

I'M AN AUTHOR!

Performance Standard 2B.E

After having read a variety of literary works, interpret a story by altering it with a different ending and write five comprehension questions that focus on the changes that have been made accordingly:

- *Using literary elements:* Clearly transpose and effectively use literary elements (i.e., plot, character, setting and conflict); use new dialogue effectively to extend and enhance the story.
- *Using adaptations and extensions:* Use adaptations/extensions that are believable, fit realistically into the original story to alter the ending and suggest at least one new theme for the story.
- *Using comprehension questions/answers:* Develop 5 or more comprehension questions/answers that reflect analysis, synthesis or evaluation; focus all questions/answers on the changes and extensions that have been added to the original story.
- *Applying prior knowledge and experience:* Apply personal experiences and knowledge of self as part or all of the answers to the majority of comprehension questions.

Procedures

1. *In order to read and interpret a variety of literary works (2B)*, students should experience sufficient learning opportunities to develop the following skills:
 - Create an extension to a literary text (e.g., alternate ending, additional dialog for a character).
 - Apply personal background knowledge and experience to a literary text.
 - Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing).
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Have class read a variety of literary works as a class in preparation for the modeling of the activity. Discuss the elements of fiction together as a class making lists and charts as necessary. Brainstorm/model and organize comprehension questions and answers.
4. Have students select from among stories they have read recently, one for which they would like to change/extend the ending.
5. Tell students that their final product should meet the following criteria:
 - The revision must closely resemble and keep the title of the original story.
 - The revision must alter or extend the ending so that the outcome of the story is changed.
 - At least 5 questions (with answers) that focus on the meaning of the piece and the changes/extensions that were added, must accompany the revision.
 - Some questions must require students to compare/relate personal experiences to the literary piece.
6. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work follow

Resources

- Copy of the short story selected by each student
- I'm an Author Rubric

Time Requirements

- Five class periods

I'M AN AUTHOR!

NAME _____ DATE _____

- Exceeds standard (must receive 15 - 16 total points)
- Meets standard (must receive 11 - 14 total points)
- Approaches standard (must receive 7 - 10 total points)
- Begins standard or absent (must receive 4 - 6 total points)

	Use of Literary Elements	Adaptations/Extensions	Comprehension Questions/Answers	Prior Knowledge and Experience (self, world and other texts)
4	<ul style="list-style-type: none"> • Student is able to clearly transpose and effectively use the following elements: plot, character, setting and conflict. • New dialogue is used effectively to extend and enhance the story. 	<ul style="list-style-type: none"> • Adaptations/extensions alter the ending and suggest at least one new theme for the story. • Adaptations/extensions are believable and fit realistically into the original story. 	<ul style="list-style-type: none"> • Student provides 5 or more comprehension questions/answers that reflect analysis, synthesis or evaluation. • All questions/answers focus on the changes and extensions that have been added to the original story. 	<ul style="list-style-type: none"> • Majority of comprehension questions require students to apply personal experiences and knowledge of self as part or all of the answer.
3	<ul style="list-style-type: none"> • Student is able to clearly transpose and effectively use most of the following elements: plot, character, setting and conflict. • New dialogue is usually used effectively to extend and enhance the story. 	<ul style="list-style-type: none"> • Adaptations/extensions alter the ending and suggest 1 new theme for the story. • Adaptations/extensions are somewhat believable and fit somewhat realistically into the original story. 	<ul style="list-style-type: none"> • Student provides 5 comprehension questions/answers most of which reflect analysis, synthesis or evaluation. • Most questions/answers focus on the changes and extensions that have been added to the original story. 	<ul style="list-style-type: none"> • Some of the five comprehension questions require students to apply personal experience and knowledge of self as part or all of the answer.
2	<ul style="list-style-type: none"> • Student is able to transpose and use only 1 or 2 of the following elements: plot, character, setting and conflict. • Little new dialogue is used to extend and enhance the story. 	<ul style="list-style-type: none"> • Adaptations/extensions are evident, but do not add any new themes or main ideas. • Adaptations/extensions do not always blend/fit realistically into the original story. 	<ul style="list-style-type: none"> • Student provides 3 or 4 comprehension questions/answers most of which reflect analysis, synthesis or evaluation. • Some questions/answers focus on the changes and extensions that have been added to the original story. 	<ul style="list-style-type: none"> • Few of the 3 or 4 comprehension questions require students to apply personal experience and knowledge of self as part or all of the answer.
1	<ul style="list-style-type: none"> • Student is not able to transpose and use the following literary elements: plot, character, setting and conflict. • No new dialogue is added. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • Dialogue is not effective in enhancing the story. 	<ul style="list-style-type: none"> • Little or no adaptation or extension is evident. 	<ul style="list-style-type: none"> • Student provides few or no comprehension questions/answers that reflect analysis, synthesis or evaluation. • Few or no questions focus on the changes and extensions that have been added to the original story. 	<ul style="list-style-type: none"> • Little or no use of personal experiences or knowledge of self is required to answer the comprehension questions.
Score				

Happy Birthday, Moon

"Meets" (page 1)

P. 1

By: ~~XXXXXXXXXX~~

(Act 1) (The woods -)

Narrator) One night Bear looked up at the sky and thought to himself, wouldn't it be nice to give the moon a birthday present. So he climbed a tree to have a little chat with the moon.

Bear) (shout) Hello, Moon! Are you there?!

Narrator) But the moon did not reply.

Bear) Maybe I am too far away and now the moon cannot hear me.

(Act 2) (The mountains)

Narrator) So Bear paddled across the river and hiked through the forest into the mountains.

Bear) Now I am much closer! (shout) Hellooooo!

Narrator) Bear's voice was echoing of the mountains.

Moon) Hellooooo!

Bear) Oh, boy! (get very excited) I am talking to the moon! Tell me, when is your birthday?

Moon) Tell me, when is your birthday?

Bear) Well, it just so happens that my birthday is tomorrow!

Moon) Well, it just so happens that my birthday is tomorrow!

Bear) What would you like for your birthday?

Moon) What would you like for your birthday?

Narrator) Bear thought a moment, then he replied.....

Bear) I would like a hat!

Moon) I would like a hat.

(Narrator) Bear was so happy that he knew what the moon wanted for his birthday.

(Bear) Goodbye!

(Moon) Goodbye!

(Act 3) (Downtown)

Narrator) So when Bear got home, he dumped out all the money out of his piggy bank. Then he went downtown and bought a beautiful hat

for the moon. And that very same night Bear put the hat up in the tree so the moon could find it. Bear waited and watched while the moon crept through the branches and tried on the hat.

Bear) (yell with excitement) Hurray! It fits just right!
(Act 4) (Bear's house + outside)

Narrator) During the night while Bear slept, the hat fell out of the tree. When Bear awoke in the morning, Bear found the hat on his doorstep.

Bear) (yell with excitement) So the moon got me a hat too!

Narrator) Bear tried on the hat and it fit perfectly!
(Act 5) (The mountains)

Narrator) That night Bear paddled across the river and hiked through the forest to talk with the moon.

Bear) (shout) Hello!

Moon) Hello!

Bear) Thank you moon! Happy Birthday! (yell with excitement)

Moon) You're welcome bear, Happy Birthday!

Questions

1. What was the setting of the story? Answer: One day in the woods.
2. How was the ending different in the book then in my play? Answer: In the book Bear loses the hat and says sorry to the moon for losing it. In my book Bear didn't lose the hat and went up to the moon to say thank you.
3. Why did Bear want to give the moon a present? Answer: Because he wanted to do something nice for the moon and he wanted to know when the moon's birthday was.
4. Was Bear really talking to the moon? Answer: No, Bear's voice was echoing off the mountains.
5. Is the story fiction or non-fiction? Answer: fiction