Grade 10 ➤
Unit Six

	☐ Expository: Literary Analysis
Review as necessary to enable revision skill use	WRITING ON DEMAND
	☐ ongoing, all disciplines

GENRE FOCUS

Story: Script

NOTES

Beginning writers often love writing plays. A script is an imitation of life. Whether writing about joy and sorrow or evil or good, humans love to discuss, write about, and watch drama unfold. There is a reason reality television is so enticing. We get to see people in their best and worst moments. When a teacher discusses an upcoming unit and informs his or her students that they will begin writing stories, the majority of the class celebrates. It's because they are in control of the drama. A script is dictated by the writer. Every character will only speak or act based on where the author is taking the plot. However, all of this fun must be guarded. Stories get out of control just like the drama they depict. Writers must follow a pattern or structure. Like building a house, putting a team together, or maintaining a family, a story has rules. What are these rules? Characterization, setting, dialogue, stage directions, plot, well-thought out sequence of events, rise in action, a problem, climax, and resolution. There are rules and terms for writing a script.

PATTERN STATEMENT

Drama has a pattern.

ADDITIONAL NOTES

The pattern, *Drama has a pattern*, can be illustrated by engaging students in a listening activity. Provide two experiences. The first is noise. Any kind of noise will do. It could be a jack hammer, a splash, or a car horn. The second is beautiful music. Mozart, Beethoven, or your favorite beautiful instrumental piece will work. After both experiences instruct students to write down the differences between the two interactions. Discuss both at length by either pair-sharing or one student at a time. The first experience is noise, unintentional, and without a comprehensive purpose. However, the second is music. It is intentional, it has a purpose, and it has structure. A script is similar. It is not just a bunch of random events or moments, but it has a goal, a purpose, and meaning. Guide students to recognize the pattern, *Drama has a pattern*, and ask students to recognize other places where this pattern occurs in life.

GENRE

STORY: Script	
Definition	Objective
Presents a story in dramatic form with lines to be spoken by actors and any necessary stage directions.	With teacher prompting, student writes a two-act play with at least three different scenes in each act and 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
‣ Writing presents a cohesive (unified and complete) and coherent (clear and logical) script containing two acts and at least two scenes in each act, AND Script features a problem to be solved and challenge to be met and a reasonable resolution. ‣ Script flows with all details and events connected so that the reader can easily follow the story from beginning to end. ‣ Additional revisions may minimally improve the script.	‣ Writing presents a cohesive (unified and complete) and coherent (clear and logical) script containing two acts and at least two scenes in each act, AND Script features a problem to be solved and challenge to be met and a reasonable resolution ‣ Script presents few (two or fewer) details and/or events that are not connected so that the reader can easily follow the story from beginning to end. ‣ Additional development or revision may increase the script's ability to communicate the story.	‣ Writing presents a cohesive (unified and complete) and coherent (clear and logical) script containing two acts and at least two scenes in each act, AND Script features a problem to be solved and challenge to be met and a reasonable resolution ‣ Script reads like a list of events. Writing lacks flow and connections between details and/or events so that the reader can easily follow the story from beginning to end. ‣ Additional development or revision may significantly increase the script's ability to communicate the story.	‣ Writing fails to present a cohesive (unified and complete) and coherent (clear and logical) script containing two acts and at least two scenes in each act, AND Script fails to feature a problem to be solved and challenge to be met and a reasonable resolution. ‣ Additional development or revision could significantly improve the flow and connections between details and/or events, AND ‣ Revision may significantly increase the script's ability to communicate the story.