

Write Your EOUA

Teacher: Carmen Sánchez Sadek, Ph.D.	Gr. 8th	Topic: BIG FISH Shooting Script
		Date: April 7 - 14, 2005

A. Write standards for your topic beneath these directions.

WS4 Writing - Write responses to selected literature ("Big Fish") that exhibit understanding of the text, using detailed sentences and transitions.

WS5 Writing - Use more complex vocabulary to write (descriptive writing) a very detailed description of a scene in the movie "Big Fish."

WS8 Writing - Use basic strategies of note taking, outlining, and the writing process to structure drafts of a descriptive essay of a scene in the movie "Big Fish" with consistent use of standard grammatical forms.

WS8 Writing - Write documents that include coherent plot development, characterization, setting and a variety of literary strategies -

Modified to read:

[WS8 Writing (Level 4) - Write documents (descriptive essay or composition) that include coherent setting development and a variety of literary strategies.]

WC1 Writing - Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.

WC2 Writing - Edit and correct basic grammatical structures and conventions of writing.

RW1 Reading - Apply knowledge of word relationships, such as root and affixes, to derive meaning from literature and text.

RW2 Reading - Apply knowledge of English/Spanish/Latin cognates to derive meaning from literature and text.

RF1 Reading - Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and text.

RF2 Reading - Apply knowledge of academic and social vocabulary to achieve independent reading.

RF3 Reading - Use common idioms and some analogies and metaphors.

RF4 Reading - Use a standard dictionary to determine the meaning of unknown words [building extensive vocabulary of synonyms, antonyms, related words by meaning].

RC3 Reading - Analyze how clarity is affected by patterns of organization, hierarchical structure, repetition of key ideas, syntax, and word choice in text.

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RL1 Reading - Analyze the setting and its influence on the meaning of (and conflict in) a literary text.

RL1 Reading - Describe the functions of dialogue, scene design, asides, and soliloquies in drama -

Modified to read:

[RL1 Reading (Level 4) - Describe the functions of scene design in a Shooting Script for the transformation of a literary text into a visual image (movie)]

LS1 Listen attentively to stories and information on topics; identify the main points and supporting details.

Modified to read:

[LS1 Listening & Speaking (Level 4) - Listen attentively to stories and scripts, as well as to the movie version of both, including information on the topics of movie scripting and movie making; identify the very detailed language, especially adjectives and adverbs, that help describe the settings in the movie version.]

LS2 Listening & Speaking - Demonstrate and understanding of figurative language and idiomatic expressions by responding to such expressions and using them properly.

LS4 Listening & Speaking - Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience and subject matter.

LS6 Listening & Speaking - Speak clearly and comprehensibly by using standard English grammatical forms, intonation, pitch, and modulation.

B. Analyze (see forms in Notebook, Tab: Write ASODA)

1. Setting graphic organizer
2. Vocabulary graphic organizer
3. Adjective / Adverb graphic organizers

C. Write an overarching question.

	Unit Selection Title: "Big Fish" - Book, Script, Movie, Descriptive Essay
Overarching/Central Question(s)	Can English Learners (Level 4) enhance, elaborate, further develop THE LANGUAGE of the story "Big Fish" to incorporate the rich descriptive language found in the Shooting Script and additional

personal descriptions derived from the visually complex movie "Big Fish"?

- D. List the questions that help define key term(s) in the overarching question. Can students enhance, elaborate and further develop a very well but simply written story where the author only provides minimum descriptive language?
What processed promote understanding of "descriptive writing"?
How do students internalize adjectives / adverbs?
How do students regularly USE adjectives / adverbs in their speaking and writing?
- E. Write your EOUA descriptive prompt.

INTRODUCTION: We have learned about Helen Keller who was blind, deaf and learned to speak and also communicated through hand taps. Helen Keller would love to "see" the movie "Big Fish."
PROMPT: Prepare a very detailed description of the setting of one scene in the movie "Big Fish" including as much of the language of the literary sources -"Big Fish" The Book and "Big Fish" the Shooting Script, as well as your own descriptions derived from your observations from the movie.

F. Write your EOUA prompt.

Parts	<p style="text-align: center;">EOUA Literature:</p> <p>"Big Fish" The Book, by Daniel Wallace</p> <p>"Big Fish" The Shooting Script by John August</p> <p>"Big Fish" The Movie</p>
Overarching/Central Question	Can English Learners (Level 4) enhance, elaborate, further develop THE LANGUAGE of the story "Big Fish" to incorporate the rich descriptive language found in the Shooting Script and additional personal descriptions derived from the visually complex movie "Big Fish"?
Genre	Fictional Descriptive Essay
Audience	The teacher and classmates
Student Writer's Viewpoint (1st or 3rd Person)	3 rd person
Literary Elements	Setting (in great detail)
Organization (compare & contrast, descriptive, narrative. . .)	Descriptive essay or composition
The Prompt	<p>INTRODUCTION: We have learned about Helen Keller who was blind, deaf and learned to speak and also communicated through hand taps. Helen Keller would love to "see" the movie "Big Fish." PROMPT: Prepare a very detailed description of the setting of one scene in the movie "Big Fish" including as much of the language of the literary sources -"Big Fish" The Book and "Big Fish" the Shooting Script as well as your own descriptions derived from your observations from the movie "Big Fish."</p>

H. Write to your prompt.

I. Write your rubric

J. Write your EOUA and rubric

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