**YEAR 8 ENGLISH**

**TASK 5: NOVEL STUDY**

**Cross-Curricular priorities**

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| **Aboriginal and Torres Strait Islander histories and cultures** | **Asia and Australia’s engagement with Asia** | **Sustainability** |

**Strands**

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| **Language**  ACELA  Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541) | **Literacy**  ACELY  Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author’s point of view (ACELY1734) | **Literature**  ACELT  Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807) |

**Writing, Reading and Viewing**

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| Discuss how Katherine Patterson uses narrative conventions to **develop one theme** (friendship, childhood, conformity and individuality, gender roles, education, family, grief and loss) in the novel, Bridge to Terabithia.  Weighting: R/V & W 10% Due Date: Friday Week |

**Hand in:**

Brainstorm

Draft

Good copy

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| **LEARNING INTENTION** | **SUCCESS CRITERIA** |
| **Skills:**  Planning and writing an analytical essay  **Knowledge: (Content)**  How to respond to an analysis question  **Understanding: (Process)**  The effects of a good range of narrative conventions (including language techniques within style) |  |

**Comments:**

**Assessment Criteria: Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **A**  Excellent achievement  80-100 | **B**  High achievement  65-79 | **C**  Satisfactory achievement  50-64 | **D**  Limited achievement  30-49 | **E**  Very low achievement  Less than 29 |
| **Meaning and interpretation** | Interprets detailed information and ideas about events, situations and people in the text, using supporting evidence from the text. | Identifies detailed information and explains key ideas about events, situations and people in the text, using relevant evidence from the text. | Identifies key information and simple ideas about events, situations and people in the text, using some relevant evidence to support opinions | Identifies some information about events, situations or people in the text, with little or no reference to textual detail. | Locates and directly recounts some simple, literal information about events, situations or people in a text. |
| **Text structure** | Constructs paragraphs, focused on one idea, that are well-developed, using a combination of topic, developing, supporting and linking sentences. | Structures paragraphs with topic, developing and supporting sentences, but sometimes repeats points unnecessarily. | Constructs paragraphs that describe ideas related to the question or topic in a general way and/or that retell events. | Groups sentences about loosely related ideas and sequences these illogically. | Sentences not grouped into paragraphs. |
| **Editing** | Consistently uses a range of editing strategies to refine and clarify ideas, improve paragraph order and select vocabulary appropriate to the task. | Monitors and edits own work through strategies to refine and clarify ideas and improve the effectiveness of the text. | Reviews and edits own work to clarify ideas and improve the effectiveness of the text. | Proofreads and identifies some errors in own work but may need support to correct mistakes. | May identify some basic errors in own work. |

**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: / / 2016

**REFLECTION**

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| **DURING THE ASSESSMENT: WHAT I NEED TO WORK ON** | **STRENGTHS:** | **SPELLING WORDS: Write out the correct word three times** |
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| **WHAT I DID WELL:** | **AREAS TO WORK ON IN MY NEXT ASSIGNMENT:** | GRAMMAR: Write out the correct grammar rule |
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