

YEAR 8 English: Illustrated Short Story

Achievement Standard:

Students create texts for different purposes, selecting language to influence audience response. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

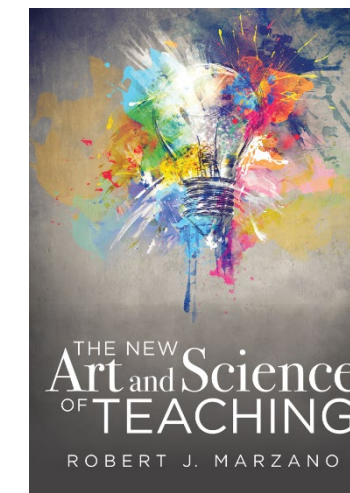
Unit Specific Information

In this unit, students will read and comprehend a variety of short stories to understand the text structures and language features that are used to develop characterisation, setting and plot. They will identify and explain authors' language and visual choices in illustrated short stories and understand how these choices are used and combined for particular purposes and effects. Students also have opportunities to practise narrative writing to experiment with visual and language choices. In the assessment task, students write and illustrate a short story, combining text structures, language features and visual choices for specific effects.

Assessment Details:

Illustrated Short Story:

- Undertaken individually
- Prior notice of the assessment
- Access to resources allowed
- Drafting in lesson time with access to teacher feedback and conferencing
- Final copy to be published using appropriate software
- Length: 500 – 700 words

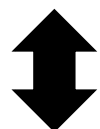


READING / VIEWING / LISTENING:

Core Text 1: Exemplar

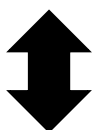
COMPREHENSION SKILL FOCUS:

Reading Comprehension: Inferring



THINKING:

- Identify
- Sequence
- Create



WRITTEN / SPOKEN / MULTI-MODAL TEXT

Illustrated Short Story

HIGHLY VALUED LANGUAGE FEATURE FOCUS:

- Imagery
- Simile
- Metaphor
- Symbolism
- Alliteration
- Personification

Tracking for my illustrated short story		Tracking for my Sentence Structure
In addition to Score 3.0, you can create a short story which manipulates text structures and language features to impact audiences and create meaning	4.0	In addition to Score 3.0, you can manipulate sentence structures to convey complex ideas
	3.5	
I can: <ul style="list-style-type: none"> • Combine ideas, images and language features in a logically sequenced illustrated short story to express ideas in new ways. • Create and edit texts for specific effects, taking into account intended purpose and the needs and interests of audiences. 	3.0	I can: <ul style="list-style-type: none"> • Control a range of simple, compound and complex sentence structures to record, explain, question, argue, describe and link ideas, evidence and conclusions • Elaborate on my ideas by using connectives to link sentences across a text • Use complex punctuation [colons, semi colons, dashes, ellipsis etc.]
With no major errors or omissions.		With no major errors or omissions.
	2.5	
I know I will have learned it when I can: <ul style="list-style-type: none"> • Recall vocabulary such as: <ul style="list-style-type: none"> ○ Short story ○ Illustrate ○ Text structures ○ Language devices/figurative language ○ Short story elements ○ Evaluative language ○ Emotive language ○ Sequencing • Perform basic processes such as being able to: <ul style="list-style-type: none"> ○ Generate ideas for a short story ○ Use short story elements to make decisions about your short story (plot, setting, characters, climax) ○ Use the stages to plot your short story (orientation, complication, rising action, climax, resolution) ○ Use a variety of figurative devices and language features to achieve purposes (including, but not limited to: imagery, simile, metaphor, symbolism, extended metaphor, alliteration, personification) ○ Use a range of punctuation for purposes (eg: exclamation mark, ellipsis, dash, semi-colon, colon) ○ Create a number of illustrations to enhance your short story 	2.0	You will know you have learnt it when you can use: <ul style="list-style-type: none"> • Accurate words or groups of words when describing events and ideas and to make meaning • Conjunctions [and, but, so, when, because] to link clauses within a sentence [compound and complex sentences] • A range of connectives to clauses or sentences across a text [however, firstly, consequently] • Punctuate a sentence [capitals, full stops, exclamation marks and question marks]

