

Domain: English

Strand: Literacy & Language [\[http://ausvels.vcaa.vic.edu.au/English/Overview/Content-structure\]](http://ausvels.vcaa.vic.edu.au/English/Overview/Content-structure)

Bloom's revised Taxonomy	The headline employs literary devices or emotional appeal to influence the reader					Adds rhythm to the sentences by employing literary devices.		Level F. Students at this level employ literary devices to create rhythmic sentences and compelling writing.	18-20	Level 6 - Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice. Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways.
				Explains the importance of the report in the lead	Uses quotes to support ideas	Uses transition words /phrases between sentences to connect ideas		Level E. Students at this level engage their audience by using quotes to support their ideas; communicate the importance of the report through a lead and use transition words or phrases to connect the flow of their ideas.	14-17	Level 5- Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause.
	The headline sums up the key ideas of the article			Describes the main idea of the report in the lead			Presents ideas in a coherent manner	Level D. Students at this level communicate their main ideas through the use of their headlines and lead and present ideas in a coherent manner.	11-13	Level 3 - Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures.
					Uses quotes to add to the variety of material	Uses a mixture of simple and complex sentences	Provides support for ideas	Level C. Students at this level uses quotes, combines simple and complex sentences and supporting sentences to enrich their writing.	8-10	
					Records direct or indirect Quotes			Level B. Students at this level include quotes in their newspaper reports.	7	
	Includes a headline	Includes a byline	Includes a placeline	Uses the start sentences as a lead		Uses different sentence starters	Provides information related to the topic	Level A. Students at this level construct a newspaper report with a headline, a byline, a placeline and a lead; uses various sentence starters and provides information related to the topic.	1-6	
	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence	Insufficient evidence		0	
	Uses a headline	Includes a byline	Includes a placeline	States a lead	Uses Quotes	Sentence fluency	Flow of Ideas	LEVELS STATEMENT	CUT POINTS	Curriculum or Reporting equivalent (AusVELS)
	Text structure and organisation					Expressing ideas				