

ASSESSMENT AND REPORTING FOR JUNIOR CYCLE		TOPIC	Short Story and Genre Adaptation
Using work completed as part of a short story module as a springboard for a piece of dramatic writing to be used as assessment for Junior Cycle		SUBJECT	English
		YEAR	Second/Third Year

KEY LEARNING OUTCOMES	MATERIALS	RESOURCES NEEDED
R 1, 3, 6, 7 W 1, 3, 4, 5, 6, 9, 10, 11, 12, 13 OL 3, 5, 9, 10, 13	QR code to short story:  <i>Chart Your Progress Journal:</i> pp 84–85, p. 89, pp 127–128, p. 132 (flipbook link here and page extracts below)	<ol style="list-style-type: none"> Short story: ‘<i>Red Dog and Nancy Grey</i>’ Features of quality for good short story/dramatic writing Graphic organiser for planning a short story/duologue Success criteria handout Feedback and reflection rubric for corrections

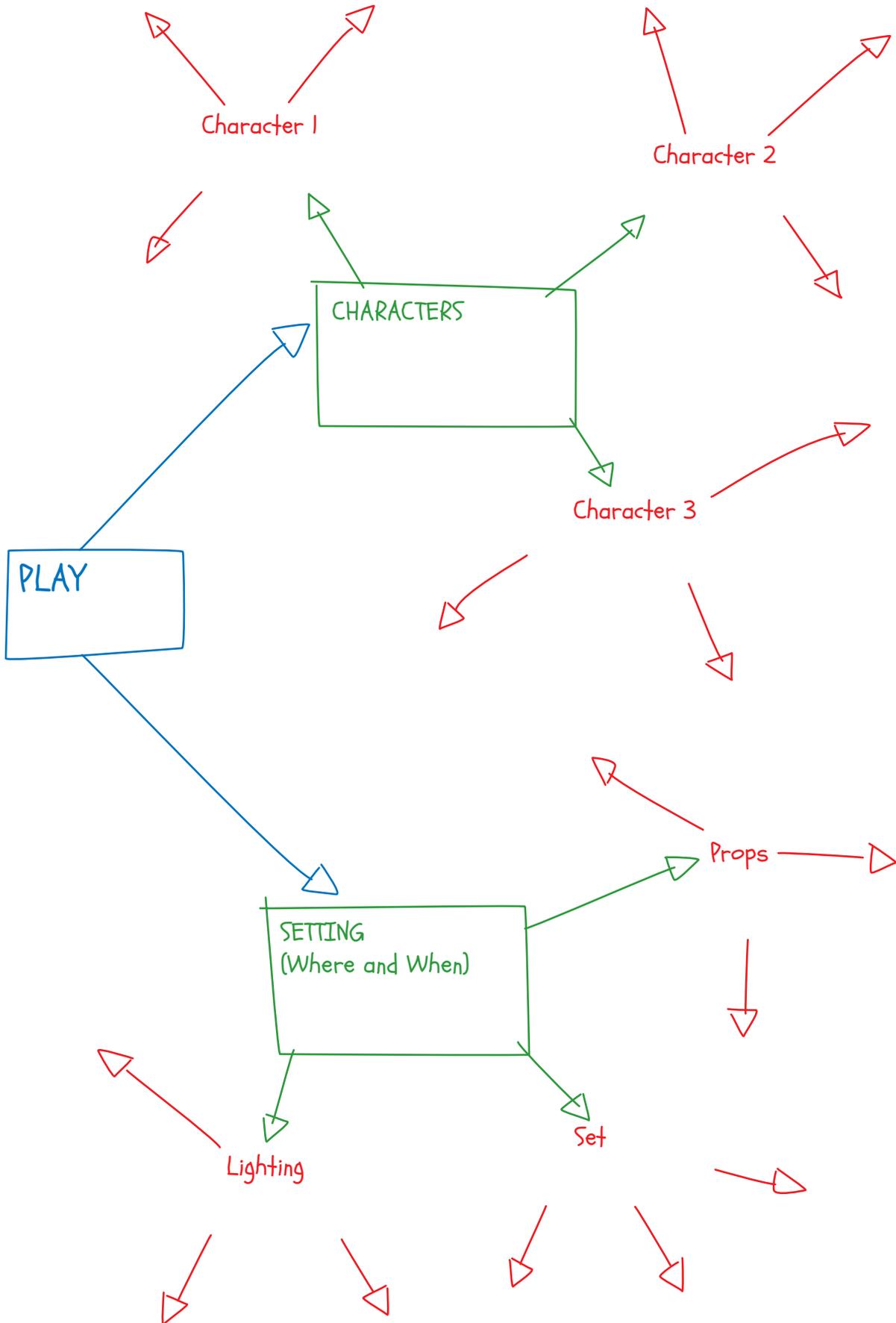
1. INTRODUCTION	2. CLASS DISCUSSION	3. FEATURES OF GOOD WRITING.	4. DISCUSSION
Read the short story with the class (20 mins).	Class discussion/reaction to the short story leading to... (5–10 mins).	Pair work: Students list 3–5 good elements of the short story that they feel demonstrate good writing (5 mins).	Pairs feedback their points and the class compiles a list of features of style for short story writing (10–15 mins).
5. COMPILATION OF IDEAS	6. PLANNING	7. SHARE SUCCESS CRITERIA	8. WRITING
In pairs or individually, students come up with ideas for a brief duologue that might occur between characters directly from the short story, or on any local form of local transport (5 mins).	Students plan their duologue using graphic organiser (homework activity).	Share the success criteria handout with the class. Spend some time discussing with the class and ask them to revisit their plan with these criteria in mind (10 mins).	In pairs or individually, students write their first draft (classwork or homework assignment).
9. PERFORMANCE	10. ASSESSMENT	11. FEEDBACK	12. REFLECTION
Students perform their duologues in small groups or with the whole class and receive feedback from peers and their teacher (10–15 minutes, or may take a number of classes).	Students revisit their work, taking into account the feedback, in a class test or as a homework assignment.	Teacher corrects the students’ work using the feedback rubric.	Students are handed back the feedback rubric and asked to reflect on their work. The discussion on short stories can also be used as the basis for a fiction question in the Final Assessment.

ADDITIONAL INFORMATION

This unit can be used as the basis for CBA 1, allowing the students to perform their own piece of dramatic writing. For the Collection of Texts, the students can include the script of their duologue and as preparation for a short story, drama, or change of genre question in the Final Assessment. It can be expanded or reduced to fit the needs of your group.

B Prepare for the Collection of Student's Texts

Writing a script for a scene



Select key focus of scene:

1 Opening

- Action
- Intro to characters
-
-
-

2 Complication (conflict)

-
-
-

3 Crisis point

-
-
-

4 Resolution

-
-
-



Teacher feedback: Writing a scene

— / — / —

Features of quality of Collection of Student's Texts: Drama script	Y. to M.	I. L.	A. Exp.	Exc.
Command of genre: Drama <i>(clear focus on plot structure; effective opening, complication/ conflict, crisis point, or resolution)</i>				
Competent writing <i>(used to create clear stage directions, characters, dialogue)</i>				
Evidence of originality and creativity <i>(unusual plot, surprising characters, clever stage design, useful stage directions)</i>				
Quality and accuracy of word choice <i>(varied vocabulary, accuracy of mechanics; layout of dialogue appropriate to script, lively dialogue)</i>				
Awareness of audience <i>(use of language appropriate to the purpose and audience of the script)</i>				
Other comments				

Reflecting on writing a scene

Title of scene: _____

Genre: _____

I liked/did not like writing in this genre because _____

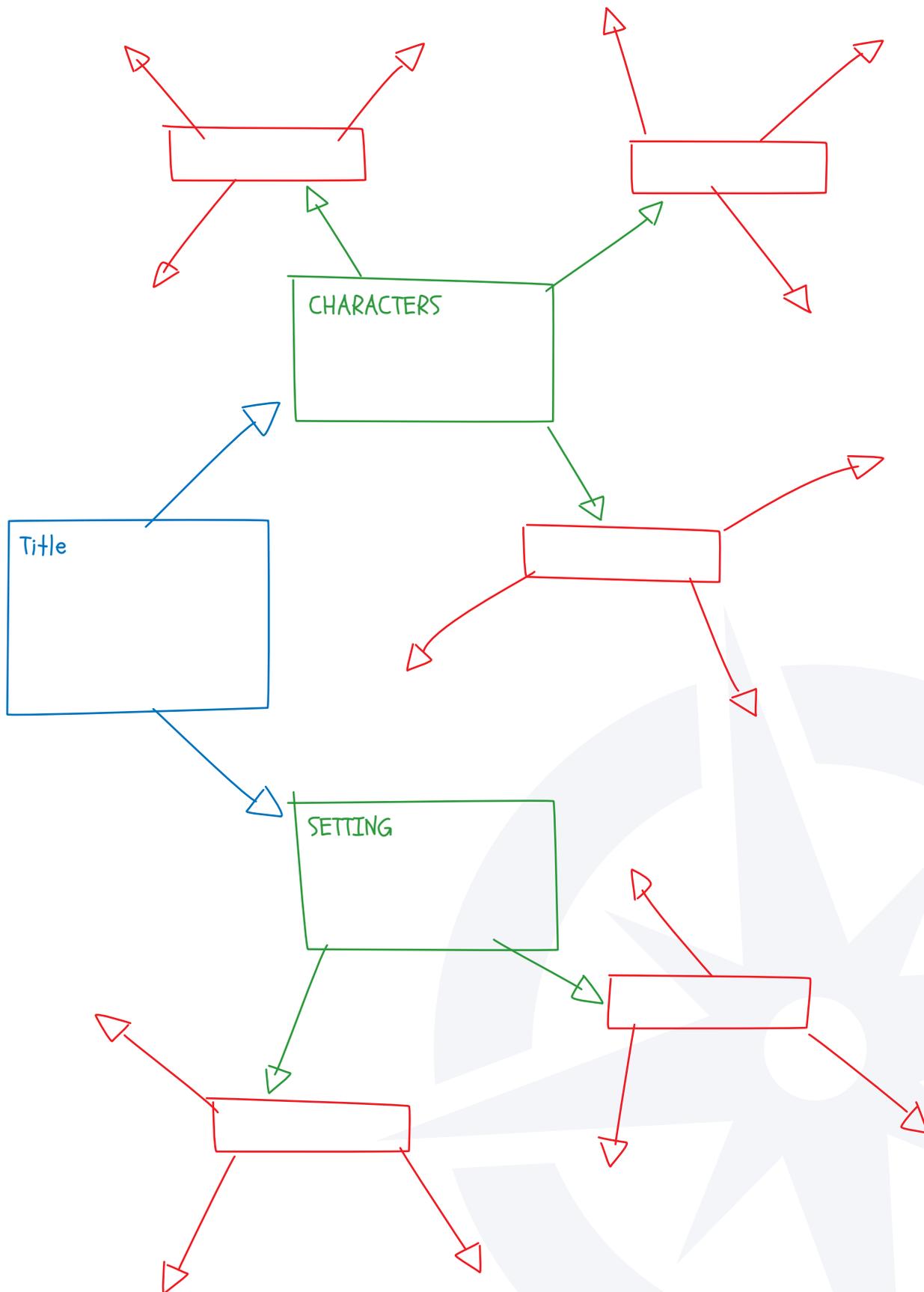
A change I made was _____

This improved my writing because _____

Identify two features of your text and explain how they are typical of the scriptwriting genre.

B Prepare for the Collection of Student's Texts

Writing a short story



TAKE THE PLUNGE!

Plot

1 EXPOSITION

-
-
-
-

2 COMPLICATION

-
-
-
-

3 CLIMAX

-
-
-
-

4 RESOLUTION

-
-
-
-

Teacher feedback: Writing a short story

___/___/___

Features of quality of Collection of Student's Texts: Short story	Y. to M.	I. L.	A. Exp.	Exc.
Command of genre: Short story <i>(awareness of plot structure; effective opening, complication/ conflict, crisis point, resolution)</i>				
Competent writing <i>(used to create clear setting, characters, dialogue)</i>				
Evidence of originality and creativity <i>(unusual plot, surprising characters, clear setting)</i>				
Quality and accuracy of word choice <i>(varied vocabulary, accuracy of mechanics, lively dialogue, vivid descriptions)</i>				
Awareness of audience <i>(use of language appropriate to the purpose and audience of the story)</i>				
Other comments				

Reflecting on writing a short story

Title of short story: _____

I liked/did not like writing this short story because _____

Two features of my text which are typical of narrative writing are _____

While creating this short story I learned _____

A change I made was _____

This improved my writing because _____

Based on feedback from _____,

if I was writing a story again I would _____