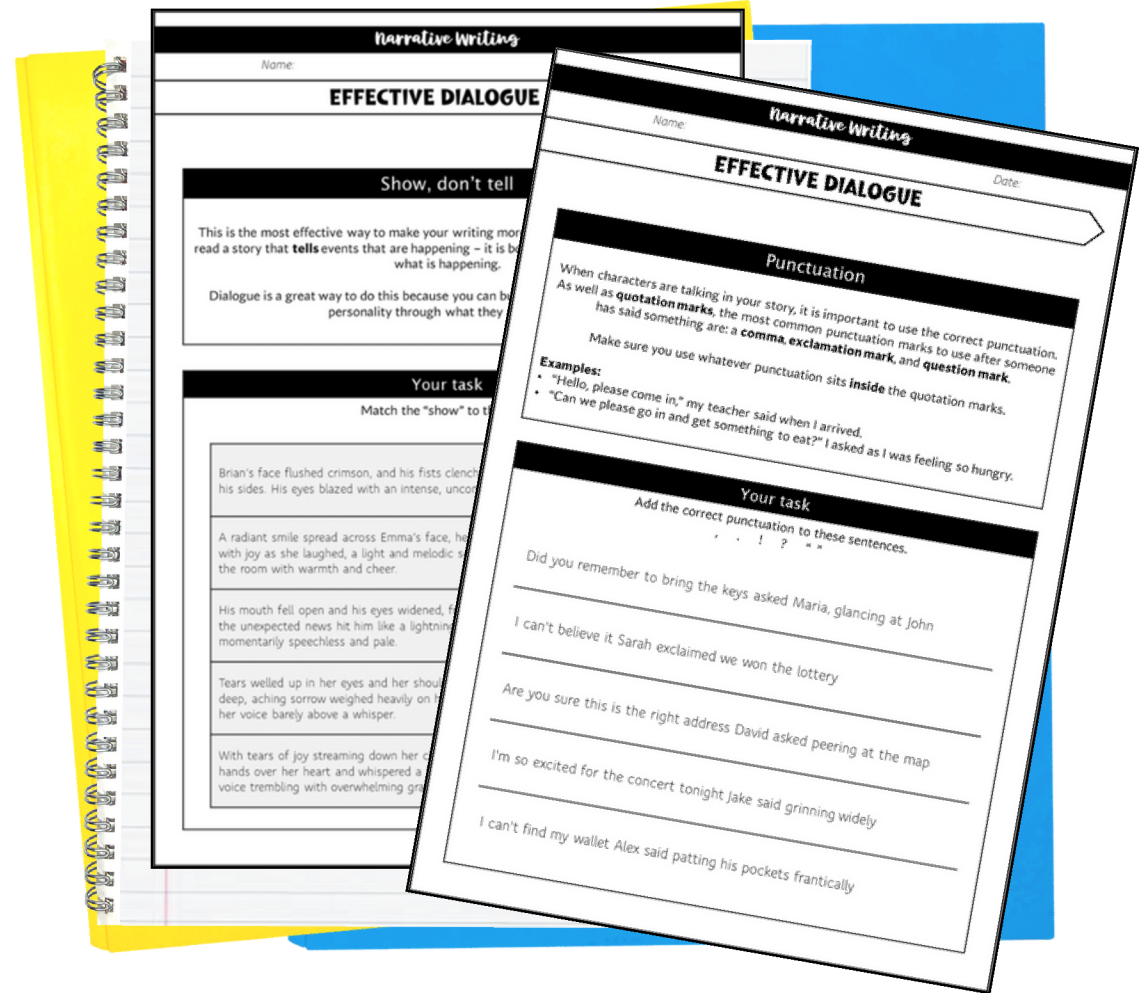


# Australian Curriculum

- aligned with the new Australian Curriculum
- grade 5 standard
- ideal for NAPLAN preparation
- British/Australian spelling used in this resource



# Worked Examples

- practice dialogue writing skills
- encourage students
- build confidence

The image shows three overlapping worksheets for narrative writing, specifically focusing on effective dialogue. The worksheets are titled 'Narrative Writing' and 'EFFECTIVE DIALOGUE'. The top worksheet includes a section for 'Character Voice' with instructions to think about a conversation and to use different aspects of a character's life to create a unique voice. The middle worksheet includes a section for 'Punctuation' with instructions on how to use quotation marks, commas, exclamation marks, and question marks. The bottom worksheet includes a section for 'Your task' with instructions to add the correct punctuation to several sentences.

**Narrative Writing**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**EFFECTIVE DIALOGUE**

**Character Voice**  
Think about a conversation you had with your friends when you were hanging out together – **do you all sound the same? Do you all say the same things?** Probably not! It should be like this for the characters in your story.  
Everyone's voice is determined by different aspects of their life, such as their family life, hobbies, and interests.  
Think about all these things when creating your character and writing the story.

**Your task**  
Select dialogue from the word bank to match the character's voice.

| Sentence                                                                                    | Character   |
|---------------------------------------------------------------------------------------------|-------------|
| "I'm so excited for our trip tomorrow!" Amy said, practically bouncing up and down.         | Excited     |
| "Why did you have to bring that up again?" James muttered.                                  | Frustrated  |
| "I just don't understand why this keeps happening," Emily sighed.                           | Tired       |
| "Can you believe how beautiful this place is?" Carlos exclaimed, his eyes wide with wonder. | Amazed      |
| "Please, just give me one more chance," Lily pleaded, her voice trembling.                  | Pleading    |
| "I've told you a thousand times already!" Mike said, exasperated.                           | Exasperated |
| "What do you think we should do now?" Sarah asked calmly.                                   | Calm        |
| "I can't believe you did that!" Tom said with a grin.                                       | Grinning    |

**Narrative Writing**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**EFFECTIVE DIALOGUE**

**Punctuation**  
When characters are talking in your story, it is important to use the correct punctuation. As well as **quotation marks**, the most common punctuation marks to use after someone has said something are: a **comma**, **exclamation mark**, and **question mark**.  
Make sure you use whatever punctuation sits **inside** the quotation marks.

**Examples:**

- "Hello, please come in," my teacher said when I arrived.
- "Can we please go in and get something to eat?" I asked as I was feeling so hungry.

**Your task**  
Add the correct punctuation to these sentences.  
. . . ! ? " " "

Did you remember to bring the keys asked Maria, glancing at John

I can't believe it Sarah exclaimed we won the lottery

Are you sure this is the right address David asked peering at the map

I'm so excited for the concert tonight Jake said grinning widely

I can't find my wallet Alex said patting his pockets frantically



# Dialogue Task Cards

- support students to write dialogue
- variety of task cards to prompt students

**Narrative Writing**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**EFFECTIVE DIALOGUE**

**Dialogue task cards**  
Use these task cards to practice writing interesting dialogue between the characters.

| Subject | Talking to      | Topic              | Mood        |
|---------|-----------------|--------------------|-------------|
| Fred    | his parents     | weekend plans      | bored       |
| Emily   | a friend        | holiday plans      | thankful    |
| Eric    | a friend        | weekend plans      | excited     |
| Sally   | her parents     | holiday plans      | thankful    |
| Bobbie  | the cashier     | returning an item  | annoyed     |
| James   | a family member | the weather        | bored       |
| Lily    | a classmate     | the classwork      | confused    |
| Sam     | a teammate      | a training session | encouraging |

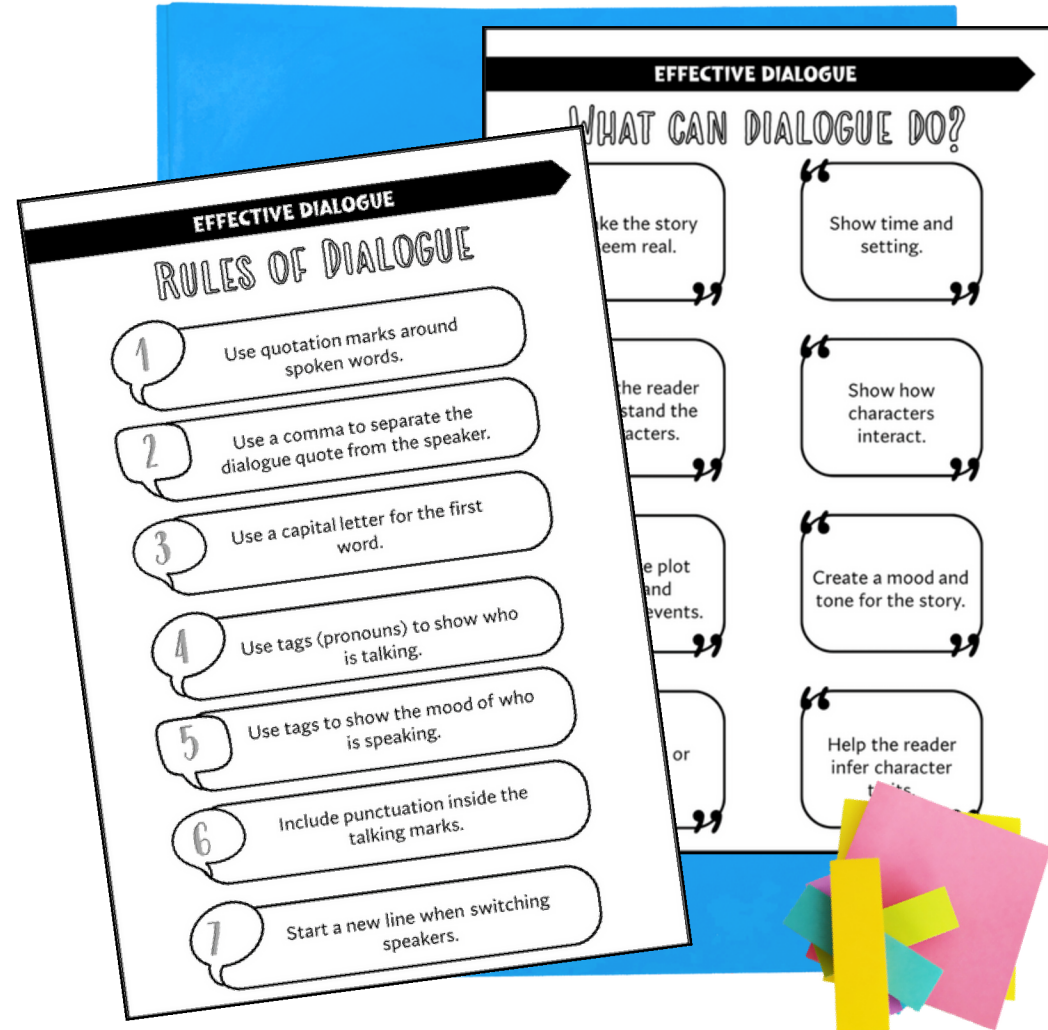
“  
Subject: Fred  
Talking to: his parents  
Topic: weekend plans  
Mood: bored  
”

“Uh, do we have to go shopping again?” Fred groaned as his parents made plans for the weekend. “It’s so boring! I want to go somewhere fun.” His parents rolled their eye at him.



# Explanations

- useful anchor chart
- detailed look at different types of dialogue



# Independent Tasks

- students can work independently
- be guided by the consistent template

**Narrative Writing**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**EFFECTIVE DIALOGUE**

**Character Voice**

Think about a conversation you had with your friends when you were hanging out together – **do you all sound the same? Do you all say the same things?** Probably not! It should be like this for the characters in your story.

Everyone's voice is determined by different aspects of their life, such as their culture, family life, hobbies, and interests.

Think about all these things when creating your character and writing their dialogue.

**Your task**

Select dialogue from the word bank to match the character's voice.

| Sentence                                                                                | Tone |
|-----------------------------------------------------------------------------------------|------|
| "I'm so excited for our trip tomorrow," Amy said, practically bouncing up and down.     |      |
| "Why did you have to bring that up again?" James muttered.                              |      |
| "I just don't understand why this keeps happening," Emma sighed.                        |      |
| "Can you believe how beautiful this place is?" Carlos asked, his eyes wide with wonder. |      |
| "Please, just give me one more chance," Lily pleaded, her voice trembling.              |      |
| "I've told you a thousand times already," Mike said, exasperated.                       |      |
| "What do you think we should do now?" Sarah asked calmly.                               |      |
| "I can't believe you did that," Tom said with a grin.                                   |      |

|            |           |             |         |
|------------|-----------|-------------|---------|
| Defeated   | Energetic | Exasperated | Amused  |
| Thoughtful | Pleading  | Frustrated  | Annoyed |



# No Preparation Needed

- ready to print
- easy to implement
- support writing narrative stories
- lots of independent practice for students

