Georgia Performance Standards Framework for Unit 1-8th Grade

Grade: 8
Topic: Punctuating Dialogue
Instructional unit: Research Process/Narrative Writing
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The task:
The teacher will provide the students with the rules of punctuating dialogue:

- Quotation marks are placed before the first word of a quote and after the punctuation that follows the last word.
- A quoted remark begins with a capital letter; it is the speaker’s first word.
- A quote is separated from the “he said” part or explanatory phrase with a comma inside the last quotation mark or a question mark or an exclamation point, but never with a period. A period would create two sentences and a full stop.
- In writing dialogue—two or more people having a conversation—begin a new paragraph each time you alternate or change speakers.

The teacher will then provide the student with an envelope of a sentence cut into individual parts, and the student will work to assemble the sentence correctly based on the rules of punctuating dialogue. Students should practice at least 3-4 sentences, more or less, depending on mastery. To challenge students, ask them to create their own sentence puzzles for completion of correct punctuated dialogue.

The following is a paragraph needing punctuation. The teacher will model this first before having students work with individual sentences:

Within ten minutes the rain was falling so hard we couldn’t see the streetlights. I began to panic. Where was my mom? My dad said don’t worry—she’s a good driver. She’s been driving for a long time. She will be fine. I was still worried. Do you really think so I asked. Yes, sweetie, I do he said. He patted me on the back and then gave me a reassuring hug. Together we stood at the window and watched the storm. Have you ever seen it rain like this before I asked like it will never stop? My father paused before he answered. No he answered never.

Modifications:
1. Provide the paragraph with the correct quotation marks and have them place the quotation marks in the correct place

Ex: Within ten minutes the rain was falling so hard we couldn’t see the streetlights. I began to panic. “Where was my mom?” My dad said, “Don’t worry—she’s a good driver. She’s been driving for a long time. She will be fine.” I was still worried.” Do you really think so?,” I asked. “Yes, sweetie, I do,” he said. He patted me on the back and then gave me a reassuring hug. Together we stood at the window and watched the storm.
“Have you ever seen it rain like this before,” I asked,” like it will never stop?”
My father paused before he answered. “No, he answered.,” Never.”

Within ten minutes the rain was falling so hard we couldn’t see the streetlights. I began to panic. Where was my mom? My dad said don’t worry—she’s a good driver. She’s been driving for a long time. She will be fine. I was still worried. Do you really think so I asked? Yes, sweetie, I do he said. He patted me on the back and then gave me a reassuring hug. Together we stood at the window and watched the storm. Have you ever seen it rain like this before I asked like it will never stop? My father paused before he answered. No he answered never.

2. Provide sample for the sentence puzzle

**Focus Standard:**
**ELA8C1** The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. 

e. Demonstrates appropriate comma and semicolon usage (compound, complex, and compound-complex sentences, split dialogue, and for clarity).

**Circumstances of the assignment/Notes to the Teachers:**
This activity should be performed after working with the three part dialogue lesson.

Teacher can find simplistic dialogue for lesson purposes in the picture books, comic books, or graphic novels.

See attached: Punctuating Conversation, by Nancie Atwell