

YEAR 6 UNIT 6: Exploring Literary Texts by the Same Author



STUDENT:		CLASS:	ACHIEVEMENT:	EFFORT:	
TASK: Select one of Jackie French's short stories and prepare a speech that explains how the author has represented characters, ideas and events.					
	A	B	C	D	E
K&U: Author Style in Text Structures	Thorough understanding of author's innovation on text structures, including: <ul style="list-style-type: none">characters' roles & relationshipscharacter developmentplot development through eventssetting descriptions	Solid understanding of author's innovation on text structures, including: <ul style="list-style-type: none">characters' roles & relationshipscharacter developmentplot development through eventssetting descriptions	Sound understanding of author's innovation on text structures, including: <ul style="list-style-type: none">characters' roles & relationshipscharacter developmentplot development through eventssetting descriptions	Limited understanding of author's innovation on text structures, including: <ul style="list-style-type: none">characters' roles & relationshipscharacter developmentplot development through eventssetting descriptions	Required significant support from Teacher/Aide to understand author's use of text structures.
K&U: Author Style in Language Features	Thorough understanding of author's use of language features, including: <ul style="list-style-type: none">figures of speech (e.g. similes, metaphors, alliteration, onomatopoeia)evaluative language to express meaning, feeling & opinionverbs and verb groupsnouns and noun groupsrepetition or emphasis of words/phrases	Solid understanding of author's use of language features, including: <ul style="list-style-type: none">figures of speech (e.g. similes, metaphors, alliteration, onomatopoeia)evaluative language to express meaning, feeling & opinionverbs and verb groupsnouns and noun groupsrepetition or emphasis of words/phrases	Sound understanding of author's use of language features, including: <ul style="list-style-type: none">figures of speech (e.g. similes, metaphors, alliteration, onomatopoeia)evaluative language to express meaning, feeling & opinionverbs and verb groupsnouns and noun groupsrepetition or emphasis of words/phrases	Limited understanding of author's use of language features, including: <ul style="list-style-type: none">figures of speech (e.g. similes, metaphors, alliteration, onomatopoeia)evaluative language to express meaning, feeling & opinionverbs and verb groupsnouns and noun groupsrepetition or emphasis of words/phrases	Required significant support from Teacher/Aide to understand author's use of language features.
Written Text Structure & Language Features	Highly effective use of: <ul style="list-style-type: none">evaluative language to convey opinions about author's stylecohesive devices, focusing on sentence starters, to give prominence to the messagetext connectives to sequence ideasmodal verbs to convey certainty	Effective use of: <ul style="list-style-type: none">evaluative language to convey opinions about author's stylecohesive devices, focusing on sentence starters, to give prominence to the messagetext connectives to sequence ideasmodal verbs to convey certainty	Sound use of: <ul style="list-style-type: none">evaluative language to convey opinions about author's stylecohesive devices, focusing on sentence starters, to give prominence to the messagetext connectives to sequence ideasmodal verbs to convey certainty	Limited use of: <ul style="list-style-type: none">evaluative language to convey opinions about author's stylecohesive devices, focusing on sentence starters, to give prominence to the messagetext connectives to sequence ideasmodal verbs to convey certainty	Required significant support from Teacher/Aide to construct text with cohesive structure and language features to enhance meaning.
Written Mechanics	<ul style="list-style-type: none">Correct spelling of familiar and difficult words.Correct use of basic and highly advanced punctuation.Consistent tense.	<ul style="list-style-type: none">Correct spelling of familiar and difficult words.Evidence of high level spelling knowledge in difficult words spelt incorrectly.Correct use of basic and most advanced punctuation.Consistent tense.	<ul style="list-style-type: none">Correct spelling of familiar words.Evidence of appropriate spelling choices in words spelt incorrectly.Mostly correct use of capital letters and full stops.Mostly consistent tense.	<ul style="list-style-type: none">Correct spelling of some familiar words. Little evidence of spelling knowledge in unknown words spelt incorrectly.Basic punctuation is limited and detracts from understanding text.Inconsistent tense.	<ul style="list-style-type: none">Spelling is mostly incorrect. Very little, if any, spelling knowledge applied to unknown words.Very little or no punctuation throughout text.Inconsistent tense.
Oral Speech	Presentation demonstrates excellent: <ul style="list-style-type: none">introduction (story title and overall opinion)volumeemphasis on key pointsfluencystance and eye contact	Presentation demonstrates effective: <ul style="list-style-type: none">introduction (story title and overall opinion)volumeemphasis on key pointsfluencystance and eye contact	Presentation demonstrates sound: <ul style="list-style-type: none">introduction (story title and overall opinion)volumeemphasis on key pointsfluencystance and eye contact	Presentation demonstrates limited: <ul style="list-style-type: none">introductionvolumeemphasis on key pointsfluencystance and eye contact	Required significant support to orally present text.