Unit 2, Module 1 – Skills

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| **Excelling** | Outlines the purpose of the text | Outlines the key information in a text | Examines visuals for information | Paraphrases what has been read | Describes different tones | Outlines bias in a text | Acknowledges sources in own texts | Builds upon other people’s ideas and opinions | Accesses tools to spell unfamiliar words correctly | Uses exclamations and question marks to end sentences | Uses complex sentences | Follows a clear structure for each paragraph |
| **Achieving** | Outlines the audience | Lists key information in a text | Scans a text to find a specific piece of information | Comprehends what has been read | Recognises different tones | Identifies bias in a text | Writes information in their own words | Engages with the group by sharing ideas and opinions | Asks the teacher or a classmate for spelling | Uses capitals for proper nouns | Uses compound sentences | Includes one key idea in each paragraph |
| **Satisfactory** | Identifies the purpose of the text | Outlines the main ideas in a text | Skims a text to get the general idea | Decodes unknown words | Identifies formal language | Discusses possible values of the author | Records where information was found | Actively listens to others in the group | Spells key terms correctly | Uses capitals to begin sentences | Uses simple sentences | Includes all information in one paragraph |
| **Not yet satisfactory** | Identifies the audience of the text | Identifies the main ideas in a text | Reads the title and the introduction to see what the text is about | Reads everyday word families | Identifies informal language | Identifies opinion in a text | Defines plagiarism | Participates in group work | Spells words phonetically (i.e. as they sound) | Uses full stops to end sentences | Uses long sentences | Writes a list of sentences |
| **Criteria** | **Identify audience and purpose** | **Identify main ideas and key information** | **Information location** | **Reading** | **Language and tone** | **Author’s position** | **Plagiarism** | **Group work** | **Spelling** | **Mechanics** | **Sentence structure** | **Paragraphs** |
| **Application** | | | | | | | | **Literacy conventions** | | | |