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Experiences and Outcomes	Holistic Assessment Task
<p>Reading</p> <p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. ENG 2-12a / ENG 3-12a / ENG 4-12a</p> <p><i>Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need.</i> LIT 4-13a</p> <p><i>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</i> LIT 3-15a / LIT 4-15a</p> <p>To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks. ENG 4-17a</p>	<p>1.) The poetry of Carol Ann Duffy</p> <p>Choose one of the verses from Carol Ann Duffy's poem 'In Mrs Tilscher's Class'. Annotate your chosen verse, paying attention to Duffy's use of word choice, structure, imagery, setting and/or symbolism to bring the poem to life.</p> <p>Create a set of textual analysis questions that can be given to another member of the class in order to test his/her understanding of the use of poetic techniques.</p> <p>After answering the questions provided by your partner, discuss your answers and add to your notes on the poem.</p> <p><u>IN MRS TILSCHER'S CLASS</u></p> <p>You could travel up the Blue Nile with your finger, tracing the route while MrsTilscher chanted the scenery Tana. Ethiopia. Khartoum. Aswan. That for an hour, then a skittle of milk and the chalky Pyramids rubbed into dust. A window opened with a long pole. The laugh of a bell swung by a running child</p> 

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I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate.

LIT 4-21a

As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.

LIT 3-22a / LIT 4-22a

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I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.

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my audience.

LIT 3-26a / LIT 4-26a



I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways.

LIT 4-28a

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I can justify my choice and use of layout and presentation in terms of the intended impact on my reader.

LIT 4-24a

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.

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LIT 4-25a

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LIT 3-26a / LIT 4-26a

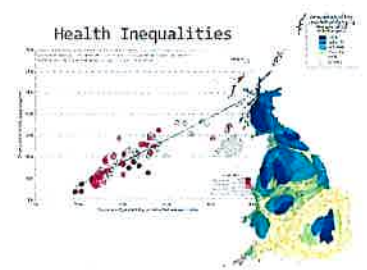

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<p>Writing</p> <p>I can:</p> <ul style="list-style-type: none"> • discuss and evaluate the effectiveness of structure, characterisation and/or setting using some supporting evidence; • identify how the writer's main theme or central concerns are revealed and can recognise how they relate to my own and others' experiences; and • identify and make a personal evaluation of the effect of aspects of the writer's style and other features appropriate to genre using some relevant evidence and terminology. <p>ENG 4-19a</p> <p><i>I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</i> LIT 3-20a / LIT 4-20a</p>	 <p>The image shows three book covers: 'Life of Pi' by Yann Martel, 'The Book Thief' by Markus Zusak, and 'Paper Towns' by John Green. A red pushpin is pinned to the 'Paper Towns' cover.</p>

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