

# Grade 4 ▶

## Unit Nine

### PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
	<input type="checkbox"/> Story: Script
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

#### PATTERN STATEMENT

Form determines tools.

#### NOTES

This unit is included because several states have a writing standard that specifically addresses script-writing skills. If you are not in such a state, do not make this unit a high priority. Good script writing is difficult and a rarely used skill in most school-related tasks.

However, students enjoy this unit. If time allows, this could be a fun end-of-the-year study. Be sure include opportunities for the scripts to be “performed.”

#### ADDITIONAL NOTES

The pattern, Form determines tools, can be illustrated (EX-ex) by having the students work in small groups and giving each group the outline of a story—e.g., *A child and dog play together in a park. During one game, the dog gets lost. The child searches for the dog. The child gives up and sits down, sad and afraid the dog won't be found. Suddenly, the dog shows up. The child and dog celebrate and continue playing together.* Secretly, the teacher can assign each group a form they must use to tell the story. For example, one group will tell the story through actually writing a short story. Another will tell the story through a series of pictures. Other possibilities for groups: pantomime, dance, shadow play, TV news report. Avoid having a group actually do a skit. After each group performs, the teacher could ask the students in each group what tools they used to put their presentation together (EX-co). For example, the short story group used words and sentences whereas the picture series group used markers and sheets of paper. List the different tools on the chalkboard. The teacher could then ask the students to make some observations while guiding them to recognize the pattern: *Form determines tools* (EX-el). The class could then discuss other examples of the pattern (EX-ap).

Connections to the genre should be made in the COmprehension strand. Script writing primarily uses the tools of character dialogue and action to tell its story.

**4**  
grade

**GENRE**

<b>EXPOSITORY: Persuasive</b>			
Definition		Objective	
Presents a story in dramatic form with lines to be spoken by actors and any necessary stage directions		With teacher prompting and support and working in small groups, students write a single act play or dramatic sketch that features a problem to be solved or challenge to be met and a reasonable (i.e., believable within the context) resolution.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<p>▶ Writing presents a single act play or dramatic sketch that features a problem to be solved or challenge to be met and a reasonable (i.e., believable within the context) resolution,</p> <p>AND</p> <p>The dialogue is not forced. It seems natural for the character within the text's setting,</p> <p>AND</p> <p>The text tells an engaging story. It gains and keeps an audience's attention from beginning to end.</p>	<p>▶ Writing presents a single act play or dramatic sketch that features a problem to be solved or challenge to be met and a reasonable (i.e., believable within the context) resolution,</p> <p>AND</p> <p>The dialogue is not forced. It seems natural for the character within the text's setting.</p>	<p>▶ Writing presents a single act play or dramatic sketch that features a problem to be solved or challenge to be met and a reasonable (i.e., believable within the context) resolution.</p>	<p>▶ Writing fails to present a single act play or dramatic sketch that features a problem to be solved or challenge to be met and a reasonable (i.e., believable within the context) resolution.</p>