Unit 4, Module 1 – Procedural Text

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Excelling** | Created instructions in correct sequence and in own words to allow greater clarity amongst the audience | Identified audience and alters delivery of procedural text | Identifies the structure and key differences between the procedural texts and can discuss which is easier to follow | Drafts a detailed plan and seeks teacher feedback, acts on feedback, and alters draft before final copy | List detailed steps in a sequence that ensures the procedure is executed flawlessly | Uses and explains a range technical/relevant language | Presents for up to 5 minutes | Speaks at an appropriate and varied pace, instructions can be understood easily,  uses different pitch, tones, and speech patterns consistently | PowerPoint includes instructions in clear sequential order including relevant visual support |
| **Achieving** | Created instructions in correct sequence and in own words | Identified audience and attempts to alter procedural text | Identifies the structure and key differences between the procedural texts. | Drafts a detailed plan and seeks teacher feedback | List steps in a sequence that is easy to follow and correct | Uses correct technical/relevant language | Presents for 3 to 4 minutes | Speaks at an appropriate pace, instructions can be understood easily,  uses different pitch, tones, and speech patterns occasionally | PowerPoint includes instructions in sequential order including some visual support |
| **Satisfactory** | Created instructions that are not clear and difficult to follow | Identified audience for procedural text | Identifies the general structure and some differences between both procedural texts | Drafts a plan with minimal steps | List steps in correct sequence | Uses a combination of technical and everyday language | Presents for 2 to  3 minutes | Speaks at an adequate pace, instructions can be understood | PowerPoint includes instructions in (mostly) sequential order |
| **Noy yet satisfactory** | Participates in class activity | Attempts the procedural text without considering the target audience | Identifies the general structure of both procedural texts | Completes a brainstorm | Lists steps in an incorrect sequence | Uses everyday language to describe relevant information | Presents for 1 to  2 minutes | Speaks too fast and cannot be understood | Instructions are difficult to follow and/or missing |
| Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown |
| **Criteria** | **Instructions** | **Audience identification** | **Procedural comparison** | **Planning** | **Sequence and structure** | **Language** | **Length** | **Voice** | **Instructions** |
| **Preparation** | | | **Procedural text** | | | **Workshop** | | |
|  | | | Technical language: language specific to your topic (may not be used every day) such as Flush, when two surfaces are jointed perfectly flat.  Past tense: used to say that something has happened, such as ‘I jumped over the car’, ‘I was happy last week’.  Present tense: used to describe a current activity/action such as ‘I like chocolate’, ‘I am currently enrolled in a VET program’.  Future tense: used for future activities such as ‘I will be enrolling in a cert 4’.  Sequence: steps/actions that follow a specific order.  Use verbs: action words, make step short and easy to follow. | | | Pitch: The use of high and low vocal sounds.  Tone: Intonation on a word or phrase used to add functional meaning.  Speech patterns: The way in which you combine, pitch, tone and enthusiasm. | | |