

*Important Concepts . . .*

# Preview Review



*Language Arts*

*Grade 9*

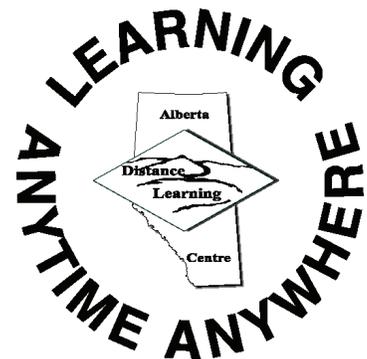
***W3 - Lesson 4: Advanced Story  
Writing Techniques***

Important Concepts of Grade 9 Language Arts	Materials Required
W1 - Lesson 1 .....Paragraph Structure	Textbooks
W1 - Lesson 2 ..... The Persuasive Paragraph	<i>ResourceLines 9 / 10</i>
W1 - Lesson 3 .....The Business Letter	
W1 - Lesson 4 ..... Business Letter Assignment	
W1 - Lesson 5 .....Paragraphs and Business Letters	<i>SightLines 9</i>
<b>W1 - Quiz</b>	
W2 - Lesson 1 ..... The Five-Paragraph Essay	
W2 - Lesson 2 ..... The Body of the Essay	
W2 - Lesson 3 ..... The Concluding Paragraph	
W2 - Lesson 4 .. Editing and Publishing Your Essay/Essay Review	
W2 - Lesson 5 ..... Five-Paragraph Essay Review	
<b>W2 - Quiz</b>	
W3 - Lesson 1 .....The Short Story	
W3 - Lesson 2 ..... More Story Elements/Planning Your Story	
W3 - Lesson 3 .....Story Building	
W3 - Lesson 4 .....Advanced Story Writing Techniques	
W3 - Lesson 5 ..... Short Story Review	
<b>W3 - Quiz</b>	

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Preview/Review W3 - Lesson 4

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# Preview/Review Concepts for Grade Nine Language Arts



*W3 - Lesson 4:  
Advanced  
Story Writing Techniques*

# OBJECTIVES

By the end of this lesson, you should

- understand the concepts of allusion and symbol
- understand the role of dialogue in a story
- be able to write a few lines of effective dialogue, using correct punctuation
- have revised and edited your story
- have rewritten your story, with corrections and revisions, to create a polished, final draft

## GLOSSARY

Refer to *ResourceLines 9/10*

**allusion** - an indirect reference to something (a character, event, movie) generally known (page 49)

**symbol** - something that represents something else; used to expand meaning (page 203)

## Overview

This lesson contains the following topics and activities:

- Glossary
- Overview
- Allusion
- Symbol
- Dialogue
- Writing Dialogue
- Punctuating Dialogue
- Learning Check 1: Punctuating Dialogue
- Revise and Edit
- Publish
- Evaluate
- Summary of W3 - Lesson 4
- News, Clues, and Reviews



## Allusion

An allusion is an out-of-context reference to a historical, biblical, literary, or mythological event, person, or place. The reference must be out of context! (For example, in a poem about the Trojan War, a reference to the Trojan horse is not an allusion.)

Here is a verse that contains several allusions:

Oh, and while the king was looking down,  
The jester stole his thorny crown.  
The courtroom was adjourned,  
No verdict was returned,  
And while Lenin read the book of Marx,  
The quartet practiced in the park,  
And we sang dirges in the dark,  
The day the music died.



From "American Pie" recorded by Don MacLean, 1992.

The song, "American Pie", contains many allusions. In this verse, allusions are made to Jesus (the king with a crown of thorns) and to two historical Communist figures, Lenin and Marx.

Come out of things unsaid; shoot an apple off my head,  
And a trouble that can't be named; tigers waiting to be tamed.

From "Clocks," recorded by Coldplay, 2003.

Have you ever heard the tale of William Tell who was supposed to have been so skilled with a bow and arrow that he risked shooting an apple off his son's head? That is the allusion contained in these lines from a song.

## Symbol

Another figurative device used in poetry and in other forms of literature is symbol or symbolism. A symbol is something that represents something else. Usually, the symbol has something in common (some similar quality) with the thing it represents. For example, a rose may symbolize love because of its beauty. A lamb may symbolize innocence because of its youth and gentleness. A mountain may symbolize a challenge in life because a mountain can be difficult to climb.

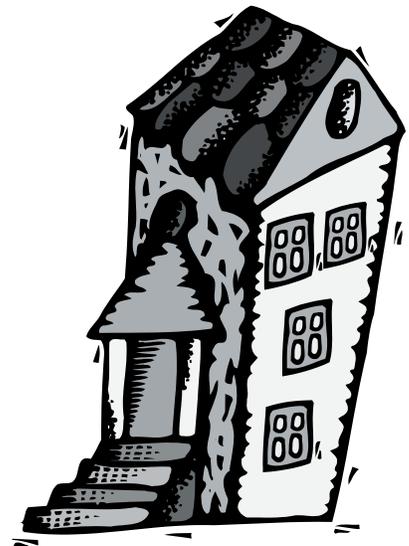
Usually, literary symbols are not quite so familiar or obvious, however. Authors create their own symbols instead of relying on common clichés. However, the symbols they use must still have characteristics in common with whatever they represent. For example, in the story, "The Time of the Wolves", the storms may symbolize the characters' inner struggles against their own fears and weaknesses. Someone whose mind is filled with dread and uncertainty may feel as if there is a storm going on inside of her; as in a storm, seeing or thinking clearly can be difficult, and even simple tasks may seem daunting.

To recognize a symbol, look for something that has importance in a story or is referred to repeatedly. Think about the qualities or characteristics of this item, and decide whether not same qualities might apply to a character or situation in the story.

Try to add either an allusion or a symbol to your story. If you wish to make one or more of your characters' names symbolic, here is a sampling of names and their meanings:

<b>Name</b>	<b>Meaning</b>
Abigail	gives joy
Alex, Alexis	defender of mankind
Alyssa	logical
Andrew	manly
Belinda	beautiful
Caroline	womanly
Cassidy	clever
Cathy	pure
Chantal	a song, a singer
Crystal	clear, brilliant glass
David	beloved
Dougall	dark stranger
Emil, Emily	industrious (hard-working)
Eric, Erica	ever powerful
Ethan	strong
Frank, Frances	free man or free one
Hannah	grace of God
Justin, Justine	just, fair
Keith	from the battlefield
Kevin	gentle, lovable
Mark, Marcia	warlike
Marshall	keeper of the horses
Michael	close to God
Nicholas, Nicole	victory of the people
Paul	small, little
Rebecca	captivating
Robert, Roberta	bright fame, famous
Sophia	wise
Stephen	crown
William	determined guardian

Name meanings found at Parenthood.com  
 (<http://www.parenthood.com/babynames.html>)



Both allusion and symbol can be an interesting and efficient way to give information about a character or situation. For example, the “house of bricks” allusion in Question 1 immediately conveys information about the father’s character to anyone who is familiar with the story, “The Three Little Pigs”.

# Dialogue

Dialogue in a story is the characters’ speeches, the words the characters say aloud.

Why use dialogue? Remember that a story is more effective and believable when it *shows* instead of *tells*. Instead of writing *Natasha was angry with David*, it is more effective to *show* the reader that she is angry, like this:

“You moron!” Natasha glared at David. “What do you mean, you lost our Science project?”

David looked at the ground. “I had it yesterday. I remember I had it with me when I left school. Then I went and shot a few baskets with the guys, and I guess I forgot it someplace.”

“Oh! You...you...you...Oh! I’m going to fail Science for sure, now, and it’s all your fault!”

Dialogue can help to reveal information about the story’s characters to the reader. An author has four main ways to give the reader information about a character. These are

- what the character says
- what the character does
- what other characters say about the character
- what the narrator says about the character



Two of these methods involve dialogue.

In the dialogue between Natasha and David, above, what did you learn about the characters?

You might have learned, for example, that David is careless and forgetful, and that Natasha tends to lose her temper and blame others for her problems. (She would not be failing Science because of just one missing project. If she fails, it will be partly her own fault, too.)



Dialogue can also help to reveal conflict. What the characters say might reveal conflict between the characters or within a character. For example, in the sample dialogue between Natasha and David, what conflict or problem is revealed?

The problem of the lost Science project is revealed, as well as the problems of Natasha’s anger towards David and the possibility that Natasha will fail Science.

A few lines of dialogue can convey a lot of information.

## Writing Dialogue

When you write dialogue, be sure that it serves a purpose in the story.

### Dialogue should not

- retell plot that the reader knows already.
- be routine. Nobody wants to read:

"Hi."  
 "Hello."  
 "How are you?"  
 "Fine."  
 "Nice day, isn't it?"  
 "Yes, it is."



Unless you want to show that your characters feel awkward with one another and do not know what to say, this sort of commonplace small talk serves no useful purpose in a short story.

### Dialogue should

- convey information about the characters' personalities, thoughts, and feelings.
- add to the mood or the suspense.
- suit the character. A bully is probably not going to use formal English. A librarian is probably not going to use teen slang.
- be individual. Each character should have his or her own way of speaking.

Use dialogue wisely and effectively.

## Punctuating Dialogue

The rules for punctuating dialogue include

- Use quotation marks around the speaker's exact words.

She ran up to me, breathless, and said,  
 "Thank goodness I found you!"



- **Begin a new paragraph when a different character speaks.**

“Hey, there,” he called to Sue. “Where are you going? What’s the rush?” Josh ran to catch up with Sue, who was striding quickly, her fringed purse bobbing at her side. “Don’t you want to walk home with me?”

“I can’t,” Sue answered. “I have to meet my mom. We’re going shopping for a bridesmaid’s dress for my sister’s wedding.” She grinned at Josh. “Wanna come with us?” She knew what the answer would be.

“Uh. I’ll pass. I’ll see you tomorrow.”

- **Use a comma between the dialogue tag (e.g. *he said*) and the dialogue, unless you need to use an exclamation point or a question mark.**

“My puppy learned a new trick today,” said Matt.

“Did he?” asked Tina. “What is it?”

- **Use a period after the dialogue tag, when it interrupts two complete sentences by the same speaker. Use a comma when the dialogue tag is in the middle of the speaker’s sentence.**

“He can roll over,” Matt answered, “and play dead.”

“Oh, how cute!” cried Julie. “I’d like to see that.”

- **Place end punctuation inside quotation marks.**

“I’m home.” not “I’m home”.

- **Do not use quotation marks with “that” (reported conversation).**

She told me that she would be late this morning. (No quotation marks.)

She said, “I’ll be late this morning.” (Quotation marks.)

## Learning Check 1: Punctuating Dialogue

For the following questions, write a “C” on the line below if the dialogue is punctuated correctly. If it is not correct, rewrite it, making the necessary corrections.



1. “Help!” she cried. “I’m drowning!”

---

2. Trevor said “I’m going home now”.

---

3. “Did you see that” she asked? It looked like a three-legged cat.”

---

---

4. “No, I didn’t,” he replied, “but tell me what colour it was.”

---

---

5. Sam said that “he would meet us here after school.”

---

---

### Add Dialogue to Your Story

If you have not done so already, add dialogue to your own story. If your story already contains dialogue, read it again to see if you want to make improvements to it. **Try to have at least four lines of dialogue in your story.**



### Revise and Edit

Your story is almost complete. Now, check it over, add the finishing touches, and publish your masterpiece!

#### Revise

When you revise, you look for ways to make your writing better.

Re-read your story and ask yourself the following questions:

- Can I read this aloud smoothly? (Reading your work aloud to yourself or to someone else is an excellent way to catch problems.)
- Does every word, phrase, and sentence have a reason for being there?
- Does the beginning capture the reader’s interest and make him/her want to read more?
- Does the story make the reader think about my theme?

- Does each paragraph centre on one idea or topic?
- Have I used complete and correct sentences, except possibly in a character's thought or speech?
- Have I used a variety of sentence types?
- Do my characters speak and act in ways that show the reader who they are?
- Do the events follow a logical order? Do they have a reason for being in the story, such as revealing character or moving the plot along?
- Is my protagonist's problem or conflict clear?
- Have I used vivid description and figures of speech that help to create a mental picture for my reader?
- Does my writing create a definite mood?
- Does the conflict in my story build to a climax?
- Does my story have an outcome where the conflict is resolved?

There is also a revision checklist on page 83 of *ResourceLines 9/10*.

## **Edit**

When you edit your writing, you proofread it for errors and make corrections.

Check your story to be sure you have used the following correctly:

- spelling
- capitalization
- punctuation
- grammar
- sentence structure
- consistent use of verb tense (Did you start writing your story using past tense and then switch to present tense partway through?)
- make sure you have correctly used punctuation and paragraphing for the dialogue you included in your story

## Self Editing Tips

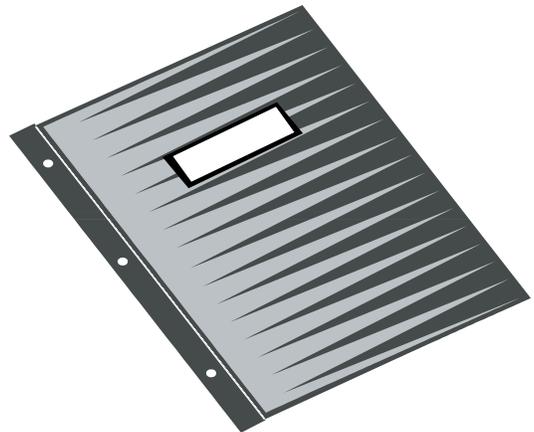
Sometimes catching your own mistakes is difficult. These tips can help:

- Read your story aloud.
- Begin at the end and work backwards, reading aloud one sentence at a time. See if each sentence is a complete thought that makes sense when you read it on it's own.
- Use a piece of cardboard or paper to slow your proofreading and cover the lines you have not checked yet.
- If possible, have someone else proofread your story, too.



## Publish

- Give your story a title, if you haven't already done so. Try to think of a title that will interest your readers and match your story's theme.
- Write your final copy in the space provided below, making your story look as neat and attractive as possible.
- Hand in your story and feel proud of your accomplishment!



## Evaluate

Think about what mark you would give your story, and why.











## ***Short Story Evaluation***

### **Content**

**/10**

- *The writing captures the reader’s interest.*
- *The story is creative and/or original.*
- *The writing has a purpose.*
- *The writer has carefully chosen ideas. (Everything has a reason for being in the story).*
- *The writing stays on topic (follows a logical sequence of events, without sudden, confusing shifts).*

### **Organization**

**/10**

- *The beginning of the story is purposeful and interesting, and it clearly establishes a focus (point of view, setting, characters, conflict) that is sustained.*
- *Events and/or details are arranged in paragraphs in a purposeful and effective order (rising action).*
- *Closure is effective and purposeful (climax and dénouement).*
- *The writing has coherence. (It “flows”).*

### **Sentence Structure**

**/5**

- *Good sentence structure (complete sentences, no run-on sentences) is used, except where a specific effect is required (such as in dialogue).*
- *Sentence type and sentence length are effective and varied.*
- *Sentence beginnings are consistently varied.*

### **Vocabulary**

**/5**

- *Words and expressions are used accurately and deliberately to fulfill the writer’s purpose.*
- *Specific words and expressions (figurative language, -ly words, strong verbs, quality adjectives) are used to create vivid images and establish a mood.*
- *The word-choice and tone in the dialogue helps to reveal character or conflict.*
- *The narrative voice / tone (point-of-view) is confident and appropriate, and it enhances the meaning and the mood.*

### **Conventions**

**/5**

- *The writing is essentially error-free.*
- *The relative absence of error is impressive considering the length and complexity of the story.*
- *Dialogue is punctuated correctly.*

**Total = /35**

## Summary of W3 - Lesson 4

- Allusion is an out-of-context reference to a character, item, or event from literature, history, mythology, or the Bible.
- A symbol represents something or someone that has similar qualities.
- Allusion and symbol can be effective ways to give the reader information about characters and situations.
- Dialogue is another effective way to reveal characters and situations.
- Dialogue should be meaningful, and it should suit the character who is speaking.
- Use quotation marks around the speaker’s exact words, and start a new paragraph when a different character speaks.
- Revising and editing your work helps you to be sure it is clear and correct so your reader can understand and enjoy it.

## News, Clues, and Reviews

### News



Extra! Extra! Here are three new ideas I learned in this lesson:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## Clues

Here is a question or an example I thought of for each of the above ideas. When I thought of a question, I tried to find the answer, and I wrote it below the question:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Reviews

Use the notes you made on this page to help you review for tests.

