Georgia Performance Standards Framework for ELA Unit 7 – 5th Grade

Grade: 5
Topic: Writing Drama – Trying Your Hand at Being a Playwright
Instructional unit: Unit 7 “Acting Up: Drama”
Contributed By: Robbin Temples, Wendy Hubbard, Mary Butler, Lakisha Oliver Gilford, Lilli O’Connor Drawdy

The task: The teacher introduces, defines, and charts the elements of drama (cast of characters, setting, stage directions, acts, scenes, dialogue, monologue, plot, props, narrator, etc). The teacher will explain to students that the character’s words tell a play’s story (plays have plots just like narrative stories). The class will discuss the role of a playwright (a person who writes plays including all of the elements listed above). Playwrights also adapt stories; in other words, they change stories into plays in the following ways:
1. Characters and events may be combined, simplified, or even eliminated from the original story.
2. Characters and events may be added.
3. Settings may be simplified to avoid scene changes.

Share examples of drama with the class. (Remember to include Reader’s Theatre scripts.) Discuss the fact that movies began as either a book or play and were made into movies. Have students write a paragraph about a problem between two people (For example, your mother makes you clean your room; your coach won’t let you in the game, etc.). The student will share his or her paragraph with a friend, choose roles, and act out the problem the student described in the writing. (The students will have to improvise lines; which means they will make them up as you go). Another student records the scene that the two students are performing. From the recording the student will create his or her script. The teacher will need to remind the student to include lines, stage directions, etc.

Differentiated Instruction:
- From an example, students can identify/label the parts of the play i.e. characters, lines, stage directions, scenes setting

Modifications/Accommodations:
- Give verbal directions in group activity for students to follow
- Provide assistance with improvising
- Give direction in recording lines and creating the script

Focus Standard:
ELA5W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student
a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
b. Writes texts of a length appropriate to address the topic or tell the story.
c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
d. Uses appropriate structures to ensure coherence (e.g., transition elements).
Georgia Performance Standards Framework for ELA Unit 7 – 5th Grade

ELA5W2 The student demonstrates competence in a variety of genres.
The student produces a narrative that
a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.
b. Establishes a plot, point of view, setting, and conflict, and/or the significance of events.
c. Creates an organizing structure.
d. Includes sensory details and concrete language to develop plot and character.
e. Excludes extraneous details and inconsistencies.
f. Develops complex characters through actions describing the motivation of characters and character conversation.
g. Uses a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense.
h. Provides a sense of closure to the writing.
i. Lifts the level of language using appropriate strategies including word choice.