

Unit 6 – Lesson 1

Enter your responses between the (blue) parentheses below each item.

Section 1 Reading Autobiography

Add to your reading autobiography that you began in L1-1-S3 and added to in L3-5.

This time, discuss your experience and relationship with reading BOOKS. In a personal response, describe specific feelings, attitudes, sensations or actions related to reading novels. Here are some questions to help you get started:

- **Is reading books important** to you? Why/why not?
- What are your **favourite and/or least favourite books**? Why is that?
- Who are **memorable characters** and/or **authors** to you?
- **Who** most influenced your reading either positively or negatively?
- How do you **share books** with friends and family?
- What **influences** your reading now?
- What tends to cause you to **stop reading**? Why?

Be sure to follow the format of a personal response, and make sure your writing is well organized in paragraph(s) form with a clear introduction and conclusion.

Review the **Reading Autobiography rubric** before you begin.

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Reading Autobiography rubric					
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2	Poor 1
Content /10	Exploration of the topic is insightful. Main idea and supporting details are precise and original.	Exploration of the topic is adept. Main idea and supporting details are specific.	Exploration of the topic is clear. Main idea and supporting details are relevant or generic.	Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.	Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.

Organization /10	Introduction is engaging and skillfully establishes a focus. Transitions fluently connect details. Closure is effective and related to the focus.	Introduction is purposeful and clearly establishes a focus. Transitions clearly connect details. Closure is appropriate and related to the focus.	Introduction is functional and establishes a focus. Transitions tend to be mechanical. Closure is related to the focus and is mechanical or artificial.	Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus.	Introduction is ineffective. Transitions are absent or inappropriately used. Closure is ineffectual or missing.
Sentence Structure /5	Sentence structure is effectively controlled. Sentence type and sentence length are consistently effective and varied.	Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied.	Sentence structure is generally controlled. Sentence type and sentence length are sometimes effective or varied.	Sentence structure often lacks control. Sentence type and sentence length are seldom effective or varied.	Sentence structure generally lacks control. There is essentially no variation in sentence type or sentence length.
Vocabulary /5	Words and expressions are used precisely and deliberately to create vivid images or to enrich details. The voice/tone created is convincing.	Specific words and expressions show evidence of careful selection. The voice/tone created is distinct.	Words and expressions are generally used adequately to clarify meaning. The voice/tone created may be inconsistent.	Imprecise words and expressions predominate; specific words, if present, may be improperly used. The voice/tone created is not clearly established.	Words and expressions are generally used inaccurately; specific words, if present, are frequently misused. The voice/tone created is not evident.
Conventions /5	The quality of the writing is enhanced because it is essentially error-free.	The quality of the writing is sustained because it contains only minor convention errors.	The quality of the writing is sustained through generally correct use of conventions.	The quality of the writing is weakened by the frequently incorrect use of conventions.	The quality of the writing is impaired by the consistently incorrect use of conventions.
INS Insufficient – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.					
Total:			/35		

Total of Section 1: /35

Section 2 Analyzing Setting

In paragraph form, discuss the techniques the novelist uses to make the setting of your novel vivid and real to the readers. Comment on the extent to which these techniques are effective.

Use the following questions as a guide. Choose the questions that are most relevant to your novel. Remember to write a coherent and unified paragraph (or series of paragraphs). Do not respond to questions directly.

- How fully are objects described? How important are they to the development of the plot?
- How important to plot and character are shapes, colours, times of day, clouds, storms, light and sun, seasons of the year, and conditions of vegetation?
- What connections are apparent between locations and characters' emotional states?
- Do the locations bring characters together, separate them, facilitate their privacy, and/or make conversation difficult?
- How do the main characters fit into the settings? (Do they seem at home or out-of-place?)
- How do the characters' reactions and interactions with the setting affect the realism of the locations?
- How does the author use extended description, background information, and specific detail to make the setting come alive for readers?
- How do the character's poverty or wealth determine what happens to him or her or affect his or her actions or attitudes? For example, what is the state of houses, furniture, and objects? (Are they new and polished, old and worn?) What connections can you find between this apparent economic condition and the behaviour of the characters of the novel?
- How do the characters accept or adapt to cultural, religious, and political conditions in the story?

- How important are sounds or silences? To what degree is music or other sound important in the development of character?
- Do characters respect or mistreat the environment? If an environmental connection is evident, how central is it to the meaning of the book or character development?
- What conclusions do you think readers might draw because of the neighborhood, culture, and larger world of the story?

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Analyzing Setting rubric					
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2	Poor 1
Content /10	Exploration of the topic is insightful. Main idea and supporting details are precise and original.	Exploration of the topic is adept. Main idea and supporting details are specific.	Exploration of the topic is clear. Main idea and supporting details are relevant or generic.	Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.	Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.
Organization /10	Introduction is engaging and skillfully establishes a focus. Transitions fluently connect details. Closure is effective and related to the focus.	Introduction is purposeful and clearly establishes a focus. Transitions clearly connect details. Closure is appropriate and related to the focus.	Introduction is functional and establishes a focus. Transitions tend to be mechanical. Closure is related to the focus and is mechanical or artificial.	Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus.	Introduction is ineffective. Transitions are absent or inappropriately used. Closure is ineffectual or missing.
Sentence Structure /5	Sentence structure is effectively controlled. Sentence type and sentence length are consistently effective and varied.	Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied.	Sentence structure is generally controlled. Sentence type and sentence length are sometimes effective or varied.	Sentence structure often lacks control. Sentence type and sentence length are seldom effective or varied.	Sentence structure generally lacks control. There is essentially no variation in sentence type or sentence length.
Vocabulary /5	Words and expressions are used precisely and deliberately to create vivid images or to enrich details. The voice/tone created is convincing.	Specific words and expressions show evidence of careful selection. The voice/tone created is distinct.	Words and expressions are generally used adequately to clarify meaning. The voice/tone created may be inconsistent.	Imprecise words and expressions predominate; specific words, if present, may be improperly used. The voice/tone created is not clearly established.	Words and expressions are generally used inaccurately; specific words, if present, are frequently misused. The voice/tone created is not

					evident.
Conventions /5	The quality of the presentation is enhanced because it is essentially error-free.	The quality of the presentation is sustained because it contains only minor convention errors.	The quality of the presentation is sustained through generally correct use of conventions.	The quality of the presentation is weakened by the frequently incorrect use of conventions.	The quality of the presentation is impaired by the consistently incorrect use of conventions.
INS Insufficient – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.					
Total:			/35		

Total of Section 2: /35

Student Comments:

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- **Be sure to save your file** to your folder before submitting it to the LA9 Assignment 6-1 Submission Box: (YOURNAME)la9-6-1
- **Check the Submission Box again** in a few days to retrieve your marked assignment and review the feedback from your teacher.

Assignment Total: (/70) = Percent: (%)

Teacher Comments:

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