

Progressive Capacity Matrix/Continuum - Persuasive Texts

Name:		LEARNING					GOING FURTHER		
AIM	Capacity	Capacity Breakdown	Information (I have heard of this)	Knowledge (I understand and can explain this) Possible Student Tutorial (i.e. Using Doceri)	Know-how (I can do this on my own)	Evidence of Learning Tick - ML (See mini lesson work) Tick - A (See my persuasive text) Cross (I chose not to use this) N/A: Not applicable	Wisdom (I can teach others)		
LO1: To formulate an opinion and plan to share that opinion.	I can plan and write a persuasive text.	Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682) Create texts that adapt language features and patterns encountered in literary texts... (ACEL1791) Understand that paragraphs are a key organisational feature of written texts (ACEL1479) Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They create texts that show understanding of how images and detail can be used to extend key ideas . They develop and explain a point of view about a text. Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) They create detailed texts elaborating upon key ideas for a range of purposes and audiences. They demonstrate understanding of grammar, make considered choices from expanding vocabulary, use, accurate spelling and punctuation for clarity and make and explain editorial choices . Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACEL1763) Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725) Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)							
		LO2: To write a persuasive text that models the persuasive devices taught throughout the unit.	I can use persuasive devices.	Understand patterns of repetition and contrast in simple texts (ACEL1448) Construct texts that incorporate supporting images using software including word processing programs (ACELY1664) Students provide details about ideas or events. Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674) Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACEL1491) Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACEL1498) Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACEL1492) Students use language features to create coherence and add detail to their texts. Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACEL1505) Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACEL1798) Students use language features to show how ideas can be extended . Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACEL1525) Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACEL1803) Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACEL1618) Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACEL1536) Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features, text structures, and images from other texts can be combined for effect.					