

# GRASPS

## UNIT: CRITICAL LITERACY

### SUBJECT: English Language Arts – Grades 4-7

#### Assignment: Switching Assignment

#### ESSENTIAL QUESTION(s):

- What does it mean to be critically literate?
- What is the relationship between critical literacy and social justice?
- How do our personal values, beliefs, and perspectives influence our understanding of texts?
- How do texts communicate social relationships?
- What does it mean to consider a different perspective?
- What strategies can readers use to critically analyze texts in a critical manner?

G R A S P S	
Goal	<b>Goal:</b> To make switches (changes to theme, character, setting, etc) to a text in order to understand the text deeper and analyze the impact those switches have on the text.
Role	<b>Role:</b> Playwright.
Audience	<b>Audience:</b> Reader's Theatre Audience.

**Situation:****Situation**

An author is interested in making some switches in her book in order to understand the impact of the choices she made and how the changes you are making impact the book and its messages. The author has asked you, a playwright, to choose and make these switches to her book and present the changes to the author in the form of a Reader's Theatre script.

**Performance or Product:****Performance or Product**

You will write a script of the author's book that includes the switch or switches that you have made. You can decide if you are going to make one switch or multiple switches. You can choose to switch the setting, character, plot events, etc. In your script, you will have to make it obvious how the switch you have made impacts the text. For example, if the author asked you to make a switch to Cinderella, you could make Cinderella a boy instead of a girl then make other changes in the script that show how it would be different if the main character were a boy. You and your group will perform your Reader's Theatre script for the audience.

**Standards:****Standards**

- A number of switches have been made to the book
- The impact of those switches are clear (through dialogue, actions, props, etc.)
- A clear, loud, and expressive voice is used
- Props and costumes are thoughtful and add value
- > Collaboratively work with a group

## **Differentiation:**

### **Adaptations**

Differentiation > Have students use *Jane the Dragon* by Martin Baynton (it features a similar theme, setting, and characters as the model text used in a classroom lesson, see below).

### **Extensions**

> Ask students to choose a piece of their own fictional writing and make switches as per assignment criteria.

Note: Bullets listed under Standards could be used as rubric headings or could be used as talking points to form class generated criteria.