

SCRIPT TO A PLAY
English/Language Arts

Grade: 8

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Acceleration Approach

Standard has been accelerated by moving grade level 8 up to the standard used for grade level 10.

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM
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Organizing Overarching Concept (e.g. systems, patterns of change, models, scales):
Change

Organizing Higher Order Skills (e.g. Bloom’s, Paul’s Model of Reasoning):
Paul’s Model of Reasoning: Language Arts

Differentiation Features– Students:

- Develop a product
- Present oral and written communication to a real world audience

COMMON CURRICULUM GOAL

Language Arts – Reading

Develop an interpretation when reading literary text.

Language Arts – Writing

Use multi-step writing process (e.g., identify audience and purposes, generate ideas, plan, draft, confer, revise, and publish) to express ideas.

Select functional, precise, and descriptive words appropriate to audience and purpose.

Use varied sentence structures and lengths to support meaning and to enhance flow and rhythm in writing.

Language Arts – Communication

Communicate supported ideas using oral, visual, written, and multi-media forms in ways appropriate to topic, context, audience, and purpose.

Use the language, techniques, and conventions of a chosen communication form in ways appropriate to topic, context, audience, and purpose.

Demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques.

BENCHMARKS

Language Arts – Reading

8th Grade – Analyze characterization as revealed through a character’s thoughts, words, speech patterns, and actions, the narrators description, and the thoughts, words, and actions of other characters.

SCRIPT TO A PLAY**English/Language Arts****Grade: 8****PAGE 2****Archetypal Model**

Students select one plot event from an advanced novel/short story to convert to a scripted scene.

TASK DEMAND**Sample Task Activity**

This lesson assumes that students have conducted a plot analysis and time line prior to this activity.

Students will:

- select a key scene from the plot of an advanced novel/short story.
- write the scene in a play form, making decisions on needed subtext and dialogue to maintain the integrity/intent of the story.
- will create and present to the classroom using dialect and vocal delivery techniques true to the setting and mood and characterizations of literature adapted.
- use Graphic Organizer *Literature Research Log* for gathering information (e.g. clothing styles, props, dialect appropriate for location of the scene.)

Questions (Literary)

- How does a script differ from a prose representation of the same plot event?
- How is it similar?
- Dialogue is a necessary component of a scripted scene. What hints and literary devices in prose can assist you in determining subtext and dialog content inclusions?
- Some play scripts utilize a narrator to move the scene along, or explain story elements that are complicated or difficult to stage. In the plot event you have selected, do you see a need for a narrator role? Why? Please explain your reasoning.

Implementation Time

Time will vary, depending on presentation format.

Resources

- Keyes, D. (1966). *Flowers for algernon*. (reprint 1976 paper back). NY, NY: Bantam Books.
- Twain, M. (1903). *The adventures of tom sawyer*. (reprint 2001 paperback). NY, NY: Aladdin Paperbacks.

10th Grade – Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

10th Grade – Determine characters’ traits by what the characters say in narration, dialogue, dramatic monologue, and soliloquy.

Language Arts – Writing

8th Grade – Use descriptive language that clarifies and enhances ideas (e.g., establishes a tone and mood, uses figurative languages, uses sensory images, and comparisons).

8th Grade – Develop a variety of sentence structures by expanding and embedding ideas to enhance clarity and meaning (e.g., complex sentences, sentences with parallel structure).

8th Grade – Use correct and varied sentence types and sentence openings to present a lively and effective personal style.

10th Grade – Use the writing process (e.g., prewriting, drafting, revising, editing successive versions).

10th Grade – Use precise and descriptive language, action verbs, sensory details, and appropriate modifiers.

10th Grade – Use a variety of sentence beginnings (e.g., introductory words, phrases, or clauses that begin with prepositions, adverbs, participles) and a variety of sentence lengths.

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Found on the Internet:

- Found here are a character list, further reading lists, symbolism, etc. <http://www.sparknotes.com/lit/tomsawyer/>
- From this site you will see copies of the original publication with drawings, resources where Twain got his ideas, Twain's efforts for publishing, etc. <http://etext.virginia.edu/railton/tomsawye/tomhompg.html>
- **Literature Guides for** Catch 22, The Catcher in the Rye, The Catcher in the Rye, The Crucible, Death of a Salesman, Ethan Frome, The Great Gatsby, Great Expectations, Huckleberry Finn, Lord of the Flies, Of Mice and Men, Of Mice and Men, Nigh, To Kill a Mockingbird, A Separate Peace, A Streetcar Named Desire, Romeo and Juliet <http://www.bellmore-merrick.k12.ny.us/guides.html>

Scoring Guides (See Standards and Assessments Section VII.)

Reading

Writing

Communication

Scoring Guide Presentation of Scene	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
Student will be able to						
Immediately become involved in scene						
Be believable in role and scene						
Move into character						
Speak clearly in character						

10th Grade – Identify and use parallelism, including similar grammatical forms to represent items in a series and items grouped together for emphasis.

Language Arts – Communication

8th Grade – Present information and match the message, vocabulary, voice, expression, and tone to the audience and purpose.

10th Grade – Make a formal presentation to the class (e.g. include definitions for clarity; support main ideas using anecdotes, examples, statistics, analogies, and other evidence.)

8th Grade – Use language effectively and creatively to make a strong impact, evoke a response from the audience, and convey a clear message.

10th Grade – Use precise language, action verbs, sensory details, appropriate and colorful modifiers in ways that enliven oral presentations.

8th Grade – Use effective word choice, enunciation and pace during formal presentations.

10th Grade – Analyze the occasion and the interests of the audience and choose effective verbal and non-verbal techniques for presentations.

The editor used the internet for many resources listed in this document. The listed books and internet sites should be reviewed and evaluated by the teacher before using.

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LITERATURE RESEARCH LOG

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Name _____ Date _____

RESEARCH QUESTIONS AFTER SELECTING A PLOT EVENT FROM YOUR NOVEL OR SHORT STORY

What do you want to know? CLOTHING STYLES, PROPS, DIALECT APPROPRIATE FOR LOCATION OF THE SCENE

What did you get answered?

Where did you look (i.e. library, internet, interviews)?

What are your resources? Include URL if Internet based.

What new questions do you have?

RESEARCH REFLECTION

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TAG NEEDS ADDRESSED

<p>INTELLECTUALLY GIFTED</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input checked="" type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/ Failures/Successes <input type="checkbox"/> Creative Problem Solving with Real Problems/Audiences <input type="checkbox"/> Pursuit of Advanced Level Research <input checked="" type="checkbox"/> Advanced Vocabulary Development 	<p>ACADEMICALLY TALENTED ENG/LA</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advanced Critical Thinking in LA <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in LA <input checked="" type="checkbox"/> Challenging LA Resources <input type="checkbox"/> Creative Problem Solving Strategies in LA <input checked="" type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in LA <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.</p> </div>	<p>CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery</p> <ul style="list-style-type: none"> <input type="checkbox"/> Personal Management <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development 	<p>TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING</p> <p style="text-align: center;">English/LA:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p> <p style="text-align: center;">Check TAG Identification category: <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA</p>			