**NAME OF UNIT—** *Play / Drama Literacy*  **Week** Two **Day** One **of a Three-Week Unit**

**Objective** Students will be able to use genre-specific academic/domain voc.

**“I Can” Statement** I can discuss the parts of a play using academic vocabulary.

**Common Core Standards** 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.

**Assessment**

Exit Ticket

**Additional Resources** copies of “tents”

**Texas TEKS Standards** 6.5 & Fig 19D Understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

**Procedures** 1) Bell Ringer - (PowerPoint)

2) Begin reading class play (teacher choice TBD) Activity 1.1

3) Small groups: “Tents for Talking” - students use “tents” with academic terms to discuss aspects of the play read in class today (Exit ticket idea: write a summary of what was read & discussed)

**NAME OF UNIT—** *Play / Drama Literacy* **Week** Two **Day** Two **of a Three-Week Unit**

**Objective** Students will be able to discuss literature in an academic, scholarly manner

**“I Can” Statement** I can use academic, domain-specific terms to discuss the text.

**Additional Resources** one “tent” per small group (3-4 students per group)

**Common Core Standards** CCSS.ELA-LITERACY.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**Texas TEKS Standards** 6.5 & Fig 19D Understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

**Procedures** 1) Bell Ringer - (PowerPoint)

2) Read aloud a few of the Exit tickets from yesterday as a quick review

3) Continue reading class play today

- Students may use “Tents for Talking” again to discuss or write

reflective responses about the play

**Assessment** discussion & writing activity

**NAME OF UNIT—** *Play / Drama Literacy* **Week** Two **Day** Three **of a Three-Week Unit**

**Objective** Students will be able to understand tone and use it to convey meaning.

**“I Can” Statement** I can identify the best tone to use when trying to convey my message.

**Common Core Standards** 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.

**Texas TEKS Standards** 6.5 & Fig 19D Understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

**Procedures** 1) Bell Ringer - (PowerPoint)

2) Complete class reading of the play (if possible)

3) Students work with a partner to complete “Scene Analysis” handout

**Assessment** scene analysis handout

**Additional Resources** copies of the play for students to read and refer to

**NAME OF UNIT—** *Play / Drama Literacy* **Week** Two **Day** Four **of a Three-Week Unit**

**Objective** Students will be able to use text evidence to support an inference.

**“I Can” Statement** I can make an inference about the text and support it with proof.

**Common Core Standards** 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.

**Texas TEKS Standards** 6.5 & Fig 19D Understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

**Procedures** 1) Bell Ringer - (PowerPoint)

2) Independent: Practice Passage #3

3) Play / Drama “Walk & Talk”

- independent, small group, or whole-class

**Assessment** Practice Passage #3

**Additional Resources** Enough space for students to complete class/group activity while moving around

**Additional Resources** Copies of the play for students to refer to during test for text evidence

**Assessment** Class copy of the test (students write on their own paper)

**Procedures** 1) Bell Ringer - (PowerPoint)

2) Check Practice Passage #3 from yesterday

3) Test for play recently read in class (open book w/ choices)

4) Read independently if you finish early (student choice)

**Texas TEKS Standards** 6.5 & Fig 19D Understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

**Common Core Standards** 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.

**Objective** Students will be able to generate thoughts and answers about a play.

**“I Can” Statement** I can read a scene from a play and write about my thoughts clearly.

**NAME OF UNIT—** Play / Drama Literacy**Week** Two **Day** Five **of a Four-Week Unit**