

SUPPLEMENTAL SKILLS INSTRUCTION

WR.3.F NARRATIVE

Punctuating Dialogue

Lessons WR.3.A–F offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

In this lesson, the teacher provides direct instruction on how to punctuate the dialogue in a narrative in order to accurately and effectively convey the experiences they develop. Students focus on revising their own narratives for properly punctuated dialogue before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.3 Revision Exit Slip: Punctuating Dialogue, on which each student records one example of a successful revision.

For homework, students choose three different passages from their narratives and revise each passage focusing on proper punctuation of dialogue.

Standards

| Assessed Standard(s) | |
|-----------------------|---|
| W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| L.9-10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| Addressed Standard(s) | |
| W.9-10.3.b | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters. |
| W.9-10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other |

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| | information and to display information flexibly and dynamically. |
| SL.9-10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. |

Assessment

| Assessment(s) |
|--|
| <p>Student learning is assessed via completion of the WR.3 Revision Exit Slip: Punctuating Dialogue. Students record the original passage from their narratives as well as the revised passage. Students then explain why the revision is effective.</p> <p>i Consider assessing these revisions using the Narrative Writing Checklist.</p> |
| High Performance Response(s) |
| <p>A High Performance Response should:</p> <ul style="list-style-type: none"> Record the original passage (e.g., I didn't even have time to tell Mission Control or say much at all. I let Buzz do all the talking. "Hang tight; we're going to 2,000 feet."). Revise the original passage, focusing on properly punctuating dialogue (e.g., I didn't even have time to tell Mission Control or say much at all. I let Buzz do all the talking: "Hang tight; we're going to 2,000 feet."). Explain why the revision is effective (e.g., I used a colon to connect the dialogue to the sentence before it, since the sentence before the dialogue is a complete sentence and the dialogue itself is also a complete sentence. This clarifies the connection between the sentence and the dialogue.). <p>i See the Model WR.3 Revision Exit Slip: Punctuating Dialogue for more examples.</p> |

Lesson Agenda/Overview

| Student-Facing Agenda | % of Lesson |
|--|---|
| Standards: <ul style="list-style-type: none"> Standards: W.9-10.5, L.9-10.2, W.9-10.3.b, W.9-10.6, SL.9-10.1 | |
| Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Writing Instruction: Punctuating Dialogue Narrative Writing Checklist Individual Revision Revision Discussion WR.3 Revision Exit Slip: Punctuating Dialogue Closing | <ol style="list-style-type: none"> 5% 0% 35% 5% 25% 20% 5% 5% |

Materials

- Copies of the Punctuating Dialogue Tool for each student
- Student copies of the up-to-date Narrative Writing Checklist (refer to WR.3 Lesson E Model Narrative Writing Checklist)
- Copies of the WR.3 Revision Exit Slip: _____ for each student (refer to WR.3 Lesson A)—students will need additional blank copies

Learning Sequence

| How to Use the Learning Sequence | |
|----------------------------------|---|
| Symbol | Type of Text & Interpretation of the Symbol |
| 10% | Percentage indicates the percentage of lesson time each activity should take. |
| no symbol | Plain text indicates teacher action. |
| | Bold text indicates questions for the teacher to ask students. |
| | <i>Italicized text indicates a vocabulary word.</i> |
| ► | Indicates student action(s). |
| 💬 | Indicates possible student response(s) to teacher questions. |



Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda. In this lesson, students learn how to punctuate the dialogue in their narratives in order to accurately and effectively convey the experiences they develop. Students revise their own drafts before participating in a peer discussion about their individual revisions.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

0%

- ① Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction: Punctuating Dialogue

35%

Explain to students that as they develop the experiences, events, and characters in their narratives, they may choose to use the narrative technique of *dialogue*. Remind students that *dialogue* refers to conversation between two or more characters.

- ① Students learned the definition of *dialogue* and how to use *dialogue* to develop the experiences, events, and characters in their narratives in Lesson 8.

Lead a brief whole-class discussion about the following question:

Why is it important to properly punctuate the dialogue in a narrative?

💬 Student responses may include:

- Properly punctuating dialogue is important for communicating clearly and accurately. When there are multiple characters speaking, punctuation helps the reader understand who is talking, to whom they are talking, and what they are saying.
- Properly punctuating dialogue is important for effectively developing elements of a narrative. For example, punctuation can help a reader understand how a character feels or what the relationship is like between two characters.
- Properly punctuating dialogue, like properly punctuating the entire narrative, is important in formal writing, because it contributes to the professional presentation of the writing.

Distribute the Punctuating Dialogue Tool.

Explain to students that the remainder of this lesson activity is a jigsaw discussion in which students identify and discuss how to punctuate dialogue accurately. Transition to the jigsaw discussion by creating groups of three “home” groups. Instruct student groups to decide among themselves which group member is responsible for which set of examples on the Punctuating Dialogue Tool.

- ▶ Students form “home” groups of three and decide who is responsible for each set of examples.

Direct students to leave their home groups to form “expert” groups so that groups are now based on the set of examples for which each student is responsible (e.g., all students responsible for Example Set 1 come together to form a group). Inform students that expert groups are those that read, analyze, and become class experts on the examples in their section of the tool so that they can share their understanding with their home groups.

- ▶ Students form “expert” groups.

Instruct students to discuss the questions on the Punctuating Dialogue Tool for their set of examples. Instruct students to use the tool to take notes during their discussions. Remind students that taking notes helps them in their roles as experts when they return to their home groups for further discussion. Inform students that as experts, they are expected to synthesize their expert group discussions in order to report back to their home groups, stimulating and propelling the discussion of their set of examples.

Circulate and support as necessary.

- 💬 See Model Punctuating Dialogue Tool for sample student responses.

When expert groups complete their analysis of their section of text, instruct students to return to their home group in which each member has explored a different set of examples from the Punctuating Dialogue Tool. Instruct each student to present the analysis from the expert group to his or her home group members for discussion.

Circulate to ensure student comprehension.

Lead a brief whole-class discussion of accurate and effective punctuation of dialogue, ensuring that students understand the rules for proper punctuation and how proper punctuation contributes to the clarity and flow of a narrative.

- ① **Differentiation Consideration:** Some students may have trouble immediately grasping the proper punctuation of dialogue. If students continue to struggle, provide them with 5–10 examples of incorrectly punctuated dialogue and instruct them to determine how to correct each example.
- ① **Differentiation Consideration:** If students readily grasp the punctuation rules demonstrated in the tool, consider posting or projecting the following examples from the model narrative in Lesson 10. Then pose the extension questions below to allow for a more detailed discussion of proper punctuation and capitalization with dialogue (the following examples are taken from paragraphs 4 and 6 the Model Student Narrative (refer to Lesson 10)):

- **Example 1:** “Are you *the* Neil Armstrong?” she asked.
- **Example 2:** “This is ... wow ... this is amazing!” she exclaimed.

What do you notice about the punctuation in these examples?

💬 Student responses should include:

- In both examples, the dialogue is part of the same sentence as the other words.
- Instead of ending in a comma, the dialogue ends in either a question mark or an exclamation point, even though the dialogue is part of the larger sentence.
- The whole sentence ends in a period even though the dialogue is a question or exclamation.

Why is “she” not capitalized in either example?

💬 In both examples, “she” is not capitalized, because the dialogue is part of the larger sentence. The phrases “she asked” or “she exclaimed” are not complete sentences, because they are not complete ideas.

What rules about punctuating dialogue can be inferred from these examples?

💬 Student responses should include:

- If the dialogue is a question or exclamation, then the dialogue should end with the proper punctuation mark inside the quotation marks—a question mark or exclamation point—and not a comma.
- If the dialogue is a question or exclamation and it is also a part of a larger sentence, then the word following the dialogue should not be capitalized.

Activity 4: Narrative Writing Checklist

5%

- ① The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Narrative Writing Checklist.

- ① Consider posting or projecting the Narrative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson’s writing instruction, what items should the class add to the Narrative Writing Checklist? In which categories do these items belong and why?

💬 Student responses will vary but should include points that address the following:

- Properly punctuate dialogue to develop experiences clearly and accurately? This item belongs in the Control of Conventions category, because it is about using proper punctuation.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Narrative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Narrative Writing Checklist.

- ▶ Students add new items in the appropriate categories to their copies of the Narrative Writing Checklist.

① Consider adding the new items in the appropriate categories to the displayed copy of the Narrative Writing Checklist.

Activity 5: Individual Revision

25%

① The following activity addresses the expectations of W.9-10.3.b.

Instruct students to independently revise their drafts, focusing on properly punctuating dialogue to develop experiences clearly and accurately. Explain to students that they should revise at least three passages to ensure proper punctuation of dialogue. Remind students to refer to the Narrative Writing Checklist as they revise their drafts.

Transition to individual revision.

- ▶ Students independently revise their drafts to ensure the proper punctuation of dialogue to develop experiences clearly and accurately.
- ☞ For sample revisions, see the Model WR.3 Revision Exit Slip: Punctuating Dialogue.

Activity 6: Revision Discussion

20%

① The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

① Refer to Lesson 7 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
 2. Explain to your peers how the revision improves your draft.
 3. Ask your peers to provide brief constructive criticism on your revisions.
 - ▶ Students share and discuss with peers at least two effective revisions they made to their drafts.
- ① In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.3 Lesson Revision Exit Slip: Punctuating Dialogue

5%

Explain that for this lesson’s assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.3 Revision Exit Slip: _____ to each student. Instruct students to fill in the title “Punctuating Dialogue” on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Narrative Writing Checklist.

- ▶ See the High Performance Response and Model WR.3 Revision Exit Slip: Punctuating Dialogue for sample student responses.

Activity 8: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts, focusing on properly punctuating dialogue to develop experiences clearly and accurately.

- ① If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students’ use of the online writing community addresses the expectations of W.9-10.6.)
- ▶ Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft, focusing on properly punctuating dialogue to develop experiences clearly and accurately.

Punctuating Dialogue Tool

| | | | | | |
|--------------|--|---------------|--|--------------|--|
| Name: | | Class: | | Date: | |
|--------------|--|---------------|--|--------------|--|

Directions: Read and discuss the punctuation in each example from the article “The Flight of Apollo 11.” Discuss and record punctuation rules that can be inferred from each example.

SET 1

| | |
|---|---|
| “Sixty seconds,” called Astronaut Charles Duke, the capsule communicator (CapCom) in Houston. (sec. 2, par. 10) | “Light’s on.” Aldrin confirmed that the astronauts had seen the fuel warning light. (sec. 2, par. 12) |
| Compare the examples. | |
| | |
| What punctuation rule(s) can be inferred from each example? | |
| | |

SET 2

| | |
|---|--|
| “It’s not easy,” he admitted, “but that’s about the same problem seismologists have been facing for years in deciding whether a tremor on earth is caused by a quake or by a nuclear test in some remote place. We can do it because the waves caused by a bomb or an impact are richer in high-frequency vibrations than those caused by a quake.” (sec. 10, par. 7) | “That’s why the corner reflector works so well for our purposes,” explained Professor Alley. “These prisms are the most accurate reflectors ever made in any quantity. Yet, of course, the beam is severely attenuated in its half-million-mile round trip.” (sec. 12, par. 7) |
| Compare the examples. | |
| | |

| What punctuation rule(s) can be inferred from each example? | |
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| | |

SET 3

| As Buzz Aldrin said in a TV broadcast while coming home from the moon, “This has been far more than three men on a voyage to the moon ... This stands as a symbol of the insatiable curiosity of all mankind to explore the unknown.” (sec. 16, par. 1) | In the control center, George Hage, Mission Director for Apollo 11, was pleading silently: “Get it down, Neil! Get it down!” (sec. 2, par. 16) |
|---|--|
| Compare the examples. | |
| | |
| What punctuation rule(s) can be inferred from each example? | |
| | |

Model Punctuating Dialogue Tool

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|--------------|--|---------------|--|--------------|--|
| Name: | | Class: | | Date: | |
|--------------|--|---------------|--|--------------|--|

Directions: Read and discuss the punctuation in each example from the article “The Flight of Apollo 11.” Discuss and record punctuation rules that can be inferred from each example.

SET 1

| | |
|---|--|
| “Sixty seconds,” called Astronaut Charles Duke, the capsule communicator (CapCom) in Houston. (sec. 2, par. 10) | “Light’s on.” Aldrin confirmed that the astronauts had seen the fuel warning light. (sec. 2, par. 12) |
| Compare the examples. | |
| The dialogue is part of the larger sentence. | The dialogue is its own sentence. |
| What punctuation rule(s) can be inferred from each example? | |
| When dialogue part of the same sentence as the other words, a comma is used at the end of the quotation to separate it from the rest of the sentence even if the dialogue is a complete sentence. | When dialogue is its own sentence, the proper ending punctuation (e.g., a period) goes inside the quotation marks. |

SET 2

| | |
|---|--|
| “It’s not easy,” he admitted, “but that’s about the same problem seismologists have been facing for years in deciding whether a tremor on earth is caused by a quake or by a nuclear test in some remote place. We can do it because the waves caused by a bomb or an impact are richer in high-frequency vibrations than those caused by a quake.” (sec. 10, par. 7) | “That’s why the corner reflector works so well for our purposes,” explained Professor Alley. “These prisms are the most accurate reflectors ever made in any quantity. Yet, of course, the beam is severely attenuated in its half-million-mile round trip.” (sec. 12, par. 7) |
| Compare the examples. | |
| A sentence in the dialogue is split up by words that tell the reader who is speaking and how he is speaking. The second part of the dialogue continues the sentence that was started in the | The dialogue is split. The first piece of dialogue is part of a sentence, but the second piece of dialogue is its own sentence. The same person is saying both pieces of the |

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| first part. The same person is saying both pieces of the dialogue. | dialogue. |
| What punctuation rule(s) can be inferred from each example? | |
| When a sentence in the dialogue is split up, a comma belongs inside the quotation marks of the first piece of dialogue, and then another comma belongs right before the second piece of dialogue that is in the same sentence. When dialogue ends the sentence, the proper sentence-ending punctuation (e.g., an exclamation point, a period, a question mark) belongs inside the quotation mark. | When dialogue is split up and the first piece of dialogue is part of another sentence, then a comma is used at the end of the quotation to separate it from the rest of the sentence and a period is used at the end of the whole sentence. If the second part of the dialogue is its own sentence(s), then a quotation mark begins the sentence, and the proper sentence-ending punctuation (e.g., a period) belongs inside the quotation mark. |

SET 3

| | |
|--|--|
| As Buzz Aldrin said in a TV broadcast while coming home from the moon, “This has been far more than three men on a voyage to the moon ... This stands as a symbol of the insatiable curiosity of all mankind to explore the unknown.” (sec. 16, par. 1) | In the control center, George Hage, Mission Director for Apollo 11, was pleading silently: “Get it down, Neil! Get it down!” (sec. 2, par. 16) |
| Compare the examples. | |
| There is a comma after the first phrase and before the dialogue, because the first phrase is not a complete sentence on its own. Because the beginning of the dialogue is the beginning of a sentence, the first word is capitalized even though the dialogue is part of a larger sentence. | There is a colon before the dialogue. The phrase before the dialogue is a complete sentence, and the dialogue is also a complete sentence. |
| What punctuation rule(s) can be inferred from each example? | |
| If a phrase introduces the dialogue, then there should be a comma at the end of the phrase before the first quotation mark. Because the dialogue ends the sentence, the proper sentence-ending punctuation (e.g., an exclamation point, a period, a question mark) | If a complete sentence introduces the dialogue and the dialogue is also a complete sentence, then the writer should use a colon to introduce the dialogue. Because the dialogue ends the sentence, the proper sentence-ending punctuation (e.g., an |

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| belongs inside the quotation marks. | exclamation point, a period, a question mark) belongs inside the quotation marks. |
|-------------------------------------|--|

Model Narrative Writing Checklist

| | | | | | |
|--------------|--|---------------|--|--------------|--|
| Name: | | Class: | | Date: | |
|--------------|--|---------------|--|--------------|--|

Directions: Use this template to record the checklist items that convey the components of an effective narrative established as a class.

| Coherence, Organization, and Style Does my response... | Drafting ✓ | Finalization ✓ |
|--|--------------------------|--------------------------|
| Develop real or imagined experiences or events? | <input type="checkbox"/> | <input type="checkbox"/> |
| Establish a point of view? | <input type="checkbox"/> | <input type="checkbox"/> |
| Include settings, characters, and plots that develop the experiences or events? | <input type="checkbox"/> | <input type="checkbox"/> |
| Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative? | <input type="checkbox"/> | <input type="checkbox"/> |
| Use the passage of time to structure the narrative? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have an introduction that engages and orients the reader by setting out a problem, situation, or observation? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have an introduction that establishes a narrator and/or characters? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have an introduction that builds a smooth progression of experiences or events? | <input type="checkbox"/> | <input type="checkbox"/> |
| Develop distinct character voices? | <input type="checkbox"/> | <input type="checkbox"/> |
| Provide a conclusion that follows from and reflects on the experiences and observations within the narrative? | <input type="checkbox"/> | <input type="checkbox"/> |
| Use different structural techniques to sequence events so that they build on one another to create a coherent whole? | <input type="checkbox"/> | <input type="checkbox"/> |
| Use precise words and phrases, telling details, and sensory language to develop experiences, events, settings, and characters? | <input type="checkbox"/> | <input type="checkbox"/> |
| Include varied syntax to contribute to a cohesive and engaging narrative? | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|--------------------------|--------------------------|
| Include transitional words and phrases that clearly show the relationship among characters, experiences, and events? | <input type="checkbox"/> | <input type="checkbox"/> |
| Include sentences of varied length that contribute to the flow and effectiveness of my narrative? | <input type="checkbox"/> | <input type="checkbox"/> |
| Include varied phrases, where appropriate? | <input type="checkbox"/> | <input type="checkbox"/> |
| Control of Conventions | Drafting | Finalization |
| Does my response... | ✓ | ✓ |
| Correctly incorporate semicolons and colons to make my writing clearer? | <input type="checkbox"/> | <input type="checkbox"/> |
| Correctly incorporate commas? | <input type="checkbox"/> | <input type="checkbox"/> |
| Avoid sentence fragments and run-on sentences? | <input type="checkbox"/> | <input type="checkbox"/> |
| Correctly incorporate the use of parallel structure? | <input type="checkbox"/> | <input type="checkbox"/> |
| Properly punctuate dialogue to develop experiences clearly and accurately?* | <input type="checkbox"/> | <input type="checkbox"/> |

*Asterisks indicate new items added in this lesson.

Model WR.3 Revision Exit Slip: Punctuating Dialogue

| | | | | | |
|--------------|--|---------------|--|--------------|--|
| Name: | | Class: | | Date: | |
|--------------|--|---------------|--|--------------|--|

Directions: In the first column, record the original passage from your narrative. In the second column, record the revised passage. In the third column, explain why the revision is effective.

| Original Passage | Revised Passage | Explanation |
|---|---|---|
| "Sorry" she said, after she finally saw my outstretched hand. She handed me the card. | "Sorry," she said, after she finally saw my outstretched hand. She handed me the card. | To properly punctuate the dialogue and improve clarity, I added a comma after "Sorry." |
| I didn't even have time to tell Mission Control or say much at all. I let Buzz do all the talking. "Hang tight; we're going to 2,000 feet." | I didn't even have time to tell Mission Control or say much at all. I let Buzz do all the talking: "Hang tight; we're going to 2,000 feet." | I used a colon to connect the dialogue to the sentence before it, since the sentence before the dialogue is a complete sentence and the dialogue itself is also a complete sentence. This clarifies the connection between the sentence and the dialogue. |
| When Buzz got off the ladder, I asked him "Isn't it fun?" | When Buzz got off the ladder, I asked him, "Isn't it fun?" | To properly punctuate the dialogue and improve clarity, I used a comma after the phrase at the beginning of the sentence. |

