Unit 1, Outcome 1 – Journal Entries (The Breakfast Club)

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| **Excelling** | Discusses the character’s feelings and thoughts on each day | Explores the reasons behind the character’s thoughts and actions | Analyses events from the movie | Varies tense to suit different parts of the text | Uses a variety of connectives and conjunctions throughout the text | Uses descriptive adverbs.  (walked *quickly*, *almost* finished) | Integrates detailed notes into the plan | Reviews meaning and detail in text | Provides feedback to peers on their texts | Submits final copy with correct structure and language | Accesses tools to spell unfamiliar words correctly | Uses apostrophes for contractions (*don’t*) and possession (*Sam’s*) | Varies sentence types |
| **Achieving** | Recounts a series of events for each day | Creates a backstory for events from the movie | Uses direct quotes from the movie | Applies past tense throughout the text | Uses connectives between sentences | Describes the character’s actions.  (*screamed*, *glared*) | Writes a plan outlining key information to go in journal entry | Corrects errors in their text | Discusses feedback to improve understanding | Submits final copy with identified errors corrected | Utilises familiar words and tools to spell correctly | Uses capitals to begin sentences and for proper nouns | Uses simple and compound/  complex sentences |
| **Satisfactory** | Includes an orientation for each day | Describes the character’s thoughts, feelings and reactions | Outlines scenes from the movie | Uses past tense in parts of the text | Uses connectives at the start of paragraphs | Describes the character’s feelings  (*annoyed*, *excited*) | Organises information into relevant groups | Identifies errors in their text such as spelling, sentence structure, word choice etc. | Sits with teacher during feedback | Submits final copy containing errors identified in the drafting process | Spells key terms correctly | Uses capitals to begin sentences | Uses simple sentences |
| **Not yet satisfactory** | Has a separate journal entry for each day | Outlines the character’s actions | Includes general information from the movie | Uses various tenses | Uses conjunctions to join ideas in a sentence | Uses descriptive adjectives  (e.g. *blue* sky, *hot* day) | Completes a brainstorm | Writes the text | Submits text for feedback | Submitsdraft as final copy | Spells words phonetically (as they sound) | Uses full stops and question marks to end sentences | Uses long sentences |
| Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown |
| **Criteria** | **Entry structure** | **Development of character** | **Links to movie** | **Tense** | **Linking devices** | **Descriptive language** | **Planning** | **Drafting and proofreading** | **Feedback** | **Final copy** | **Spelling** | **Mechanics** | **Grammar** |
| **Journal entries** | | | **Recount language features** | | | **Writing process** | | | | **Control of language** | | |
| A journal entry is a recount. A recount is retelling events from the past. Recounts usually include**:**   * an **orientation** that gives the reader information about the time, the place and the people involved * the **body**,which is a series of events recounted in the order in which they happened (chronologically) * a **conclusion** to give the writer's own view of the events and the emotions that were felt at the time.   Each journal entry should include an orientation, the body (the series of events) and a conclusion. | | | **Past tense** = used to describe things that happened in the past.  *The dog jumped the fence.*  **Conjunctions** = join two ideas in a sentence.  *because, or, so, and, yet, but, if*  **Connectives** = link a sentence or paragraph to the previous one.  *first, next, later, also, furthermore, on the other hand, however*   |  |  | | --- | --- | | ***Direct speech***  Present simple:   * *“He’s American,” she said.* * *“I’m happy to see you.” Mary said* * *He asked, “are you busy tonight?”* | ***Reported speech***  Past simple   * *She said he was American.* * *Mary said that she was happy to see me.* * *He asked me if I was busy tonight.* | | | | **Brainstorming** = writing down everything you can think of about a topic. | | **Plan** = organising your ideas so you know what to include in each section. | | **Spelling tools** = asking someone else, using a dictionary or thesaurus, using word check on a computer.  **Long sentence** = a sentence with too many ideas in it and no or minimal punctuation.  *This house is too small and our family has lots of people in it so we need more space which this house just doesn’t have.*  **Simple sentence** = one simple idea.  *This house is too small.*  **Complex sentence** = joining two ideas.  *This house is too small because we are a big family.* | | |