Unit 2, Area of Study 1 – Skills: QA

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| **Excelling** | Compares the audiences and purposes of texts | Outlines the supporting arguments in a text | Explains the notes taken in their own words | Includes own questions and thoughts in the margin | Evaluates the effectiveness of the persuasive language used | Explains their understanding of the clues | Explains the differences in texts | Recognises opposing points of view | Explains the validity and reliability of sources | Encourages others to participate in the group | Accesses tools to spell unfamiliar words correctly | Uses apostrophes for contractions (*don’t*) and possession (*Sam’s*). | Uses a variety of sentence types | Links each paragraph to the one prior |
| **Achieving** | Outlines the audience and purpose of the text | Identifies the supporting arguments in a text | Adds detail to main ideas*(racism – prejudice, discrimination. One in five people experience...)* | Uses abbreviations and symbols | Compares persuasive language used in different texts | Draws conclusions based on the clues | Identifies differences in texts | Gives evidence to support own points of view | Explores the validity and reliability of sources | Builds upon other people’s ideas and opinions | Utilises familiar words and tools to spell correctly | Uses capital letters for proper nouns | Uses compound/ complex sentences | Follows a clear structure for each paragraph |
| **Satisfactory** | Identifies the purpose of the text | Outlines the main idea in a text | Records main ideas, themes and points of view*(racism – all around the world, minorities, bad)* | Writes brief comments in the margins | Describes how the language persuades the audience | Links their understanding to the clue | Explains the similarities in the texts | Explains own points of view | Acknowledges sources used in own texts | Engages with the group by sharing ideas and opinions | Spells key terms correctly | Uses capital letters to begin sentences | Uses simple sentences | Includes one key idea in each paragraph |
| **Not yet satisfactory** | Identifies the audience of the text | Identifies the main idea in a text | Lists key words*(racism)* | Identifies and highlights key words and ideas | Identifies persuasive language in texts | Identifies clues in a text | Identifies similarities in texts | States own points of view | Records where information was found | Actively listens to others in the group | Attempts to spell words | Uses full stops to end sentences | Uses long sentences | Includes all information in one paragraph |
| **Criteria** | **Identify audience and purpose** | **Identify main ideas and arguments** | **Note-taking** | **Annotating** | **Persuasive language** | **Inferring** | **Compare and contrast ideas and issues** | **Supporting own points of view** | **Identifying sources** | **Group work** | **Spelling** | **Mechanics** | **Sentence structure** | **Paragraphs** |
| **Key skills** | **Literacy conventions** |
| **Compare and contrast*** **Comparing** is telling how two or more things are alike.
* Authors use clue words such as **similar** **to**, **like** or **as** to compare.
* **Contrasting** is telling how two or more things are different.
* Authors use clue words such as **different from**, **but** or **unlike** to contrast.
 | **Audience and purpose*** **Audience** is the specific people you are writing for.
* **Purpose** is the reason or goal that you have for writing about your topic.
 | Spelling tools = asking someone else, using a dictionary or thesaurus, using word check on a computer.Common noun names of something general.*person, school, country*Proper noun names of something specific.*Mary, Bendigo, Australia*Long sentence = a sentence with too many ideas and no/minimal punctuation in it.*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.*Simple sentence = one idea.*This house is too small.*Compound sentence = joining two ideas.*This house is too small because we are a big family so need more space.* |