

*Important Concepts . . .*

# **Preview Review**



***Language Arts Grade 6 TEACHER KEY***

***W3 - Lesson 5: Review***

## 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
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### W1 - Quiz

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W2 - Lesson 3 .....	Literary Genres 1
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W3 - Lesson 2 .....	Figurative Language 2
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 5 Teacher Key

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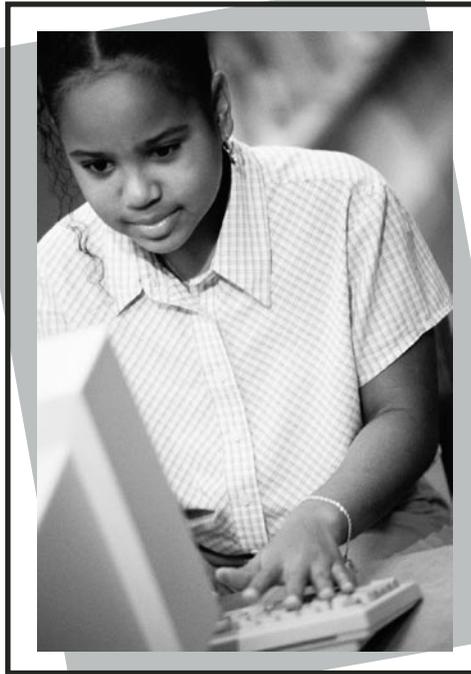
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# Preview/Review Concepts for Grade Six Language Arts

***TEACHER KEY***



***W3 - Lesson 5:  
Review***

# OBJECTIVES

In this lesson, you will

- review and use examples of figurative language - similes, metaphors, alliteration, onomatopoeia, and personification
- review and use rules and format for written dialogue

## W3 - Lesson 5: Review

### Figurative Language

In W3 - Lesson 1 and 2, you learned that **figurative language**, also called figures of speech, is language that contains unusual or dramatic description. You studied five kinds of figurative language:

- simile
- metaphor
- alliteration
- onomatopoeia
- personification

A **simile** is a comparison that uses the words *like* or *as*.

Example: His brown, wrinkled skin looked like old leather.  
She moved through the grass as silently as a snake.

A **metaphor** is a comparison that does not use the words *like* or *as*.

Example: The raindrops were a hail of bullets on the tin roof.

**Alliteration** is the repetition of the first sound in a group of words.

Example: **R**ipples of **r**ed fog **r**ose and **r**olled along the **r**iver.

**Onomatopoeia**, also known as echoic words, is the use of words that imitate the sounds they name.

Example: The saugages **hissed** and **sizzled** as they touched the flames.

**Personification** is the giving of human characteristics, behaviour, or feelings to other animals, or to objects.

Example: The autumn winds **grabbed** the trees and **shook** the leaves out of them.

## Writing Dialogue

**Dialogue** is conversation between characters. In a written story, the spoken words of a character are surrounded by **quotation marks**. The exact spoken words are called a **direct quotation**. Words outside the quotation marks, called **explaining words**, tell who is speaking.

Example: Ryan muttered, "I wish there was more to do."

quotation marks  
| |  
explaining words direct quotation

The first word in a direct quotation is capitalized.

Example: Olivia asked, "What is the weather for tomorrow?"

Periods, question marks, and exclamation marks are placed inside the quotation marks.

Example: Ryan replied, "I don't know."

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

Example: Alicia said, "I think it's supposed to be cloudy but warm."

If the explaining words come after the direct quotation, place a comma or other punctuation (but not a period) inside the final quotation marks.

Example: “Then we can go to the beach,” suggested Olivia.  
“What if it rains?” asked Ryan.

A direct quotation can be **divided** into two parts, separated by explaining words. The first part is followed by a comma inside the quotation marks. The second part is followed by a punctuation mark inside the quotation marks. The first word of the second part is not capitalized.

Example: “If it rains,” offered Alicia, “we can go to my place.”

To help the reader follow a conversation, start a new paragraph for each change of speaker.

Example: The friends discussed their plans for the next day. “I can make some lunch for our trip,” offered Olivia.

“Or we could just get take-out at the beach,” suggested Ryan,  
“so you wouldn’t have to do all that work.”

Olivia replied, “It’s not that much work, and besides, I get tired of take-out.”

Alicia said, “I’ll help you with the lunch.”

