



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 2B: Unit 3: Lesson 15**

## **Creating a Graphic Novelette and Peer Critique: Sections 2, 3, and 4**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.5.3)

a. I can organize an event sequence that unfolds naturally.

e. I can provide a conclusion that follows from the narrated experiences or events.

With guidance and support from peers and adults, I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5.5)

I can use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (W.5.6)

I can follow our class norms when I participate in a conversation. (SL.5.1)

**Supporting Learning Targets**

- I can plan Section 2 of my graphic novelette based on criteria from the Graphic Novelette rubric.
- I can plan Section 3 of my graphic novelette based on criteria from the Graphic Novelette rubric.
- I can plan Section 4 of my graphic novelette based on criteria from the Graphic Novelette rubric.

**Ongoing Assessment**

- Graphic Novelette: Sections 2, 3, and 4
- Peer critique based on Graphic Novelette rubric: Sections 2, 3, and 4



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Homework Review and Engaging the Writer (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Planning Section 2 of a Graphic Novelette (15 minutes)</li><li>B. Planning Section 3 of a Graphic Novelette (15 minutes)</li><li>C. Planning Section 4 of a Graphic Novelette (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Graphic Novelette Share: Mixed Partners (8 minutes)</li><li>B. Review of Learning Targets (2 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Complete graphic novelette Sections 2, 3, and 4 revisions and paste/add text and visual elements.</li><li>B. Read Sections 1, 2, 3, and 4 aloud to someone at home or in front of a mirror to practice fluency skills in preparation for performance task presentations.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson follows a pattern similar to Lesson 14. Once again, there are two options for students to create text and images for their novelettes: Option A requires the use of technology, and Option B does not. Review the supporting materials and determine which is most feasible.</li><li>• As in Lesson 14, students give and receive feedback in an effort to strengthen their graphic novelettes.</li><li>• For homework, students continued to be assigned the task of reading their novelettes to someone at home or in front of a mirror to practice their fluency in preparation for the final performance task in Lesson 17.</li><li>• For homework, students are also asked to create a sketch of a cover for their novelettes.</li><li>• In advance:<ul style="list-style-type: none"><li>– Thoroughly review and organize visuals and directions from the supporting materials.</li><li>– If using Option A, make sure technology is in working order and students have access to the Internet and printers.</li><li>– Collect and organize the materials students will need to complete Sections 2, 3, and 4 of their novelettes.</li><li>– Review Milling to Music and Thumb-O-Meter in Checking for Understanding Techniques (see Appendix).</li></ul></li><li>• Post: Group Norms anchor chart (from Unit 1, Lesson 1); directions for the Peer Critique protocol (from Lesson 12); learning targets.</li></ul>



Lesson Vocabulary	Materials
plan, graphic novelette, criteria, rubric	<ul style="list-style-type: none"><li>• Novelette pages (from Lesson 14)</li><li>• Graphic Novelette Rubric: Section 2 (one per student and one to display)</li><li>• End of unit Storyboard, Section 2 (completed during Lesson 10)</li><li>• Computers (one per student; optional; see Option A)</li><li>• Colored pencils, markers, crayons (for each student; optional; see Option B)</li><li>• Glue (one per student)</li><li>• Scissors (one pair per student)</li><li>• Section 2: Text and Images, Option A or Option B (one to display)</li><li>• Group Norms anchor chart (begun in Unit 1, Lesson 1)</li><li>• Paper clips (three per student)</li><li>• Graphic Novelette Rubric: Section 3 (one per student and one to display)</li><li>• End of unit Storyboard, Section 3 (from Lesson 10)</li><li>• Section 3: Text and Images, Option A or Option B (one to display)</li><li>• Graphic Novelette Rubric: Section 4 (one per student and one to display)</li><li>• End of unit Storyboard, Section 4 (from Lesson 11)</li><li>• Section 4: Text and Images, Option A or Option B (one to display)</li><li>• Graphic Novelette Rubric: The Cover (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Homework Review and Engaging the Writer (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out Section 1 of their graphic novelettes.</li><li>• Tell them to quickly find a partner who is from a different expert group.</li><li>• Give pairs these directions:<ol style="list-style-type: none"><li>1. Partner A fluently reads Section 1 of his or her graphic novelette aloud to Partner B.</li><li>2. Partner B provides one specific and positive piece of feedback to her or his partner about the content or visual elements included in Section 1.</li><li>3. Repeat steps above for Partner B to share his or her work and receive specific and positive feedback.</li></ol></li><li>• Clarify directions as needed, then ask students to begin.</li><li>• After 3 minutes, focus students whole group. Invite a few of them to point out and share a strength of their partner's work.</li><li>• Say something like: "Today you will continue to create each of the remaining sections of your graphic novelette based on the storyboard drafts you completed for the end of unit assessment and then revised. You will have an opportunity to present your completed novelettes in triads during Lesson 17."</li></ul>	<ul style="list-style-type: none"><li>• Display directions for student reference during partner discussions.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Planning Section 2 of a Graphic Novelette (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to gather the <b>novelette pages</b> from Lesson 14 and join their triads.</li><li>• Direct their attention to the learning targets and ask them to read the first one aloud together:<ul style="list-style-type: none"><li>* “I can plan Section 2 of my graphic novelette based on criteria from the Graphic Novelette rubric.”</li></ul></li><li>• Point out that this target is similar to the target students worked toward in the previous lesson to plan Section 1 of their graphic novelettes. Underline the word <i>plan</i> in this target and ask:<ul style="list-style-type: none"><li>* “How did you <i>plan</i> Section 1 of your graphic novelettes in the previous lesson?”</li></ul></li><li>• After students have a moment to consider and discuss their ideas, invite a few to share out with the class. Listen for responses such as:<ul style="list-style-type: none"><li>– “First we created each piece for Section 1 by referring to our storyboard draft of Section 1, then we cut out and arranged the pieces to share and receive peer feedback based on the rubric. After we revised, based on critique, we glued the pieces down.”</li></ul></li><li>• Distribute and display the <b>Graphic Novelette Rubric: Section 2</b>. Ask students to follow along silently as you read each criteria and descriptor aloud. Answer any clarifying questions.</li><li>• Ask students to take out their revised <b>end of unit Storyboard, Section 2</b>.</li><li>• If they are using technology, distribute or ask students to go to their <b>computers</b>. If they are not using technology, distribute <b>colored pencils, markers, crayons, glue, scissors</b> and other materials students need to write and draw each piece for Section 2.</li><li>• When students are ready to begin, display the directions for either <b>Section 2: Text and Images (Option A)</b> or <b>(Option B)</b>. Read each step aloud and clarify as needed.</li><li>• Give students 10 minutes to create their text and images for Section 2 of their novelettes. Circulate to offer guidance and support as needed.</li><li>• Once students finish creating their pieces, ask them to cut out and arrange the pieces on pages 3 and 4 of their novelettes. Remind them not to glue any of their pieces down until they show their work to a peer for critique (based on the Section 2 rubric criteria). As students work together to provide and receive feedback, remind them to refer to the <b>Group Norms anchor chart</b> and the Peer Critique protocol as guides for engaging in effective discussions with peers.</li></ul>	<ul style="list-style-type: none"><li>• Consider printing and distributing directions so students may refer to them and check off each step as they complete it.</li><li>• Consider chunking directions so students complete only two or three steps at a time.</li><li>• For students who struggle with writing or typing text, consider allowing them to dictate their ideas to an aide or other adult to scribe for them.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• If students are able to complete each step, receive feedback, and revise within the time allotted, direct them to go ahead and glue down the pieces.</li> <li>• If students do not have time to glue down their pieces, distribute <b>paper clips</b> and ask student to clip the pieces together then attach them to the top left page of Section 2. Reassure students they will be able to glue down their pieces for homework, if needed.</li> </ul>	
<p><b>B. Planning Section 3 of a Graphic Novelette (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Refer students to the second learning target and ask them to read it aloud together: <ul style="list-style-type: none"> <li>* “I can plan Section 3 of my graphic novelette based on criteria from the Graphic Novelette rubric.”</li> </ul> </li> <li>• Point out that this target is similar to the target students addressed during Work Time A, only this time they are planning Section 3.</li> <li>• Distribute and display the <b>Graphic Novelette Rubric: Section 3</b>. Ask students to follow along silently as you read each criteria and descriptor aloud. Answer any clarifying questions.</li> <li>• Ask students to take out their revised <b>end of unit Storyboard, Section 3</b>.</li> <li>• When students are ready to begin, display the directions for either <b>Section 3: Text and Images (Option A)</b> or <b>(Option B)</b>. Read each step aloud and clarify as needed.</li> <li>• Give students 10 minutes to create their text and images for Section 3 of their novelettes. Circulate to offer guidance and support as needed.</li> <li>• Once students finish creating their pieces, ask them to cut out and arrange them onto pages 5 and 6 of their novelettes. Once again, remind them not to glue any pieces down until they show their work to a peer for critique. Also remind them to refer to the Group Norms anchor chart and the Peer Critique protocol as guides for engaging in effective discussions with peers.</li> <li>• If students are able to complete each step, receive feedback, and revise within the time allotted, direct them to go ahead and glue in the pieces they created for Section 3 of their novelettes.</li> <li>• If students do not have time to glue down their pieces, ask them to paper clip the pieces together and then attach them to the top left page of Section 3. Reassure students they will be able to glue down their pieces for homework, if needed.</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Planning Section 4 of a Graphic Novelette (15 minutes)</b></p> <ul style="list-style-type: none"><li>Refer students to the final learning target and ask them to read it aloud together:<ul style="list-style-type: none"><li>* “I can plan Section 4 of my graphic novelette based on criteria from the Graphic Novelette rubric.”</li></ul></li><li>Distribute and display the <b>Graphic Novelette Rubric: Section 4</b>. Ask students to follow along silently as you read each criteria and descriptor aloud. Answer any clarifying questions.</li><li>Ask students to take out their revised <b>end of unit Storyboard, Section 4</b>.</li><li>When students are ready to begin, display the directions for either <b>Section 4: Text and Images (Option A)</b> or <b>(Option B)</b>. Read each step aloud and clarify as needed.</li><li>Give students 10 minutes to create their text and images for Section 4 of their novelettes. Circulate to offer guidance and support as needed.</li><li>Once students finish creating their pieces, ask them to cut out and arrange them onto pages 7 and 8 of their novelettes. Remind them not to glue any pieces down until they show their work to a peer for critique based on the Section 4 rubric criteria. Again, remind students to refer to the Group Norms anchor chart and the Peer Critique protocol as guides for engaging in effective discussions with peers.</li><li>If students are able to complete each step, receive feedback, and revise within the time allotted, direct them to go ahead and glue in the pieces they created for Section 4 of their novelettes.</li><li>If students do not have time to glue down their pieces, ask them to paper clip the pieces together and then attach them to the top left page of Section 4. Reassure students they will be able to glue down their pieces for homework, if needed.</li></ul>	





Closing and Assessment	Meeting Students' Needs
<p><b>A. Graphic Novelette Share: Mixed Partners (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to gather Sections 1–4 of their graphic novelettes and use Milling to Music to find a partner who is not a member of their regular triad.</li><li>• Once students have found a partner, give them these directions:<ol style="list-style-type: none"><li>1. Exchange all sections of your graphic novelette with your partner.</li><li>2. Read through and view each section of your partner's graphic novelette. (If pieces have not been glued down, carefully unclip to view each one, then attach together and clip them back onto the section page.)</li><li>3. Refer to the Graphic Novelette Rubric: Section 1, 2, 3, or 4 to offer specific and positive praise about your partner's use of text and visual elements to support reader comprehension.</li></ol></li><li>• Clarify directions as needed, then ask students to begin. Circulate to support.</li><li>• After 5 minutes, ask students to finish up their conversations. Invite a few of them to share out a specific element, text, or visual their partner used effectively to convey her or his ideas to the reader.</li></ul>	<ul style="list-style-type: none"><li>• Display Peer Critique protocol directions for student reference.</li><li>• Provide sentence starters to allow all students access to the conversation: "The visual elements you included in this section are really supportive because _____."</li></ul>
<p><b>B. Review of Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Read each of the learning targets aloud. Ask students to use a Thumb-O-Meter to demonstrate their level of mastery toward each target. Note students who show mid to low meters, as they may need more time and support to complete Sections 2–4 of their novelettes.</li><li>• Review directions for homework and distribute the <b>Graphic Novelette Rubric: The Cover</b>. Read through each criterion and clarify as needed. Provide paper and other materials necessary for students to successfully complete the homework assignment.</li></ul>	



Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Complete graphic novelette Sections 2, 3, and 4 revisions and paste/add text and visual elements.</li><li>• Read Sections 1, 2, 3, and 4 aloud to someone at home or in front of a mirror to practice fluency skills in preparation for performance task presentations.</li><li>• Create a sketch of the cover you would like to make for your graphic novelette. (See the cover, front and back, of <i>Max Axiom</i> for ideas). Make sure your sketch includes a title, name of author, two images (related to the invention and inventor), and a two- or three-sentence summary of what your novelette is mostly about. Be prepared to share your sketch during the Opening of the next lesson.</li></ul>	<ul style="list-style-type: none"><li>• For students who struggle to complete tasks independently, consider finding another time during the day to help them complete their work or allow someone at home to help.</li></ul>



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# Grade 5: Module 2B: Unit 3: Lesson 15

## Supporting Materials



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Graphic Novelette Rubric:  
Section 2

	4	3	2	1
Section 2	<ul style="list-style-type: none"><li>_ Includes a title related to the content of this section</li><li>_ Includes a three- to five-sentence informational caption that provides information about the inventor(s) background, special skills, and/or motivation to develop the invention</li><li>_ Includes at least two frames/panels with images of an important person, place, thing, or idea inside; frames/panels separated by gutters</li></ul> <p>Includes at least one of these visual elements:</p> <ul style="list-style-type: none"><li>_ Close-up image</li><li>_ Definition box (scientific)</li><li>_ Definition box (academic)</li><li>_ Diagram</li><li>_ Ambient noise</li><li>_ Speech bubble with dialogue</li><li>_ Thought bubble with dialogue</li></ul>	Missing one of the criteria listed for a score of 4	Missing two of the criteria listed for a score of 4	Missing three or more of the criteria listed for a score of 4

Score \_\_\_\_\_

Reviewer comments: \_\_\_\_\_

\_\_\_\_\_

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Section 2:

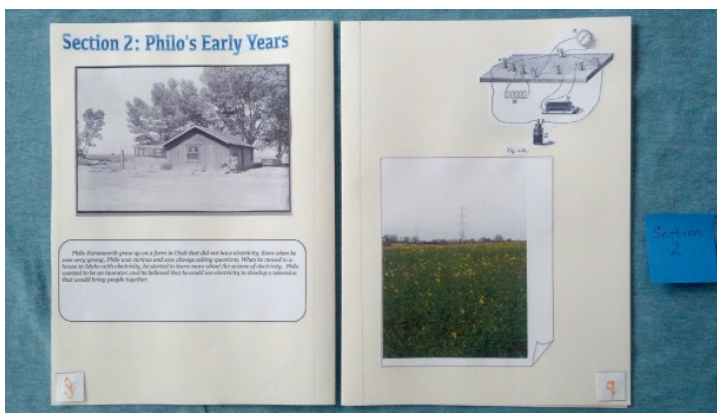
Text and Images (Option A)

Part I:

1. Open a blank word document.
2. Use “autosshapes” to create a rectangular frame for your caption, then add a text box to the caption frame. In the text box, type the best version of your three to five-sentence summary from your end of unit storyboard draft for Section 2.
3. Use “wordart” or font to create a title for Section 2. You may use the one provided on your end of unit Section 2 draft, or you may create a new title.
4. Create two frames. Add an image to each frame.
5. Add another visual element to Section 2 (see choices on rubric).
6. Refer back to the rubric to help you determine whether you have created each piece to meet the criteria. Revise and/or create additional pieces as necessary.
7. Print the caption, title, frames with images, and additional visual element.

Part II:

1. Neatly cut out each piece for Section 2 of your novelette: caption, title, frames with images, additional visual element.
2. Arrange all the pieces onto pages 3 and 4 of your novelette. Do not glue them down yet!
3. Show your arrangement to a member of your triad and ask her or him to refer to the rubric criteria to provide feedback (score and comments).
4. Rearrange, revise, and/or create additional pieces as necessary, based on feedback.



Simon Carey

5. Show the changes to your peer reviewer for feedback regarding whether you addressed the concerns.
6. As time allows, glue pieces on pages 3 and 4 of your novelette. Make sure not to glue anything past the binding lines!



Section 2:

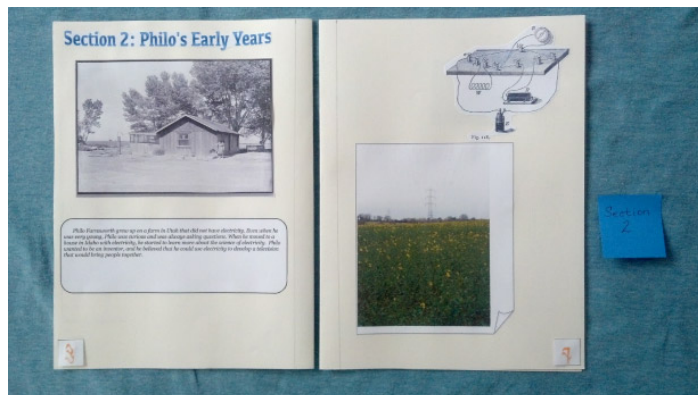
Text and Images (Option B)

Part I:

1. Gather two or three sheets of plain white paper.
2. Draw a rectangular frame for your caption. Inside, write the best version of your three- to five-sentence summary from your end of unit assessment storyboard draft for Section 2.
3. Neatly and in large print, write a title for Section 2. You may use the one provided on your end of unit Section 2 draft, or you may create a new title.
4. Draw two frames. Draw an image in each frame.
5. Create another visual element to add to Section 2 (see choices on rubric).
6. Refer back to the rubric to help you determine whether you have created each piece to meet the criteria. Revise and/or create additional pieces as necessary.

Part II:

1. Neatly cut out each piece for Section 2 of your novelette: caption, title, frames with images, additional visual element.
2. Arrange all the pieces on pages 3 and 4 of your novelette. Do not glue them down yet!
3. Show your arrangement to a member of your triad and ask her or him to refer to the rubric criteria to provide feedback (score and comments).
4. Rearrange, revise, and/or create additional pieces as necessary, based on feedback.
5. Show the changes to your peer reviewer for feedback regarding whether or not you addressed the concerns.



Simon Carey

6. As time allows, glue pieces onto pages 3 and 4 of your novelette. Make sure not to glue anything past the binding lines!



Graphic Novelette Rubric:  
Section 3

	4	3	2	1
Section 3	<ul style="list-style-type: none"><li>_ Includes a title related to the content of this section</li><li>_ Includes a three- to five-sentence caption that provides information about the inventor(s) process and solution</li><li>_ Includes at least two frames/panels with images of an important person, place, thing, or idea inside; frames/panels separated by gutters</li></ul> <p>Includes at least one of these visual elements:</p> <ul style="list-style-type: none"><li>_ Close-up image</li><li>_ Definition box (scientific)</li><li>_ Definition box (academic)</li><li>_ Diagram</li><li>_ Ambient noise</li><li>_ Speech bubble with dialogue</li><li>_ Thought bubble with dialogue</li></ul>	Missing one of the criteria listed for a score of 4	Missing two of the criteria listed for a score of 4	Missing three or more of the criteria listed for a score of 4

Score \_\_\_\_\_

Reviewer comments: \_\_\_\_\_

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Section 3:

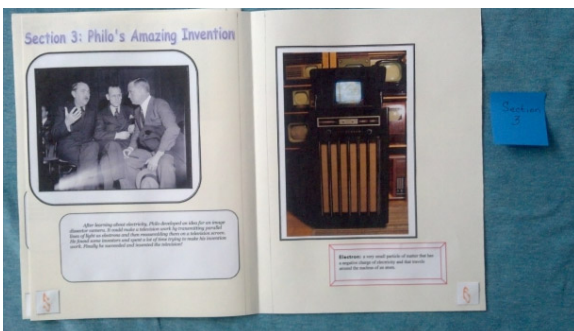
Text and Images (Option A)

Part I:

1. Open a blank word document.
2. Use “autosshapes” to create a rectangular frame for your caption, then add a text box to the caption frame. In the text box, type the best version of your three- to five-sentence summary from your end of unit storyboard draft for Section 3.
3. Use “wordart” or font to create a title for Section 3. You may use the one provided on your end of unit Section 3 draft, or you may create a new title.
4. Create two frames. Add an image to each frame.
5. Add another visual element to Section 3 (see choices on rubric).
6. Refer back to the rubric to help you determine whether you have created each piece to meet the criteria. Revise and/or create additional pieces as necessary.
7. Print the caption, title, frames with images, and additional visual element.

Part II:

1. Neatly cut out each piece for Section 3 of your novelette: caption, title, frames with images, additional visual element.
2. Arrange all the pieces on pages 5 and 6 of your novelette. Do not glue them down yet!
3. Show your arrangement to a member of your triad and ask her or him to refer to the rubric criteria to provide feedback (score and comments).



4. Rearrange, revise, and/or create additional pieces as necessary, based on feedback.
5. Show the changes to your peer reviewer for feedback regarding whether or not you addressed the concerns.
6. As time allows, glue pieces onto pages 5 and 6 of your novelette. Make sure not to glue anything past the binding lines!





Section 3:

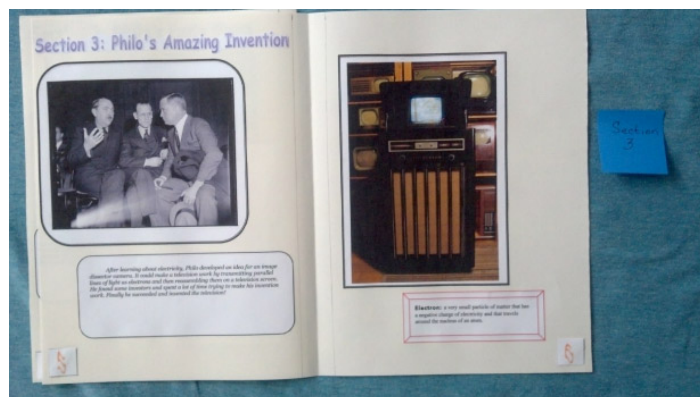
Text and Images (Option B)

Part I:

1. Gather two or three sheets of plain white paper.
2. Draw a rectangular frame for your caption. Inside, write the best version of your three- to five-sentence summary from your end of unit assessment storyboard draft for Section 3.
3. Neatly and in large print, write a title for Section 3. You may use the one provided on your end of unit Section 3 draft, or you may create a new title.
4. Draw two frames. Draw an image in each frame.
5. Create another visual element to add to Section 3 (see choices on rubric).
6. Refer back to the rubric to help you determine whether you have created each piece to meet the criteria. Revise and/or create additional pieces as necessary.

Part II:

1. Neatly cut out each piece for Section 3 of your novelette: caption, title, frames with images, additional visual element.
2. Arrange all the pieces on pages 5 and 6 of your novelette. Do not glue them down yet!
3. Show your arrangement to a member of your triad and ask her or him to refer to the rubric criteria to provide feedback (score and comments).
4. Rearrange, revise, and/or create additional pieces as necessary, based on feedback.
5. Show the changes to your peer reviewer for feedback regarding whether or not you addressed the concerns.



6. As time allows, glue pieces onto pages 5 and 6 of your novelette. Make sure not to glue anything past the binding lines!

Harris and Ewing, "television Inventor tells Economoc Committee of Difficulties getting Patents." 1939. Photograph, Library of Congress. [LC-DIG-hec-25858]  
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Graphic Novelette Rubric:  
Section 4

	4	3	2	1
Section 4	<p>_ Includes a title related to the content of this section</p> <p>_ Includes a three- to five-sentence caption that provides information about the inventor(s) process and solution</p> <p>_ Includes at least two frames/panels with images of an important person, place, thing, or idea inside; frames/panels separated by gutters</p> <p>Includes at least one of these visual elements:</p> <p>_ Close-up image</p> <p>_ Definition box (scientific)</p> <p>_ Definition box (academic)</p> <p>_ Diagram</p> <p>_ Ambient noise</p> <p>_ Speech bubble with dialogue</p> <p>_ Thought bubble with dialogue</p>	Missing one of the criteria listed for a score of 4	Missing two of the criteria listed for a score of 4	Missing three or more of the criteria listed for a score of 4

Score \_\_\_\_\_

Reviewer comments: \_\_\_\_\_

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Section 4:

Text and Images (Option A)

Part I:

1. Open a blank word document.
2. Use “autosshapes” to create a rectangular frame for your caption, then add a text box to the caption frame. Inside the text box, type the best version of your three- to five-sentence summary from your end of unit storyboard draft for Section 4.
3. Use “wordart” or font to create a title for Section 4. You may use the one provided on your end of unit Section 4 draft, or you may create a new title.
4. Create two frames. Add an image to each frame.
5. Add another visual element to Section 4 (see choices on rubric).
6. Refer back to the rubric to help you determine whether you have created each piece to meet the criteria. Revise and/or create additional pieces as necessary.
7. Print the caption, title, frames with images, and additional visual element.

Part II:

1. Neatly cut out each piece for Section 4 of your novelette: caption, title, frames with images, additional visual element.
2. Arrange all the pieces on pages 7 and 8 of your novelette. Do not glue them down yet!
3. Show your arrangement to a member of your triad and ask her or him to refer to the rubric criteria to provide feedback (score and comments).
4. Rearrange, revise, and/or create additional pieces as necessary, based on feedback.
5. Show the changes to your peer reviewer for feedback regarding whether you addressed the concerns.
6. As time allows, glue pieces onto pages 7 and 8 of your novelette. Make sure not to glue anything past the binding lines!



Radio Electronics staff, Avery Slack photographer  
Bundesarchiv, Bild 183-R26738 / CC-BY-SA



Section 4:

Text and Images (Option B)

Part I:

1. Gather two or three sheets of plain white paper.
2. Draw a rectangular frame for your caption. Inside, write the best version of your three- to five-sentence summary from your end of unit storyboard draft for Section 4.
3. Neatly and in large print, write a title for Section 4. You may use the one provided on your end of unit Section 4 draft, or you may create a new title.
4. Draw two frames. Draw an image in each frame.
5. Create another visual element to add to Section 4 (see choices on rubric).
6. Refer back to the rubric to help you determine whether you have created each piece to meet the criteria. Revise and/or create additional pieces as necessary.

Part II:

1. Neatly cut out each piece for Section 4 of your novelette: caption, title, frames with images, additional visual element.
2. Arrange all the pieces on pages 7 and 8 of your novelette. Do not glue them down yet!
3. Show your arrangement to a member of your triad and ask her or him to refer to the rubric criteria to provide feedback (score and comments).
4. Rearrange, revise, and/or create additional pieces as necessary, based on feedback.
5. Show the changes to your peer reviewer for feedback regarding whether you addressed the concerns.



6. As time allows, glue pieces onto pages 7 and 8 of your novelette. Make sure not to glue anything past the binding lines!

Radio Electronics staff, Avery Slack photographer  
Bundesarchiv, Bild 183-R26738 / CC-BY-SA



Graphic Novelette Rubric:  
The Cover

	4	3	2	1
Cover	<ul style="list-style-type: none"><li>_ Front cover includes a title that is related to overall content of the story</li><li>_ Front cover includes author's name (and illustrator's name, if images are drawn)</li><li>_ Front cover includes an image that is related to the invention and/or inventor</li><li>_ Back cover includes a two- or three-sentence summary of the story and an image related the invention and/or inventor</li></ul>	Missing one of the criteria listed for a score of 4	Missing two of the criteria listed for a score of 4	Missing three or more of the criteria listed for a score of 4