

Subject area/course: English/Language Arts

Grade level/band: 9-10

Task source: Virtual Learning Academy Charter School (VLACS) in collaboration with the Center for Collaborative Education (CCE); Primary Author: Tonya Dreher

Story Podcast

TEACHER'S GUIDE

A. Task overview:

For this task, each student plays the role of an intern at a public radio station who has been asked to write a story for one of their podcast shows. This could be someone else's story (students would interview them and then write the story) or a personal story. The story could be humorous or dramatic, but it must have human-interest appeal.

Below is a recommended process to use with students as they complete the task:

- Part 1: Background information and preparation (podcasts and literary elements)
- Part 2: Begin to research and write the news story
- Part 3: Create the final draft

B. Aligned standards:

1. Common Core State Standards

[CCSS.ELA-Literacy.W.9-10.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[CCSS.ELA-Literacy.W.9-10.3a](#) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

[CCSS.ELA-Literacy.W.9-10.3b](#) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

[CCSS.ELA-Literacy.W.9-10.3c](#) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

[CCSS.ELA-Literacy.W.9-10.3d](#) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

[CCSS.ELA-Literacy.W.9-10.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.W.9-10.3d](#) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

[CCSS.ELA-Literacy.W.9-10.6](#) (Extension) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of



technology's capacity to link to other information and to display information flexibly and dynamically.

2. Critical abilities

Communication in Many Forms: Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

3. Other standards

New Hampshire 5. Narrative Writing Competency: Students will demonstrate the ability to effectively apply narrative strategies for variety of purposes and audiences.

New Hampshire 6. Research: Students will engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

C. Time/schedule requirements:

Depending on class hours available, this work could be split over 3 weeks with other class work being completed as well.

D. Materials/resources:

Students will need access to the Internet, as well as hardware and software (e.g., Garage Band) for recording interviews and producing podcasts.

- Examples of story podcast:
 - <http://themoth.org/about/programs/the-moth-podcast>
 - <http://www.thisamericanlife.org/>
 - <http://storycorps.org/>
 - <http://www.npr.org/series/4538138/this-i-believe>
- Websites on literary elements of a story:
 - <http://www.alicekuipers.com/10-tips-for-writing-better-dialogue/>
 - http://ywp.nanowrimo.org/files/ywp/ywp_10_hs_dialogue.pdf
 - <http://www.kisd.org/khs/english/help%20page/Descriptive%20Words.htm>
 - <http://www.writersdigest.com/writing-articles/by-writing-goal/write-first-chapter-get-started/hooked-on-a-feeling>

E. Prior knowledge:

Prior to this task, students must be:

- Familiar with conventions of writing and speaking and should have instruction on narrative writing techniques.
- Able to define literary elements. The links provided could be a resource for students that need additional support with this.

F. Connection to curriculum:

This task was built to be used as an independent study task, but can be modified and embedded naturally into a unit of study or course. Below are the instructions for how the task was originally laid out to be administered.

G. Teacher instructions:

Part	Approximate Time	What will be done
1	1 week	Background information and preparation
2	1 week	Begin to research and write the story
3	1 week	Create the final product

Prequel: Introduce assignment clarifying requirements and key terms

Part 1: Background Information

- Introduce the students to the task and present a podcast for the students to watch.
- As a class, analyze the podcast that you watched and identify the literary elements used.
- Listen to as many story podcasts as the students need in order to understand the format. Help students (and/or model) take notes on what they have heard.
- Review the components of narrative writing including the plot line and literary elements.

Part 2: Begin to Research and Write the Story

- Support students as they decide on a topic. It can be the student's own personal story, or someone else's. If a student decides to use someone else's story, you will need to support this student to make sure there is enough information on this person or that the student has the appropriate interview skills. This task is not assessing interview skills, so you can provide feedback and support in developing interview questions.
- Student will conduct necessary research, including interviews, and will write a first draft of story.
- Student will discuss draft with peers. Students will use the rubric to score one another on their drafts. Encourage students to check for the following:
 - Make sure the student is incorporating a strong plot and dialogue.
 - Incorporate use of all the literary elements of a story, e.g., effective word choice, dialogue, sentence structure, characterization, plot, conflict.

Part 3: Create the Final Product

- Encourage students to incorporate revisions discussed



- Remind students to review the rubric to ensure that their story is ready for submission.
- Students create an artist statement that explains the key choices they made in their podcast including reference to literary techniques that they used.
- Provide scaffolding to help students write an artist statement that provides evidence of how the student applied literary techniques and elements. For example, the teacher could provide a model of an artist statement and have students identify the features of the artist statement that help the reader understand how the author incorporated literary elements and techniques.
- If students are making a podcast, you may provide support with recording and editing. Again, this task is not assessing the student's ability to record and edit videos or sound recordings, so this is fine to do. You may even find a place to submit it online.

At Virtual Learning Academy, every performance assessment culminates with a Discussion Based Assessment (DBA). A DBA is an individual conversation between the student and teacher where the teacher asks questions about the content and the product the student created. The following sample DBA questions and prompts might be helpful in planning instruction:

- How can word choice, dialogue and sentence structure help create interesting stories?
- Why are characterization, conflict, and plot key elements to any story?
- Analyze one of the stories you listened to. How did the author draw you in as a listener?
- How did you create believable characters in your story?

H. Student support:

Possible accommodations for specific students should be discussed in advance with SPED and/or ELL teachers, and could include:

- Extended time – the hours listed above are suggestions, but could be modified
- Providing graphic organizers for Podcast
- Websites accessible in other languages
- Support with translation of website language
- Additional check-ins with the instructor
- Scribe
- Additional graphic organizers

I. Extensions or variations:

This task can culminate with the student writing the podcast or public radio story, or the student can go further to actually produce the podcast, and thus demonstrate proficiency in [CCSS.ELA-Literacy.W.9-10.6](#).



J. Scoring:

Student work can be scored using the QPA Common Literary Analysis Rubric.

