

(4) Take notes in the following way:

- a. Plan each paragraph according to **who is going to speak and generally what that toy will say.**

For example:

Paragraph 1: Franz: Been so long!

Paragraph 2: Niko: Agree good to see you!

- b. If you want to have a paragraph containing a few sentences of dialogue, that is fine, as long as it is still the same toy speaking.

Sample Paragraph:

"I agree! Sometimes his renovations make room for me, and other times they do not," Franz remarked. "Have you watched my races with Toni, that new BMW Dane got?"

Note that when one toy speaks more than one sentence, you just place the opening quotation marks before the toy's first sentence and the ending quotation marks following the last words it spoke--just one set of quotation marks for all the sentences that one toy spoke.

- c. **Each time a new toy begins speaking, a new paragraph should be started.**
- d. You may write down more information than you need and omit some of it later when you are writing.
- e. Take your notes on the lines provided, planning for each paragraph to begin a new speaker and each sentence line to contain notes for one sentence of spoken words.
- f. **You may or may not use all of the sentence lines** according to your teacher's wishes and the nature of your dialogue. Your entire dialogue will be 32 to 46 sentences, depending on your level.
- g. You may re-label and/or re-number the outlining lines to fit your dialogue.

Note: If this is your first CI writing or language arts book and you are not familiar with dialogue writing, you may desire to outline your essay after you complete Step Two: Dialogue Writing (the next assignment). Feel free to flip over to that lesson then come back to this outlining assignment, if needed.

All--Paragraph of Body One

Topic of Paragraph One _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

All--Paragraph of Body Two

Topic of Paragraph Two _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

All--Paragraph of Body Three

Topic of Paragraph Three _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

All--Paragraph of Body Four

Topic of Paragraph Four _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

All--Paragraph of Body Five

Topic of Paragraph Five _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

All--Paragraph of Body Six

Topic of Paragraph Six _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

All--Paragraph of Body Seven

Topic of Paragraph Seven _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

All--Paragraph of Body Eight

Topic of Paragraph Eight _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

All--Paragraph of Body Nine

Topic of Paragraph Nine _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

All--Paragraph of Body Ten

Topic of Paragraph Ten _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Extension--Paragraph of Body Eleven

Topic of Paragraph Eleven _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Extension--Paragraph of Body Twelve

Topic of Paragraph Twelve _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Lesson B. Write On: Dialogue Writing

<>B-1.In the dialogue provided, highlight the speaker of each paragraph (when speaker is given in the speech tag).

Kids played with numerous kinds of toys in the U.S. in the 2010s. Two common toys were LEGOs and toy cars. LEGOs came in numerous sets, based on the real world or movie worlds. Children would create buildings for their characters to battle inside. People made miniature toy cars that were exact replicas of real cars. Children would pretend they were racing these cars against each other. Sometimes kids combined both LEGOs and toy cars together in their imagination as they played. **(Paragraph 1)**

One afternoon, while Dane their owner was at school, the LEGOs and toy cars in his room came alive. Franz the yellow Mercedes and Niko the LEGO ninja quickly discovered each other. They were friends, but since they rarely came alive, they were excited to catch up with each other. **(Paragraph 2)**

“Niko! It’s been so long!” Franz exclaimed, in his German accent. **(Paragraph 3)**

“I agree, Franz! It’s so good to see you again!” Niko delightedly replied. **(Paragraph 4)**

“How has life been in the castle?” Franz inquired. **(Paragraph 5)**

“Great,” Niko answered happily, “but Dane is always remodeling it. I never know which room is mine! **(Paragraph 6)**

“I agree! Sometimes his renovations make room for me, and other times they do not,” Franz remarked. “Have you watched my races with Toni, that new blue BMW Dane got?” **(Paragraph 7)**

“Oh yes, they have been thrilling! You both are so evenly matched,” Niko exclaimed. Then he added, “Although, Toni always seems to win at the end.” **(Paragraph 8)**

“I know what you mean! I give my best effort, but Dane usually pulls me back at the end.” **(Paragraph 9)**

“Don’t get too down, old friend. You’re still his favorite car. When he chooses a car for the castle, he always selects you!” Niko helpfully reminded him. **(Paragraph 10)**

“That’s true,” Franz replied brightly. “Thanks for the encouragement! How are you getting along with that other ninja?” **(Paragraph 11)**

“Oh, you mean, Hido? Yeah, we respect each other, but he’s still mad because I beat him most of the time,” commented Niko. **(Paragraph 12)**

“You do, but he always hits you a lot of times before that happens. Why is that?” Franz questioned. **(Paragraph 13)**

“Well, his flying kick is hard to beat, before he gets tired. When he wears out, then I pull out my devastating double punch,” Niko eagerly explained. **(Paragraph 14)**

Franz laughingly responded, “You really love this fighting stuff! You do it all the time I guess, so that makes sense.” **(Paragraph 15)**

Niko smiled and then straightened his face, “I think I hear footsteps! Quick, let’s get back to our places. Hopefully, we can chat again soon. See you later, Franz!” **(Paragraph 16)**

“Good-bye, Niko! I loved our chat. I can’t wait to do it again!” **(Paragraph 17)**

Box for B-1

↔ **B-2.** Go through each paragraph slowly with the list provided.

Note: Learning dialogue writing is hard work! This Write On! lesson will be laborious and long--but it will help you understand dialogue writing. Do not skip the steps. Your teacher might want to do this lesson with you.

Did you find the following:

1. In **Paragraph Three**, the speaker is given—*Franz exclaimed, in his German accent.*
2. In **Paragraph Four**, the speaker is given—*Niko delightedly replied.*
3. In **Paragraph Five**, the speaker is given—*Franz inquired.*
4. In **Paragraph Six**, the speaker is given—*Niko answered happily.*
5. In **Paragraph Seven**, the speaker is given—*Franz remarked.*
6. In **Paragraph Eight**, the speaker is given—*Niko exclaimed. Then he added.*
7. In **Paragraph Nine**, the speaker is not given, but you know that the speaker is Franz because a new paragraph was started—and the previous speaker was Niko.
8. In **Paragraph Ten**, the speaker is given—*Niko helpfully reminded him.*
9. In **Paragraph Eleven**, the speaker is given—*Franz replied brightly.*
10. In **Paragraph Twelve**, the speaker is given—*commented Niko.*
11. In **Paragraph Thirteen**, the speaker is given—*Franz questioned.*
12. In **Paragraph Fourteen**, the speaker is given—*Niko eagerly explained.*
13. In **Paragraph Fifteen**, the speaker is given—*Franz laughingly responded.*
14. In **Paragraph Sixteen**, the speaker is given—*Niko smiled and then straightened his face.*
15. In **Paragraph Seventeen**, the speaker is not given, but you that the speaker is Franz because a new paragraph was started—and the previous speaker was Niko.

Do you see how **the speech tag tells who is speaking?**

Do you see how you can skip the speech tag sometimes if there are only two speakers and you can clearly see who is talking?

You will be writing dialogue soon!

You have probably already learned the three basic rules for writing dialogue:

1. **Each time the speaker changes, a new paragraph is started.**
 - a. This means that the person switched.
 - b. Do not change paragraphs if the same person is saying more than one sentence.
 - c. **All of one person's words at that given moment go in one paragraph** (until another person begins speaking).
 - d. When a different speaker talks, a new paragraph is started (even if the "new speaker" spoke earlier).
2. **When a speech tag comes at the beginning of the sentence**, do the following:
 - a. **Start the speech tag with a capital letter** since it is the first word of your sentence.
 - b. **Put a comma after it**, then begin your quote with a quotation mark-capital letter:
Franz laughingly responded, "You really love this fighting stuff!"
3. **When a speech tag comes at the end of the sentence** (following the words that were spoken), do the following:
 - a. **If your quote is a statement, put a comma then quotation mark** at the end of it:
"That's true," Franz replied brightly.

- b. **If your quote is a question or exclamation sentence, put that end mark (? !)** inside the quotation mark (since it is part of your sentence): "How has life been in the castle?" Franz inquired.
- c. **Start the speech tag with a lower case letter** (since it is not a new sentence but part of the sentence you are now writing).

When the speech tag comes at the end of the sentence, students often get confused as to how to end the quotation. Keep these tips in mind:

1. You cannot have two periods in the same sentence.

- a. You may have an abbreviation that uses a period and an end mark that is a period in the same sentence (though not one right after the other)—but **you may not have a period to end your quote and a period to end your sentence**—all in the same sentence.
- b. Because of this, **you must put a comma following your quote (inside the quotation marks because commas and periods always go inside quotation marks)**—not a period.
- c. **Then your period at the end of your sentence (following your speech tag) ends the entire sentence.**
 - i. "You both are so evenly matched," Niko exclaimed.
 - ii. "Yeah, we respect each other, but he's still mad because I beat him most of the time," commented Niko.

2. If your quote ends in an exclamation point or question mark, you may include that "end mark" at the end of your quote—then end your entire sentence with a period.

- a. In **this case, your sentence has two end marks**—the question mark or exclamation point for your quote and the period at the end of your entire sentence (following the speech tag).
- b. This is acceptable as the **exclamation point or question mark indicates the type of quoted material—questioning or exclaiming:**
 - i. "When he chooses a car for the castle, he always selects you!" Niko helpfully reminded him.
 - ii. "Niko! It's been so long!" Frank exclaimed, in his German accent.

At this level, you will want to learn some other ways to say *said*, *asked*, or *exclaimed*. When your writing has a lot of dialogue, it can become laborious for a reader to keep reading *said*, *said*, *said* or *asked*, *asked*, *asked*.

<> **B-3.** Look up the word *say* or *said* in a thesaurus, and write three words to replace that word.

- a. _____
- b. _____
- c. _____

<> **B-4.** Now look up one of your "replacement" words for *say/said* in a thesaurus, and write three words to replace your "replacement" word.

- a. _____
- b. _____
- c. _____

<> **B-5.** Look up the word *ask* or *asked* in a thesaurus, and write three words to replace that word.

a. _____ b. _____

c. _____

<> **B-6.** Now look up one of your “replacement” words for *ask/asked* in a thesaurus, and write three words to replace your “replacement” word.

a. _____ b. _____

c. _____

<> **B-7.** Look up the word *exclaim/exclaimed* in a thesaurus, and write three words to replace that word.

a. _____ b. _____

c. _____

<> **B-8.** Now look up one of your “replacement” words for *exclaim/exclaimed* in a thesaurus, and write three words to replace your “replacement” word.

a. _____ b. _____

c. _____

When you write dialogue this week, consult the Speech Tag Words boxes following the next assignment to keep from using the same speech tag over and over again.

Lesson C. Sentence Structure/Advance Checklist Challenge: Colon Following a Speech Tag

All Add one sentence with a **colon** (or more than one, according to your level). *If you have already done this, you should still “code” the CC check box(es) and the sentence with the colon in your paper as directed by your teacher.*

Example:

- There is a plant that catches and eats bugs and **flies**: the infamous Venus’ fly trap.

☞ **A colon must have a complete sentence (CS) on the left of it in order to be used. Thus, a colon cannot follow most verbs or a preposition since these words at the end of a sentence often make the sentence into a non-sentence.**

All Add one **quotation or a partial quotation** (or more than one, according to your level) if you and your teacher think it is appropriate. *If you have already done this, you should still “code” the CC check box(es) and the quotation or partial quotation in your paper as directed by your teacher.*

Examples:

- The teacher said, “It designs a temporary spiral of non-sticky silk to act as basting.”
- “This basting holds the framework in position as it finishes the web,” said Mr. Reish.

☞ **Remember, a comma or period at the end of the quotation or special quoted words always goes inside the closing quotation mark.**

The best way to show off what you know when using quotes is to use a colon following a speech tag.

Normally, when your speech tag is at the beginning of the sentence, you separate the speech tag from the quote with a comma.

Franklin D. Roosevelt said, “We have a rendezvous with destiny.”

However, **you can also set off a speech tag with a colon under certain circumstances.**

You may use a colon following a beginning speech tag under these circumstances.

1. The first rule is that your speech tag must be a complete sentence that could stand on its own even if there was no quote following it.

Franklin Roosevelt roused the crowd in Philadelphia, and predicted the role the “greatest generation” would play in America’s history: “We have a rendezvous with destiny.”

In this example, you can see the key features of a speech tag-colon.

- a. The speech tag ends with a noun rather than a verb or a preposition.
- b. **If you took out the quote, you would still have a complete sentence in the speech tag alone.**

2. Secondly, the speech tag cannot end in a verb since **a colon cannot follow a verb**. This is a major issue since nearly all normal speech tags end in a verb.

He said,
She exclaimed,
They roared,

Said, exclaimed, and roared are all verbs that require objects following them. You can **not** have a sentence like *Franklin D. Roosevelt said: "We have a rendezvous with destiny."* **You would have to use a comma after this speech tag since it ends with a verb.**

This rule, of course, is included in rule #1 since ending a sentence with a verb (especially a transitive verb) will often result in an incomplete sentence:

He said,
He replied,

3. Another rule is that your **speech tag cannot follow a preposition**. This isn't nearly as big of an issue since you don't usually end speech tags with prepositions.

This rule also falls under #1 since when a sentence ends in a preposition being used as a preposition often results in an incomplete sentence:

Give this to (her).
He asked for (her).

◁> C. Write ten sentences using a speech tag-colon in each one.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

SAMPLE

Lesson D. Composition/Creative Writing: Write an Original Dialogue Essay (Rough Draft of Body)

<> **D-1.** Study the Speech Tag Words boxes provided (Box D-1) and plan to use these words in your essay.

<> **D-2.** Now you are ready to write a Dialogue Essay, following these steps:

- (1) **Read the notes you made for the first paragraph** of the body of your essay.
- (2) **Number these notes in the order you think they would sound best.** Add more information that comes to mind as you are ordering your notes, and mark through anything you do not think you will want to use.
- (3) **Write the first paragraph** of the body.
- (4) **Repeat** these steps for the remainder of the body of your essay.
- (5) Write your rough draft on **every other line in your notebook** or key it on the computer.

<> **D-3.** **Read the body of your essay aloud.** Do you like the way it sounds?