Unit 4 - Script Writing

Content Area: **Language Arts Literacy**
Course(s): **Creative Writing**
Time Period: **December**
Length: **5 weeks**
Status: **Published**

Transfer

Students will be able to independently use their learning to improve their skills in narrative writing.

Enduring Understandings

Scripts provide believable and easily understood scenes with dramatic potential.

Creating realistic and functional dialogue that grabs the viewer can allow for more meaningful scenes.

Writing scripts can be even more descriptive than traditional narratives as scene directions must be complete for directors and actors.

Essential Questions

What makes a situation very dramatic?

How can plots be believable and easily understood?

What makes dialogue functional and realistic?

How can a script be formatted for TV, script, or film?

Content

Vocabulary

Learning Objectives

Choose situations from their short story final project that carry dramatic potential.

Formulate plots that are believable and easily understood.

Create realistic and functional dialogue to be used within their scripts.

Design scene descriptions for directors and actors.

Format script for stage, TV or film.

Reread and analyze clarity of writing, consistency of print of view and effectiveness of organizational structure.

Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.

Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.

Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

Use available technology to compose text.

Apply appropriate communication design principles in published and presented projects.

Create, publish and present information, utilizing formats appropriate to the content and audience.

Demonstrate an understanding of standard grammar and usage in writing and when speaking.

Demonstrate the correct use of capitalization, punctuation, and spelling.

Practice using effective choices when considering meaning and style when writing, listening, reading or speaking.

Evaluate unknown meanings in a text by using various strategies including context clues.

Practice figurative language use, word relationships, and subtle word meanings.

Expand vocabulary through speaking, listening, writing and reading.

Demonstrate the ability to maintain collaborative discussions with productive outcomes.

Review and reflect on the writing of peer texts.

Practice specific guidelines for interpreting peer texts.

Evaluate peer texts to contribute constructively.

Summarize and interpret key ideas expressed in peer texts.

Apply stylistic devices of published authors in student writing (e.g., vivid word choice, abstract versus concrete language, descriptive language, sensory details, tone, voice, persona).

Research a variety of methods and criteria for publishing original student works (e.g., school newspaper, literary magazine, online journal, school/class anthology, writing contests).

Critique creative student works throughout the writing process, using rubrics, knowledge of stylistic devices, peer review, and/or peer editing.

Resources

Film Script Examples

One-Act Plays

Monologues

10-minute plays

Websites:

- http://www.playwriting101.com/ - A handbook for the basics of writing a play.

- http://www.teenink.com/ - A publication by and for teens.

Standards

CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCSS.ELA-Literacy.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
CCSS.ELA-Literacy.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
CCSS.ELA-Literacy.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-Literacy.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-Literacy.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-Literacy.W.6.3.a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CCSS.ELA-Literacy.W.7.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CCSS.ELA-Literacy.W.8.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CCSS.ELA-Literacy.W.7.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.6.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.8.3.b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.7.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CCSS.ELA-Literacy.W.8.3.c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CCSS.ELA-Literacy.W.6.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CCSS.ELA-Literacy.W.7.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CCSS.ELA-Literacy.W.8.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CCSS.ELA-Literacy.W.6.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CCSS.ELA-Literacy.W.6.3.e	Provide a conclusion that follows from the narrated experiences or events.
CCSS.ELA-Literacy.W.7.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CCSS.ELA-Literacy.W.8.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CCSS.ELA-Literacy.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCSS.ELA-Literacy.SL.7.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCSS.ELA-Literacy.SL.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly

	draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCSS.ELA-Literacy.SL.7.1.b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-Literacy.SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
CCSS.ELA-Literacy.SL.7.1.c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CCSS.ELA-Literacy.SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CCSS.ELA-Literacy.SL.6.1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CCSS.ELA-Literacy.SL.7.1.d	Acknowledge new information expressed by others and, when warranted, modify their own views.
CCSS.ELA-Literacy.SL.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CCSS.ELA-Literacy.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in

	word meanings.
CCSS.ELA-Literacy.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CCSS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.