

Term 2, 2021	Year 5/6	Persuasive Text
Key Concept	Purpose	Learning Objective
Audience/Purpose Persuasion	Make choices about language features to write a persuasive text to influence readers	How do I influence others? Which language features are effective in engaging an audience?
Achievement standards		
<ul style="list-style-type: none"> - Analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events - Understand how language features and language patterns can be used for emphasis - Show how specific details can be used to support a point of view - Create detailed texts elaborating on key ideas for a range of purposes and audiences 		
Learning Goals		
<ul style="list-style-type: none"> - Identify and use modal verbs, adverbs, adjectives and nouns to open degrees of possibility - Identify and choose language to influence readers - Use specific details to support a point of view 		
Teaching Sequence	Learning Intentions/Lesson	Resources Required
Week 1	<p><u>Lesson 1</u> Strategies: Reactive prior knowledge, explicit teaching (for required students)</p> <p>What level of understanding do students have?</p> <ul style="list-style-type: none"> - Teacher to assess student worksheets for level of understanding - Work with students (explicit teaching & scaffolding) who are having difficulty – provide modality words table for support - Read with student with Dyslexia <p>PowerPoint - Modal verbs, adverbs, adjectives and nouns to open degrees of possibility</p> <p>Whole class activity: How can modality be used to persuade readers</p> <ul style="list-style-type: none"> - Students to use modality to adapt sentences displayed on Smartboard <p><u>Lesson 2</u> Strategies – GRR, Think Pair Share, Modelled Reading</p> <p>Sugar Canteen:</p> <ul style="list-style-type: none"> - Read for 100% understanding (support with vocabulary and key terms) - Text analysis <p>Think-Pair-Share</p> <ul style="list-style-type: none"> - Identify the position of the author (what is the author trying to persuade us to do/think/believe?) <p>GRR</p> <ul style="list-style-type: none"> - Modelled reading of text - Complete first section of OREO template - What reasons and examples are provided by the author? - Students to complete OREO template - Students to annotate exemplar text 	<p>Modality worksheet Modality words table Modality PowerPoint</p> <p>Multiple modes of representation – PowerPoint (images, visual)</p> <p>Sugar Canteen exemplar text OREO template</p>

	<p><u>Lesson 3</u> Text analysis continued: identification of language features. Students discuss and identify text structure and language features with facilitative questioning by teacher (Title, paragraphs, clear position, modal verbs, emotive language/vocabulary choice, rhetorical devices, specific details to support a point of view)</p> <p>PRACTISE: Strategies: GRR, Think Pair Share Short writing/paragraphs to explore working with modal verbs and emotive language.</p> <ul style="list-style-type: none"> - Provide students with a context i.e, homework, public holidays - Students provided with copy of rubric for summative assessment task – use to compare their writing 	<p>Homework ban exemplar text OREO template</p>
<p>Week 2</p>	<p><u>Lesson 4</u> Strategies – Collaborative learning - group work, Peer-feedback Persuasive arguments</p> <ul style="list-style-type: none"> - Small groups – each group given an object - Task – to persuade the audience of why they need to buy the product - Specifications (success criteria) <ul style="list-style-type: none"> o Must use modality and adjectives o Must provide 3 specific details to support point of view o Can be no longer than a minute long - Record students presentations <p><u>Lesson 5</u> Strategies – Collaborative learning – group work, Peer-feedback Watch group presentations as a class Peer feedback – students to provide constructive feedback (formative feedback)</p> <ul style="list-style-type: none"> - Groups take on feedback, use feedback to adjust presentations - Record presentations 	<p>Success criteria checklists Objects iPad to film</p>