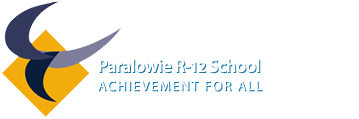
**Stage 1 Essential English**

**Assessment Type:** Responding to Texts

**Title:** Picture Books Analysis

**Teacher/s:** Liz Eckert & Josh Bradbrook

**Student Name:**

**Task:**

Read and analyze a variety of picture books (at least 5) on the theme of conflicts. The response will be in a series of short answer questions and then an extended response comparing the different picture books perspectives on different conflicts.

**Purpose:**

To analyze picture books with the theme of conflicts

**Audience:**

Your English teacher: Liz Eckert OR Josh Bradbrook

**Assessment conditions:**

Short Answer and Extended Answer Format

600 words min to 800 words max

Weighting: 25%

**Due Date:** Term 3 Week 3 Monday

**Process:**

1. Class overview of picture book unit of work.

2. Read a picture book. There are two lists of books:

2a. Picture Books with set questions list: There are 23 different titles to choose from in 2017. Some of these have multiple copies. The questions are available in a separate file on R Drive.

2b. Picture Books with a Challenge list. You may choose to answer questions based on the list based on all 5 broad concepts (Overview of Picture Book, Conflict/War of Picture Book, Illustrations of Picture Book, View of War in Picture Book, After Reading Picture Book) Some questions may not be applicable for your picture book. The questions are available in a separate file on R Drive.

***Picture Books with set questions list***

|  |  |
| --- | --- |
| Title | Author & Illustrator |
| *Ali the Bold Heart* | Jane Jolly & Elise Hurst |
| *Angel of Kokoda* | Mark Wilson |
| *Anzac biscuits* | Phil Cummins & Owen Swan |
| *Erika’s Story* | Ruth Vander Zee & Roberto Innocenti |
| *Home and Away* | John Marsden & Matt Ottley |
| *In Flanders Fields* | Norman Jorgensen & Brian Harrison – Lever |
| *Lone Pine* | Susie Brown and Margaret Warner & Sebastian Ciaffaglione |
| *Meet the Anzacs* | Claire Saxby & Max Berry |
| *Memorial* | Gary Crew & Shaun Tan |
| *My Dog* | John Heffernan & Andrew McLean |
| *My Grandad Marches on Anzac Day* | Catriona Hoy & Benjamin Johnson |
| *One Minute’s Silence* | David Metzenthen & Michael Camilleri |
| *Photographs In The Mud* | Dianne Wolfer & Brian Harrison – Lever |
| *Rainbow Bird* | Czenya Cavouras |
| *Reflection: Remembering those who serve in war* | Rebecka Sharpe Shelberg & Robin Cowcher |
| *Simpson and his donkey* | Mark Greenwood & Frané Lessac |
| *The Anzac Puppy* | Peter Millet & Trish Bowles |
| *The Conquerors* | David McKee |
| *The Fair Dinkum War* | David Cox |
| *The Rabbits* | John Marsden & Shaun Tan |
| *The Soldiers Gift* | Tony Palmer & Jane Tanner |
| *Tibet Through The Red Box* | Peter Sis |
| *Torty and the Soldier* | Jennifer Beck & Fifi Colston |

***Picture Books with a Challenge list***

|  |  |
| --- | --- |
| ***Title*** | **Author & Illustrator** |
| *The Staircase Cat* | Colin Thompson & Anna Pignataro |
| *Digger: The dog who went to war* | Mark Wilson |
| *My Mother’s Eyes: the story of a boy soldier* | Mark Wilson |
| *The Horse Soldier* | Mark Wilson |
| *Vietnam Diary* | Mark Wilson |
| *The Afghanistan pup* | Mark Wilson |

3. Record your responses in a Word document with the title of the picture book and author and illustrator details. Please include the questions as well as your answer. Answer the questions related to the picture book as given in full sentences. (There is a copy on the R drive for you to type your answers straight into. You just need to add the header as outlined in step 6 and SAVE AS file name as outlined in step 7.)

4. Repeat Step 3 for at least 4 other picture books. (If you complete the questions for *Tibet Through The Red Box* you do not need to complete questions for a fifth picture book.)

5. After your 5 picture book responses, you will need to include an extended response comparing the different perspectives presented in the picture books that you chose to respond to. This will need to be at least two paragraphs long indicating the similarities and differences between your texts. (See additional handout on R Drive or in hardcopy from your teacher)

6. Ensure that the header at the top of your pages in your Word document has the following (on one line would be preferable):

SACE ID (Name Optional) 1ETE10 Essential English Stage 1

AT1: Responding to Texts: Picture Book Response

7. Submit to the S drive and/or Daymap using the following file format

(You will need to use this format throughout the semester and next year)

SACEid–1ETE10–AT1–PictureBook

OR

SACEid–1ETE10–AT1–PictureBook\_Name

**Performance Standards**

| - | Communication | Comprehension | Analysis | Application |
| --- | --- | --- | --- | --- |
| A | Consistently clear and coherent writing and speaking, using an appropriate vocabulary.  Thorough demonstration of grammatical control. | Detailed comprehension and interpretation of complex information, ideas, and perspectives in a range of texts.  Thorough understanding of the purpose, structure, and language features in texts. | Thorough analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.  Identification and clear analysis of ways in which language features are used to create meaning in a range in texts. | Creation of complex texts for different purposes, using appropriate textual conventions. |
| B | Mostly clear and coherent writing and speaking, using a varied vocabulary.  Effective and usually accurate grammatical control. | Detailed comprehension and interpretation of some complex information, ideas, and perspectives in texts.  Appropriate understanding of the purpose, structure, and language features in texts. | Analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.  Identification and analysis of ways in which language features are used to create meaning in a range of texts. | Creation of effective texts for different purposes, using appropriate textual conventions. |
| C | Generally clear writing and speaking, using a mostly appropriate vocabulary.  Appropriate grammatical control; some errors, but these do not impede meaning. | Comprehension of some information and ideas in texts.  Recognition and understanding of the purpose, structure, and language features in some texts. | Identification, with some basic analysis, of ways in which creators of a narrow range of texts convey simple information and ideas.  Identification, with some basic analysis, of ways in which language features are used to create meaning in a narrow range of texts. | Creation of texts for some purposes, using appropriate textual conventions. |
| D | Occasionally clear writing and speaking, with a restricted vocabulary.  Partial grammatical control; some errors impede meaning. | Identification of information and ideas in texts.  Some recognition and awareness of the purpose, structure, and/or language features in some texts. | Reference to one or more ways in which creators of a narrow range of texts convey simple information and ideas.  Reference to some ways in which language features are used to create meaning in a narrow range of texts. | Creation of texts for a narrow range of purposes, using some textual conventions. |
| E | Limited clarity in writing and speaking, with a limited vocabulary.  Limited grammatical control; errors impede meaning. | Identification of some information or ideas in a text.  Limited recognition and awareness of the purpose, structure, and language features in a text. | Recognition of the way in which a creator of a text conveys a simple piece of information or idea.  Reference to a way in which language features are used to create meaning in a simple text. | Creation of a partial text for a purpose, attempting to use appropriate textual conventions. |