



CRASHING INTO

POTENTIAL

TM

Rubric

Unit 1

Outcome 1

Journal Entries for
CRASHING INTO POTENTIAL
by Scott B Harris

Unit 1, Outcome 1 – Journal Entries (Scott B Harris: CRASHING INTO POTENTIAL)

Excelling	Discusses Scott or chosen person's feelings and thoughts on each day	Explores the reasons behind Scott or chosen person's thoughts and actions	Analyses events from the book	Varies tense to suit different parts of the text	Uses a variety of connectives and conjunctions throughout the text	Uses descriptive adverbs. (walked <i>quickly</i> , <i>almost finished</i>)	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 (<i>don't</i>) and possession (<i>Sam's</i>)	Varies sentence types			
Achieving	Recounts a series of events for each day	Creates a backstory for events from the book	Uses direct quotes from the book	Applies past tense throughout the text	Uses connectives between sentences	Describes the character's actions. (<i>screamed, glared</i>)	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 Scott or chosen person's thoughts, feelings and reactions	Outlines moments from the book	Uses past tense in parts of the text	Uses connectives at the start of paragraphs	Describes the character's feelings (<i>annoyed, excited</i>)	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 Scott or chosen person's actions	Includes general information from the book	Uses various tenses	Uses conjunctions to join ideas in a sentence	Uses descriptive adjectives (e.g. <i>blue sky, hot day</i>)	Completes a brainstorm	Writes the text	Submits text for feedback	Submits draft 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						
	<p>A journal entry is a recount. A recount is retelling events from the past. Recounts usually include:</p> <ul style="list-style-type: none"> 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. <p>Each journal entry should include an orientation, the body (the series of events) and a conclusion.</p>			<p>Past tense = used to describe things that happened in the past. <i>The dog jumped the fence.</i></p> <p>Conjunctions = join two ideas in a sentence. <i>because, or, so, and, yet, but, if</i></p> <p>Connectives = link a sentence or paragraph to the previous one. <i>first, next, later, also, furthermore, on the other hand, however</i></p> <table border="1"> <tr> <td> <p>Direct speech Present simple:</p> <ul style="list-style-type: none"> "He's American," she said. "I'm happy to see you." Mary said He asked, "are you busy tonight?" </td> <td> <p>Reported speech Past simple</p> <ul style="list-style-type: none"> She said he was American. Mary said that she was happy to see me. He asked me if I was busy tonight. </td> </tr> </table>			<p>Direct speech Present simple:</p> <ul style="list-style-type: none"> "He's American," she said. "I'm happy to see you." Mary said He asked, "are you busy tonight?" 	<p>Reported speech Past simple</p> <ul style="list-style-type: none"> She said he was American. Mary said that she was happy to see me. He asked me if I was busy tonight. 	<p>Brainstorming = writing down everything you can think of about a topic.</p>			<p>Plan = organising your ideas so you know what to include in each section.</p>			<p>Spelling tools = asking someone else, using a dictionary or thesaurus, using word check on a computer.</p> <p>Long sentence = a sentence with too many ideas in it and no or minimal punctuation.</p> <p><i>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.</i></p> <p>Simple sentence = one simple idea.</p> <p><i>This house is too small.</i></p> <p>Complex sentence = joining two ideas.</p> <p><i>This house is too small because we are a big family.</i></p>	
<p>Direct speech Present simple:</p> <ul style="list-style-type: none"> "He's American," she said. "I'm happy to see you." Mary said He asked, "are you busy tonight?" 	<p>Reported speech Past simple</p> <ul style="list-style-type: none"> She said he was American. Mary said that she was happy to see me. He asked me if I was busy tonight. 															