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| Make a comparative table to show how the main character/author and you are alike and how you are different.  Analysis/Application | Make a timeline of the important events in the story. Put the events in order from beginning to end.  Knowledge/Comprehension | Draw and colour a new book cover for the book. Include an important scene from the story. Write the title and authors name.  Analysis/Application |
| Prove the genre. Provide examples from the text that support the genre.  Evaluate/Synthesise | Write a letter to one of the characters in the story/the author of the blog. Tell them if you agree or disagree with how he or she solved a problem in the story. Tell them how you would have solved the problem.  Evaluate/Synthesise | Write a poem about the text.  It could be about the setting, the characters, the themes or your own idea. Be creative.  Evaluate/Synthesise |
| Make a comic strip that represents the key events in the story or the key points of the text.  Knowledge/Comprehension | Write a blog response to the themes covered within the text. How has the text presented certain themes?  Evaluate/Synthesise | Write a character profile for the main character/author and draw a portrait of that character/author.  Knowledge/Comprehension |
| Produce a poster/PowerPoint that presents a key issue within the text. Include why this issue is or isn’t relevant to teens in 2015.  Analysis/Application | Compare and contrast this blog/story with another which covers similar issues. Assess the ways in which each author uses their blog/story to address particular issues.  Evaluate/Synthesise | Write a newspaper/magazine article reviewing why the text represents teen ideals and perspectives. This should include a picture which represents your argument or the text in some way.  Evaluate/Synthesise |

INDIVIDUAL READING ASSIGNMENT

CHOICE BOARD

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Complete one of each task (knowledge/comprehension, analysis/application, and evaluate/synthesise) in application to your chosen independent reading text.*

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| **Achievement Standards** | **A - Excellent** | **B – Good** | **C – Satisfactory** | **D - Incomplete** |
| **Analysis:** The students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. | Perceptive analysis of the ways that text structures can be manipulated for effect. Excellent analysis and explanation of how images, vocabulary choices and language features distinguish the work of individual authors. | Well employed analysis of the ways that text structures can be manipulated for effect. Analysis and explanation of how images, vocabulary choices and language features distinguish the work of individual authors well instigated. | Some analysis employed of the ways that text structures can be manipulated for effect. Some analysis and explanation of how images, vocabulary choices and language features distinguish the work of individual authors. | Little or no analysis employed of the ways that text structures can be manipulated for effect. No analysis and explanation of how images, vocabulary choices and language features distinguish the work of individual authors. |
| **Evidence:** students select evidence from the [text](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=text) to analyse and explain how language choices and conventions are used to influence an [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=audience). | An excellent selection of evidence from the text to analyse and explain, with clarity, how language choices and conventions are used to influence an audience. | A good selection of evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. | Some selection of evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. | Little or no use of evidence from the text to analyse and explain, with clarity, how language choices and conventions are used to influence an audience. |
| **Application:** students demonstrate how manipulating [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features) and images can [create](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=create) innovative texts. Students [create](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=create) texts that respond to issues, interpreting and integrating ideas from other texts. | An outstanding demonstration of how manipulating [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features) and images can [create](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=create) innovative texts. An exceptional creation of texts that respond to issues, interpreting and integrating ideas from other texts with clarity. | A good demonstration of how manipulating [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features) and images can [create](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=create) innovative texts. Texts that respond to issues, interpreting and integrating ideas from other well created. | Some demonstration of how manipulating [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features) and images can [create](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=create) innovative texts. Some creation of texts that respond to issues, interpreting and integrating ideas from other texts with clarity. | Little or no demonstration of how manipulating [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features) and images can [create](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=create) innovative texts. An exceptional creation of texts that respond to issues, interpreting and integrating ideas from other texts with clarity. |
| **Structure:** Students edit for effect, selecting vocabulary and [grammar](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=grammar) that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. | Excellent use of editing for effect, selection of vocabulary and [grammar](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=grammar) contributing to the precision and persuasiveness and outstanding use of accurate spelling and punctuation. | Good use of editing for effect, selection of vocabulary and [grammar](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=grammar) contributing to the precision and persuasiveness and a sound use of accurate spelling and punctuation. | Some use of editing for effect, selection of vocabulary and [grammar](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=grammar) contributing to the precision and persuasiveness and some use of accurate spelling and punctuation. | Poor use of editing for effect, selection of vocabulary and [grammar](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=grammar) contributing to the precision and persuasiveness and poor use of accurate spelling and punctuation. |