

Grade 8 – Wide Reading Project (Quarter 2)

ASSIGNED GENRE: *Biography / Autobiography*

DEADLINE: 8A January 11th, 2019 (Day 1, period 1)

Assignment:

A monologue – Using the information from the book, write a short monologue about the character’s life and two main events. Present the monologue in class – dress up as your character and speak from first person point of view. Be mindful of the language your character will use. Hand in the monologue in the written form to your teacher.

What is a monologue?

A long speech by one character (human, animal or object) to self, an imagined other character, or audience that:

- reveals (through voice) the speaker’s personality, thoughts, emotions and some aspects of his/her perception of life;
- might resolve a conflict, solve a problem, entertain or persuade;

Sample Monologue

The Artist

I am an artist. People may look down on my line of work; critics may scorn its popularity. Nonetheless, I am creative and expressive. What I do is against the law, but I make a name for myself. People see my name everywhere; they may not know me, but they know I exist. I add color to the dullness of the world. My canvas is the city; my brush is an aerosol can. In my backpack, I carry colors of the rainbow, in my pocket a mask to filter out the iridescent vapors.

Tonight I will find a blank wall. All of the feelings inside will release when I pop the cap. My tensions release with the steady flow of paint to the concrete. My name will take shape in beautiful shades and colors. I will leave a message along with my name, a message to the world about who I am. A message for the critics, the government, and the common people to see. I am not paid for the work I do; I do it for the love. My reasons are pure and not clouded by society’s poisons. It is the ultimate expression; I just hope my expressions don’t catch up with me....

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Levels of Achievement

The monologues will be marked for Criteria C (Producing Text) and D (Using language).

	Criterion C: Producing text	Criterion D: Using language
	<p><i>At the end of year 3, students should be able to:</i></p> <p>i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas.</p>	<p><i>At the end of year 3, students should be able to:</i></p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques.</p>
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1-2	<p>i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought, imagination and sensitivity and minimal exploration and consideration of new perspectives and ideas</p> <p>ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience</p> <p>iii. selects few relevant details and examples to develop ideas.</p>	<p>i. uses a limited range of appropriate vocabulary and forms of expression</p> <p>ii. writes and speaks in an inappropriate register and style that do not serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication</p> <p>iv. spells/writes and pronounces with limited accuracy; errors often hinder communication</p> <p>makes limited and/or inappropriate use of non-verbal communication techniques.</p>
3-4	<p>i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some degree of thought, imagination and sensitivity and some exploration and consideration of new perspectives and ideas</p> <p>ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience</p> <p>iii. selects some relevant details and examples to develop ideas.</p>	<p>i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression</p> <p>ii. sometimes writes and speaks in a register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication</p> <p>iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication</p> <p>v. makes some use of appropriate non-verbal communication techniques.</p>
5-6	<p>i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought, imagination and sensitivity and substantial exploration and consideration of new perspectives and ideas</p> <p>ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</p> <p>iii. selects sufficient relevant details and examples to develop ideas.</p>	<p>i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently</p> <p>ii. writes and speaks competently in a register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication</p> <p>iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication</p> <p>v. makes sufficient use of appropriate non-verbal communication techniques.</p>
7-8	<p>i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity and perceptive exploration and consideration of new perspectives and ideas</p> <p>ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience</p> <p>iii. selects extensive relevant details and examples to develop ideas with precision.</p>	<p>i. effectively uses a varied range of appropriate vocabulary, sentence structures and forms of expression</p> <p>ii. writes and speaks in a consistently appropriate register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective</p> <p>iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective</p> <p>v. makes effective use of appropriate non-verbal communication techniques.</p>