 

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_Ms Hobson\_\_\_

**YEAR 7 NAEP ENGLISH**

**TASK 8: *Picture book storyboard***

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| **Sub-Strands**  **Literature**  **Literature and Context:**  Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts [(ACELT1619)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/english/year-7/acelt1619) | **Literacy**  Creating texts  Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas [(ACELY1725)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/english/year-7/acely1725) | **Language**  **Expressing and developing ideas**  Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance [(ACELA1764)](https://k10outline.scsa.wa.edu.au/home/teaching/codes/english/year-7/acela1764) |

Task 8:Create a 6 panel sequel to *Jandamurra* using picture book conventions.

Students can create a narrative focusing on:

1) how Micki felt after killing Jandamarra and what he did next,

2) a topic of their choice which continues their story,

3) Jandamarra’s journey to the spirit world.

**Assessment will be based on: Reading & Viewing (5%)**

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| **Learning Intentions:** | **What I will do to achieve this success criteria?** |
| **skills**  Correct use picture book conventions to tell a story.  **knowledge**  Demonstrating knowledge and vocabulary of picture book codes and conventions.  **understanding**  How picture book codes and conventions contribute to meaning in stories. |  |

**Comments:**

**Assessment Criteria:**

**Reading & Viewing OUTCOME:**

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|  | **A**  Excellent achievement  80-100 | **B**  High achievement  65-79 | **C**  Satisfactory achievement  50-64 |
| **Conventions of texts (Viewing)** | Explains the way in which specific visual language devices have been used to construct characters and to influence a viewer’s response to them. | Describes ways in which specific visual language devices can be used to construct characters and to influence a viewer’s response to them in a broad sense. | Identifies ways in which visual language can be used to construct characters in a text. |
| **Creating texts** | Creates a text which combines visual language features, sounds and images in ways which are designed to shape the response of particular audiences and for particular purposes. | Creates a text which combines visual language features, sounds and images in ways which are appropriate for purpose and audience. | Creates a text showing how visual language features, sounds and images from other texts can be combined for effect. |
| **Conventions of texts (Reading)** | Explains how language features, images and vocabulary can be used in standard and unconventional ways to deliberately shape meaning in texts. | Describes how the language features, images and vocabulary used in texts affect meaning. | Identifies ways in which the choice of language features, images and vocabulary affect meaning. |

SCORE:

**Writing: self-assessment checklist** (complete before submission) 

**Narrogin SHS**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year\_\_\_\_\_\_\_

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| AUDIENCE AND PRESENTATION | PUNCTUATION | CAPITALISATION | SPELLING AND VOCABULARY | IDEAS |
| ⃝ My handwriting is  legible and any typed copies have no typing errors. | ⃝ I have used a full stop at the end of each sentence. | ⃝ I have used capital letters for the first word of each sentence. | ⃝ I have used the dictionary to spell the words I don’t know. | ⃝ I have used brainstorming and planning to organise my ideas. |
| ⃝ I have written the title, my name and the date on my work. | ⃝ I have used commas between words in a list. | ⃝ I have used capitals for proper nouns (the names of people, places and the days of the week). | ⃝ I have used the correct terminology for this topic. | ⃝ I have acted on suggestions from the teacher. |
| ⃝ My sentences are complete, make sense and use the key words from the question. | ⃝ I have used apostrophes to show contraction and possession. | ⃝ I have capitalised the pronoun ‘I’. | ⃝ I have used the correct homophones within my sentences:  your/you’re  there/their/they’re  allowed/aloud | ⃝ Each paragraph only has one main idea. My ideas are in a logical order. |
| ⃝ I have attempted all questions and presented them in the correct order | ⃝ I have used a question mark after a question. | ⃝ I have written the main body of the text using lower case letters. | ⃝ There is evidence of editing on my drafts. | ⃝ I have used linking words to connect my ideas. |

I have carefully checked all of the above before submitting this piece of work.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: / / 2018

**REFLECTION**

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| **What I need to improve on:** | **STRENGTHS:** | **WHAT I ENJOYED:** | **SPELLING WORDS: Write out the correct word three times** |
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| **SELF REFLECTION WITH TEACHER** | **WHAT I DID WELL:** | **AREAS TO WORK ON IN MY NEXT ASSIGNMENT:** | GRAMMAR: Write out the correct grammar rule |
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