Georgia Performance Standards Framework for ELA Unit 6 – 4th Grade

Grade: 4th
Topic: Drama
Instructional unit: Unit 6 Habits of Effective Readers and Writers of Poetry and Drama (In reference to Week 4, # 3)
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The task: The teacher and students construct a Venn Diagram comparing and contrasting literary genres (short stories, poetry, drama). The teacher displays a picture book. The teacher and students convert the picture book into a one-act play, including title, cast, scenes, narration, and script. In doing so, this drama-specific vocabulary is reinforced as students adapt a book and its setting, characters, and plot into a drama with its cast, scenes, narration, and script. The class then performs this play. (They may also choose to perform for another class.)

Next, students are placed in groups of 3 to 6 students. These students choose or are assigned a picture book which they are to read and rewrite as a play, including title, cast, scenes, narration, and script. After conferencing with the teacher about their play, students will prepare to perform the play for the rest of the class. They assign parts, practice their fluency and expressions as they read their parts, and make props during their preparation.

Each group presents its plays to the class, and the class and/or teacher gives oral and/or written feedback using a rubric.

Differentiation: Students may be given a variety of choices from which to select their picture books which they will rewrite as a drama. Students also have a choice when selecting what part in their drama they will perform. In addition to these choices, the students are given options that include making props, creating a backdrop, etc. instead of being a character with a speaking part in the play.

Focus Standard:

**ELA4LSV1** The student participates in student-to-teacher, student-to-student, and group verbal interactions.

**ELA4LSV2** The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

When delivering or responding to presentations, the student:

a. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.

b. Uses notes, multimedia, or other memory aids to structure the presentation.

c. Engages the audience with appropriate verbal cues and eye contact.

d. Projects a sense of individuality and personality in selecting and organizing content and in delivery.

e. Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials.
ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:
b. Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.

Circumstances of the assignment/Notes to the Teachers:
This task probably would be more successful if completed after students have been introduced to drama and its components.