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Georgia Performance Standards Framework for ELA Unit 3-8th Grade

Grade: 8  
Topic: Storyboard  
Instructional unit: Persuasive Text  
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The task:
Storyboards often function as a way to assess informally a student’s comprehension of the main elements of a story. This activity also works to enrich the activity from Movie in Your Mind as you are asking students to visualize what they have read. This activity also enables the student to see the visual possibilities of their chosen story. The more visually stimulating the product, the more likely a person will persuade someone to create the movie.

The teacher should post models of storyboards around the room. The teacher will provide a storyboard template that is at least 6-8 panels long. The students will create their storyboards from only one of the short stories that will be presented for consideration to Stephen Spielberg. The student must provide each panel with words (either displayed through caption or dialogue) and with corresponding artwork. The student can determine the medium of the illustrations that he or she chooses (e.g., magazine clippings, clip art from the computer, personal illustrations, etc.).

Modifications:
Teacher may require fewer panels for storyboards, depending on student’s ability level. For example, some students may only illustrate three story panels (to illustrate beginning, middle, and end).

Focus Standard:
ELA8W2. The student demonstrates competence in a variety of genres.
The student produces a narrative (fictional, personal, experiential) that:
a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices, and a sharpened focus).

ELA8LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.
When delivering and responding to presentations, the student:
a. Gives oral presentations or dramatic interpretations for various purposes.
b. Organizes information (e.g., message, vocabulary) to achieve particular purposes and to appeal to the background and interests of the audience.
g. Uses multimedia for presentations.

Circumstances of the assignment/Notes to the Teachers:
The activity is designed to be presented after Movie in Your Mind and prior to writing the letter. The teacher should have models of storyboards ready for students to examine.