a new paragraph for each change of speaker**. The new paragraph is indented.

Example:

The family was getting ready to leave for their holiday to the mountains. Everyone was excited and eager.

"Come on. Hurry up," he said.

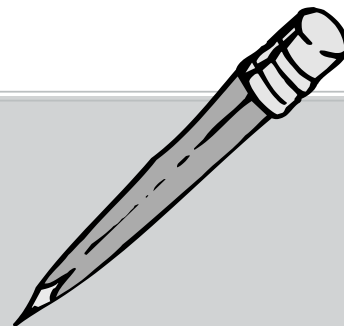
"Okay, I'm coming!" she yelled back.

"Fine," he replied, "I'll be waiting in the car."

"You're always in such a hurry," she sighed.

George snorted, "You're the one who wanted to get there early."

They piled into the car and waited for Dad to check his map. It looked like the trip was off to a good start.



The following passage has been rewritten below with correct paragraphing, quotation marks, capital letters, and punctuation.

One of Aesop's Fables is called *The Fox and the Crow*. It tells about a crow that stole a piece of cheese and then flew to a branch to eat it. The fox sat under the tree and thought about eating the cheese. The fox said crow I compliment you on your size and beauty but you would be the queen of all birds if you could talk caw exclaimed the crow and dropped the cheese thank you said the fox for not having any common sense you tricked me complained the crow the wise fox promptly ate the cheese while the crow sat in the branch above thinking and watching.

Corrected passage:

One of Aesop's Fables is called *The Fox and the Crow*. It tells about a crow that stole a piece of cheese, and then flew to a branch to eat it. The fox sat under the tree and thought about eating the cheese.

The fox said, "Crow, I compliment you on your size and beauty, but you would be the queen of all birds if you could talk."

"Caw!" exclaimed the crow and dropped the cheese.

"Thank you," said the fox, "for not having any common sense."

"You tricked me," complained the crow.

The wise fox promptly ate the cheese while the crow sat in the branch above, thinking and watching.



- E. Rewrite the following passage with correct paragraphs, quotation marks, capital letters, and punctuation. *Remember that each change of speaker gets a new indented paragraph.*

Denise, my friend, told me about her trip to Winnipeg. She was walking out of a store where she had just bought three joke gifts for her sister. She accidentally bumped into another shopper on the street. i'm so sorry exclaimed denise are you hurt asked the other shopper no i'm not hurt replied denise as she bent over to pick up the presents my name is carol smith said the other shopper my name is denise sighed my friend.

Denise, my friend, told me about her trip to Winnipeg. She was walking out of a store where she had just bought three joke gifts for her sister. She accidentally bumped into another shopper on the street.

"I'm so sorry!" exclaimed Denise.

"Are you hurt?" asked the other shopper.

"No, I'm not hurt," replied Denise as she bent over to pick up the presents.

"My name is Carol Smith," said the other shopper.

"My name is Denise," sighed my friend.

Extending Yourself

Choose a topic – an experience you have had or an imaginary experience. Write a short story **using dialogue (conversation) among your characters**. Keep it brief.

Topic suggestions:

A time when...

- you and a friend went shopping
- you and your friends were playing a game
- you met someone new
- your family went on vacation
- you had a birthday party
- or another personal experience you want to share.

In the space below, write your good copy. Use quotation marks, punctuation, capital letters, and new paragraphs for changes of speaker.

Student stories will vary.

[illegible]

