




Semester 1, 2020 - Shrek - Campaign Theme

Literacy Task

WEDNESDAY Dear FARQUAAD

Learning Intention: We are learning to use our knowledge of refugees and persuasive writing strategies to write a convincing letter.

Success Criteria

	I can identify the arguments needed in a persuasive letter.
	I can elaborate these arguments to convince Lord Farquaad to let the Fairy Tale Creatures return to their rightful homes.
	I can create a well structured, persuasive text that includes more than one persuasive writing strategy and complex language.

Assessment Rubric



General Capabilities Achievement Rubric

Task Name: Dear Farquaad (Week 6). **Success Criteria:**

- I can identify the arguments needed in a persuasive letter.
- I can elaborate these arguments to convince Lord Farquaad to let the Fairy Tale Creatures return to their rightful homes.
- I can create a well-structured, persuasive text that includes more than one persuasive writing strategy and complex language.

Student Name:

Class:

Capability	Element	Sub Element	Achievement		
Literacy	Word Knowledge <i>Vocabulary</i>	Use spelling knowledge Stage 2 – spell topic words, more complex irregular words, regular words and word families containing known letters and letter clusters and use strategies for attempting unknown words. Stage 3 – spell topic words & use word origins, base words, prefixes and suffixes when spelling new words	Working Towards	Working At	Working Beyond
Literacy	Grammar Knowledge <i>Vocabulary</i>	Use knowledge of sentence structures Stage 2 – use simple compound and complex sentence structures to use simple, describe, explain, report & make connections between ideas & events Stage 3 – use simple compound and complex sentence structures to record, explain, question, describe and elaborate ideas and events.	Working Towards	Working At	Working Beyond
Literacy	Composing texts through speaking, writing and creating <i>Writing</i>	Compose spoken, written, visual and multimodal learning area texts Stage 2 – compose and edit a range of learning area texts Stage 3 – compose and edit learning area texts	Working Towards	Working At	Working Beyond
Literacy	Text Knowledge <i>Reading</i>	Use knowledge of text cohesion Stage 2 – use knowledge of how texts are made cohesive through linking words and phrases, eg, 'so', 'therefore', 'then', 'in addition' & the correct use of pronouns to comprehend and compose texts Stage 3 – use knowledge of how cohesive links can be made in texts through omitting & replacing words	Working Towards	Working At	Working Beyond
Overall Task Achievement			Working Towards	Working At	Working Beyond

Feedback: