



Teacher guidelines

Comic connections 2

Year 7

English

Students identify the connections between comics and narratives by transforming a comic into a narrative.

Time allocation 3 hours

Student roles Work independently

Context for assessment

In this assessment students are given the opportunity to make connections between comics and narratives. They will explore the relationship between purpose, audience, subject matter and text type and further their understanding of how texts are constructed. Students will also demonstrate their level of proficiency in sentence structure, vocabulary, grammar, spelling and punctuation, particularly quotation marks for dialogue.

This assessment would fit within a unit of work that aims to further students' interpretive experience of texts.

**Identify
curriculum**

Defining what students are expected to learn, and how they will demonstrate their achievement.

This assessment gathers evidence of learning for the following **Essential Learnings**:

English	Essential Learnings by the end of Year 7
<p>Ways of working</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • interpret and identify that readers/viewers/listeners are positioned by aspects of texts • construct literary texts by planning and developing subject matter, using dialogue, description and evaluative language • reflect on and compare how the language choices made across texts include and exclude certain groups and individuals. 	<p>Knowledge and understanding</p> <p>Reading and viewing</p> <p>Reading and viewing involve using a range of strategies to interpret, evaluate and appreciate written, visual and multimodal texts across wider community contexts.</p> <ul style="list-style-type: none"> • Words, groups of words, visual resources and images can persuade an audience to agree with a point of view by portraying people, characters, places, events and things in different ways. • Comprehension involves drawing on knowledge of the subject matter and contextual cues to interpret, infer from and evaluate texts in community contexts. <p>Writing and designing</p> <p>Writing and designing involve using language elements to construct literary and non-literary texts for audiences across wider community contexts.</p> <ul style="list-style-type: none"> • The purpose of writing and designing includes evoking emotion, persuading and informing. • Writers and designers establish roles, make assumptions about their audience and position them through language choices. • Words and phrases, symbols, images and audio affect meaning and position an audience. • Text users make choices about grammar and punctuation, to establish meaning.

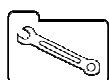
	<p>Language elements</p> <p>Interpreting and constructing texts involve selecting and controlling choices about grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) across wider community contexts.</p> <ul style="list-style-type: none"> • Evaluative language, including adjectives, can appeal to certain groups, express opinions, and represent people, characters, places, events and things in different ways. • Vocabulary is chosen to establish relationships, persuade others, describe ideas and demonstrate knowledge. <p>Literary and non-literary texts</p> <p>Evaluating literary and non-literary texts involves understanding the purpose, audience, subject matter and text structure.</p> <ul style="list-style-type: none"> • Characters with feelings and personalities beyond those of traditional characters are explored in texts by selecting vocabulary and using descriptions, imagery, actions and dialogue. • Descriptions, actions and dialogue, using written and visual elements, develop characters and plot.
<p>Assessable elements</p> <ul style="list-style-type: none"> • Knowledge and understanding • Interpreting texts • Constructing texts • Appreciating texts 	
<p>Source: Queensland Studies Authority 2007, <i>English Essential Learnings by the end of Year 7</i>, QSA, Brisbane.</p>	

Sequence learning

Describing learning experiences and resources that will enable students to complete the assessment.

Listed here are suggested **learning experiences** for students before attempting this assessment.

- Revise the narrative structure — orientation (introduce characters, setting and plot), complication (a series of problems can develop tension) and climax and resolution (with or without a coda or moral).
- Revise comic conventions (e.g. speech balloons, thought bubbles, narrator's box, etc.)
- Identify the purpose (e.g. to entertain, to inform) of a comic and if a coda (conclusion or summary) or moral is being communicated.
- Select a range of texts that students can read or view in their daily life and compare and identify the relationship between purpose, audience, subject matter and text type.
- Create a word wall of adjectives that can be used to describe and portray characters and settings.
- Revise the use of onomatopoeia in comics (some onomatopoeic words are culturally specific and this may be a good opportunity to include ESL students).
- Explore the difference between direct and indirect speech and how to write dialogue.
- Revise paralanguage (e.g. "uh-oh", "pssst", "uh", etc.) as they are used in most comics and cartoons.
- Revise how and why the subject or verb in a speech balloon is implicitly understood and is therefore not used.
- Explore how a comic has gaps and silences and relies on visuals to tell the story, and explore how a written narrative will need to fill in these gaps and silences and describe the visuals using words.
- Practise the formation of different verb tenses (i.e. changing the present tense of an action in a comic strip to the past tense). Discuss how such changes create different impacts on the audience.
- Reinforce time sequencing through the use of conjunctions to maintain the flow of the narrative.



Teacher resources

- Read Write Think comic creator: <www.readwritethink.org/materials/comic/index.html>.
- The Kennedy Center Arts Edge lesson plan for creating comics: <<http://artsedge.kennedy-center.org/content/2126>>.
- Go Comics on Yahoo links to comics, such as Fred Basset: <http://news.yahoo.com/comics/fredbasset;_ylt=Au_7CoURtl1QdwagqrONvMsDwLAF>.

Develop assessment

Gathering evidence that demonstrates how well students have achieved the curriculum expectations.

Preparing

Consider these points before implementing this assessment.

- Collate and provide a range of resources to assist students in choosing a context for their narrative.
- Collect and provide a range of comics for students to use as the stimulus for their narrative. (Students could use the comic created in *Comic connections 1*.)
- If required, make copies of Appendix A: Narrative organiser and Appendix B: Peer Feedback sheet.

Implementation

Consider these points when implementing this assessment.

- Transforming a comic into a narrative requires students to determine what is most important in the stimulus (comic). They will be required to identify the purpose and audience, and explore the subject matter of the stimulus comic.
- They will also need to identify the connections between comics and narratives by identifying structures and ideas that are similar.
- When writing a narrative students will be required to fill in gaps and silences, describe visuals with words and reorganise information. They will develop characters through dialogue and use of the narrative structure.
- Make sure students understand the narrative structure:
 - orientation (introduce characters, setting and plot)
 - complication (a series of problems that develop tension)
 - climax or resolution (with or without a coda or moral).

Links to other assessments

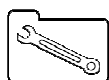
This assessment can be linked to the assessment *Comic connections 1*.

In *Comic connections 1*, students analyse a comic and create a comic of their own. The comic created in this assessment could be used as the stimulus for the transformation of a comic in *Comic connections 2*.

Sample implementation plan

This table shows one way that this assessment can be implemented. It is a guide only — you may choose to use all, part, or none of the table. You may customise the table to suit your students and their school environment.

Suggested time	Student activity	Teacher role
Section 1. Transform a comic into a narrative — planning		
15 minutes	<p>Participate in a whole class discussion revising comic conventions and narrative structure.</p> <p>Identify the connections between comics and narratives by identifying structures and ideas that are similar.</p>	<p>Assist students as they read through the requirements for the assessment.</p> <p>Guide a whole class discussion revising comic conventions and narrative structure.</p>
45 minutes	<p>Individually plan a narrative using a comic as a stimulus.</p>	<p>Assist students as they plan their narrative.</p> <p>Remind students of the purpose of a narrator's voice (a literary device) as a construction of the writer that moves the story from one scene to the next and how this information will need to be included in the narrative.</p>
Section 2. Transform a comic into a narrative — writing		
2 hours	<p>Individually draft a narrative.</p> <p>Give and receive feedback using Appendix B: Peer feedback sheet.</p> <p>Make changes to the narrative based on reflection and peer feedback.</p> <p>Publish a final version of the narrative for assessment.</p>	<p>Assist students as they draft a narrative. You may provide students with Appendix A: Narrative organiser (optional).</p> <p>Remind students to use quotation marks for direct speech when writing dialogue.</p> <p>Distribute Appendix B: Peer feedback sheet and assist the students as they give and receive feedback.</p> <p>The final version of the narrative can be printed or handwritten at the teacher's discretion.</p>



Resources for the assessment

Appendix A Narrative organiser

Appendix B Peer feedback sheet

Make judgments

Making standards-referenced, consistent judgments.

During the learning process, you and your students should have developed a shared understanding of the curriculum expectations identified as part of the planning process.

After students have completed the assessment, identify, gather and interpret the information provided in student responses. Use only the evidence in student responses to make your judgment about the quality of the student learning. Refer to the following documents to assist you in making standards-referenced judgments:

- *Guide to making judgments*
- *Indicative A response*
- *Sample responses* (where available).

Making judgments about this assessment

The identification and demonstration of the relationship between audience, subject matter, purpose and text type will be most evident in the narrative, however Section 1 will provide evidence that indicates students' understanding of these terms, which can be used to support judgments about the quality of student learning.



For further information, refer to the resource *Using a Guide to making judgments*, available in the Resources section of the Assessment Bank website.

Use feedback

Using feedback to enrich teaching and learning.

Evaluate the information gathered from the assessment to inform teaching and learning strategies.

Involve students in the feedback process. Give students opportunities to ask follow-up questions and share their learning observations or experiences.

Focus feedback on the student's personal progress. Emphasise continuous progress relative to their previous achievement and to the learning expectations — avoid comparing a student with their classmates.

Giving feedback about this assessment

This assessment requires the students to give and receive feedback. This provides students with an opportunity to use self-assessment principles and create a feedback loop that will assist in future applications.



For further information, refer to the resource *Using feedback*, available in the Resources section of the Assessment Bank website.

Narrative organiser

Name

Orientation	
Message or theme:	Setting:
Major characters:	Minor characters:



Complication (problem)		
Event 1	Event 2	Event 3



Resolution (outcome)
Language elements from the comic that could be included:

Peer feedback sheet

Name of writer		
Title of the work		
Name of editor		
Note to the editor — if the narrative is about a comic you do not know, please read the comic before providing feedback.		
<input type="checkbox"/> Does the narrative make sense?		
<input type="checkbox"/> Does it hold your interest?		
<input type="checkbox"/> Does the narrative continue with the theme or message of the comic?		
How does it fill in missing details that lead up to the start of the comic or extend its conclusion?		
What are the best parts of the narrative? (Identify at least three.)		
<input type="checkbox"/> Is it well organised using the narrative structure?		
<input type="checkbox"/> Is it written in paragraphs?		
<input type="checkbox"/> Does it include dialogue?		
<input type="checkbox"/> Are the sentences interesting and varied?		
<input type="checkbox"/> Does the narrative make use of words from the comic?		
Identify any unclear paragraphs and/or sentences:		
Suggest ways to improve the narrative:		
Are the following accurate:		
<input type="checkbox"/> use of grammar (i.e. appropriate use of tense)		
<input type="checkbox"/> punctuation, including quotation marks for dialogue		
<input type="checkbox"/> standard spelling?		
Does the narrative meet the required length? (circle answer)	Yes	No