

INTENSIVE ENGLISH LITERACY

(Elementary 6-10-year-old)

ESSENTIAL UNIT 26 (E26)

(Novel Study /Script Writing)

Reading: Novel Study

Writing: Script Writing

(July 2014)

Unit Statement: The student will participate in whole group, small group, or individual novel study of an age-appropriate novel by a distinguished author of children's literature. The novel may be teacher or student selected. The student will use strategies he/she has learned this year to help them comprehend the novel. For language arts the student will compose a reader's theater, short skit or drama to be acted out or read aloud.

Unit 14 is currently engaged, and teachers should refer to it for continued practice of routines, strategies, skills, etc.

Unit Emphasis (Focus Wall):

Reading Strategies/Skills: monitoring

Developing Vocabulary: Integrate previously learned vocabulary skills.

Writing Genre: play writing

Trait Focus: fluency

Grammar Focus: Integrate previously learned grammar skills.

Essential Outcomes: (reading and writing must be assessed separately for mastery)

IE Reading Literacy (E26): (Novel Study)

Using course-level appropriate fiction and nonfiction text:

1. The Student Will self-select and read level appropriate literature independently for at least 20-30 minutes during school hours.
2. TSW read a novel at his/her independent level.
3. TSW make and write connections that surface while reading a novel.
4. TSW make predictions as he/she reads the novel.
5. TSW identify unknown vocabulary in the novel and make then confirm his/her inferences.
6. TSW make and confirm inferences about a character's thoughts, feelings or actions.
7. TSW compare and contrast characters.
8. TSW monitor comprehension by using a variety of previously learned strategies while he/she is reading.

IE Writing Literacy (E26): (Script Writing)

1. The Student Will identify the parts of a script.
2. TSW use the steps in the writing process to compose a reader’s theater, short skit or drama which may be related to a novel, or science/cultural studies topic.
3. TSW write several descriptive paragraphs about the characters in the play or drama.
4. TSW use the organizational structure of a script to publish his/her script in typewritten form.
5. TSW perform by reading or acting out the piece of writing.

Practiced/Ongoing Outcomes: (ongoing development, but not assessed)

1. The Student Will acquire and use new vocabulary in reading, writing, and speaking.
2. TSW demonstrate proper course level-appropriate spelling in his/her writing.
3. TSW practice proper handwriting techniques.

Key Terms and Concepts:

<u>Reading</u> dialogue expression	script intonation	<u>Writing</u> skit publish	perform compose
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Suggested Materials for Teachers: (provided by school)

**See Essential Unit 14*

Suggested Professional Materials for Teachers: (provided by school)

**See Essential Unit 14*

Suggested Exemplar Texts (read alouds):

Because of Winn-Dixie, Kate DiCamillo
(reference list in Journeys or other good read alouds)

Additional Resources: (may not be provided by school)

**See Essential Unit 14*

Technology Links:

**See Essential Unit 14*
Destiny Webpath Express (found in school library)

Suggested Activities and Strategies:

- Anchor Charts
- Literature Circles
- Focus Wall
- Improvisation - Have students randomly select a setting, problem, and character to be, then have students act out that situation
- Mute Actor - Have one student act out a scenario without speaking while another student

provides the commentary for the acting.

Tabloid - A group of students recreate a ‘moment in time’ scene from a story, and speak when an interviewer pitches questions about their character.

Movie Critique - Watch video clips of movies showing good acting vs. poor acting; discuss with students the difference between the two.

Suggested Assessment Tools:

1. Attached rubric or teacher-generated rubric that assesses ALL essential outcomes (TSWs). *An effective rubric is presented and discussed with the student at the beginning of the unit, referred back to throughout the unit, and used to assess at the end. Students will collaborate with peers and the teacher to assess their own writing with final judgment by the teacher.*
2. *Writing Pathways* (Units of Study Kit) by Lucy Calkins provides rubrics and checklists for teachers and students.
3. “6+1 Traits” writing rubrics
4. Teachers can have students produce a quick write at the beginning and end of units. (*See *QSI Quick Write Guidelines*) Teachers should keep these as evidence of students’ writing.
5. Elk Grove Common Core Rubrics for narrative, informative, and opinion writing are found in the *QSI Literacy User’s Guide*. Scoring on these rubrics should follow QSI mastery grading. (Scores on the 1 and 2 points should be P, scores on the 3 should be at the B level and scores on the 4 should be an A.) Document Source: Elk Grove Unified School District, Elk Grove, CA
6. Fountas and Pinnell Benchmark Assessment / DRA
7. QSI Reading and Writing Behaviors Checklists (*See *QSI Literacy User’s Guide*)

RUBRICS FOUND ON FOLLOWING PAGES.....

IE LITERACY EL Reading: Novel Study RUBRIC (E26)

Student Name: _____ **Date:** _____

**To receive a 'B' the student must show 'B' level mastery on ALL Essential Outcomes. (TSW's)
To receive an 'A', the student must show 'A' level mastery on 5 of 6 available and 'B' level mastery on all remaining TSW's.**

TSW	'A' Level	'B' Level	'P'- Notes
1. Self-select and read level appropriate literature independently for at least 20-30 minutes during school hours.		I can select and read 'just right' books for at least 20-30 minutes during school hours.	
2. Read a novel at the independent level.	I can read and <i>discuss in detail</i> the plot, character traits, and theme in a novel.	I can read a novel independently.	
3. Make and write connections that surface while reading the novel.	I can write <i>many descriptive</i> connections I make as I read my novel.	I can write down some connections I make as I read my novel.	
4. Make predictions as they read the novel.	I can share my predictions about the novel and give <i>convincing</i> reasons for my thinking.	I can share some predictions I made as I read my novel.	
5. Identify unknown vocabulary in the novel and make then confirm his/her inferences.		I can identify unknown vocabulary in my novel, and infer the meanings using a dictionary to see if I was correct.	
6. Make and confirm inferences about a character's thoughts, feelings or actions.	I can find <i>persuasive</i> proof to support my inferences about a character's thinking, feelings, and actions.	I can find proof to support my inferences about a character's thinking, feelings, and actions.	
7. Compare and contrast characters.	I can <i>independently use a graphic organizer of my choice</i> to compare and contrast characters.	I can compare and contrasted characters.	
8. Monitor comprehension by using a variety of previously learned strategies while he/she is reading.	I can <i>explain why I choose a specific learned strategy</i> to monitor comprehension.	I can name the learned strategies I use to monitor my comprehension.	

IE LITERACY EL Writing: Dialogue/Script Writing RUBRIC (E26)

Student Name: _____ **Date:** _____

To receive a ‘B’ the student must show ‘B’ level mastery on ALL Essential Outcomes. (TSW’s)

To receive an ‘A’, the student must show ‘A’ level mastery on 2 of 3 available and ‘B’ level mastery on all remaining TSW’s.

TSW	‘A’ Level	‘B’ Level	‘P’- Notes
1. Identify the parts of a script.		I can identify parts of a script.	
2. Follow the steps in the writing process to compose a readers-theater, short skit or drama, which may be related to a novel, or science/cultural studies topic.	I can follow the writing process and compose a <i>highly creative and original reader’s theater, short skit or drama, which relate to a novel, or science/cultural studies topic.</i>	I can follow the writing process and compose a reader’s theater, short skit or drama, which relate to a novel, or science/cultural studies topic.	
3. Write several descriptive paragraphs about characters in a play or drama.	I can write several descriptive paragraphs about characters in a play or drama and <i>elaborate</i> on their traits.	I can write several descriptive paragraphs about characters in a play or drama.	
4. Use the organizational structure of a script to publish his/her script in typewritten form.		I can use the organizational structure of a script and publish my work in typewritten form.	
5. Perform by reading or acting out the piece of writing.	I can present my writing by reading it aloud or acting out in a <i>memorable way.</i>	I can present my writing by reading it aloud or acting out.	