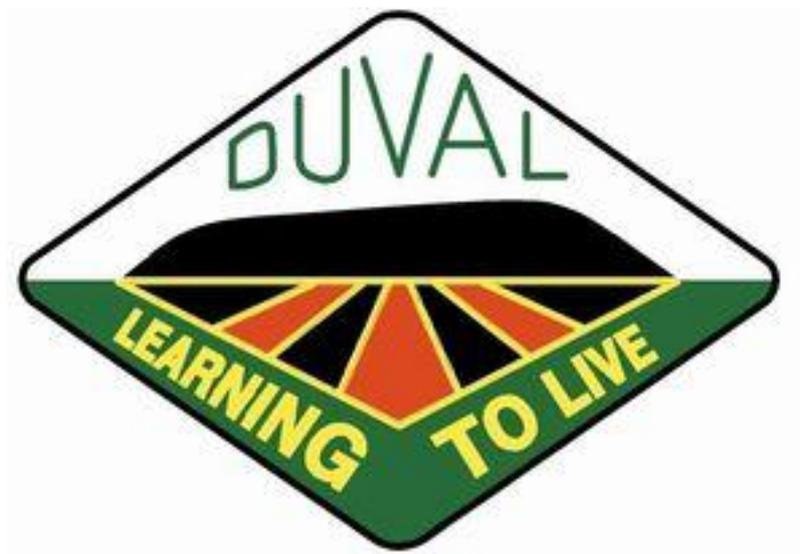


Duval High School

Year 7 to 10

Literacy Resources



This booklet has been compiled by the Duval High School Literacy Team.

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NSW Curriculum and Learning Innovation Centre Literacy Continuum

The Literacy Continuum identifies the literacy skills and understandings across eight aspects regarded as critical to literacy success. These eight aspects are:

- Reading Texts
- Comprehension
- Vocabulary Knowledge
- Aspects of Writing
- Aspects of Speaking
- Phonics
- Phonemic Awareness
- Concepts about Print.

The table below has been extracted from the Literacy Continuum and indicates the literacy skills and understandings within Aspects of Writing that students are expected to have at the end of Year 6 (Cluster 12) and at the end of Year 7 (Cluster 13). Those highlighted in bold text are relevant to all KLA's.

The complete Literacy Continuum posters have been distributed to staff and are available in the SCR.

Aspects of Writing - literacy skills and understandings Cluster 12 and 13

Cluster 12 (end of Year 6)	Cluster 13 (end of Year 7)
Writes sustained texts for a wide range of purposes.	Creates well structured and sequenced texts for imaginative and informative purposes.
Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience.	Chooses aspects and combinations of texts to suit particular purposes and audiences.
Creates well planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation.	Creates and develops ideas to explore a concept or theme.
Critically reflects on effectiveness of own/others' writing and seeks and responds to feedback from others.	Uses paragraphing to structure information and partition events and ideas.
Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience.	Intentionally constructs a variety of sentence types including complex sentences for effect.
Makes sentence level choices (e.g. short sentences to build tension; complex sentences to add detail) using a variety of sentence beginnings and dependent clauses.	Creates texts with appropriate design, layout and graphics.
Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks and commas to indicate clauses.	Self-regulates spelling and applies spelling knowledge and strategies to spell complex and subject specific vocabulary.
Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables.	Uses correct and appropriate punctuation to support meaning.
Uses visuals to extend or clarify meaning, selects from a range of media and experiments creatively with the production of multimodal texts for audience impact.	Uses a range of editing strategies to improve clarity and consistency of style.
	Uses a legible, fluent handwriting style.

Text types across the curriculum

	Text type	Purpose	Structure	Curriculum area
Engaging	Narrative	To entertain, stimulate emotions, motivate, guide or teach through story.	<ul style="list-style-type: none"> • Introduction • Complication or tension • Climax or resolution • Coda (moral) - optional 	English, Creative Arts
	Recount	To retell an event to entertain or inform.	<ul style="list-style-type: none"> • Orientation • Series of events • Re-orientation 	Personal or Literary - English, Creative Arts, Factual - History, PDHPE, Science, Mathematics, Geography, Creative Arts
Informing	Information Report	To describe and/or classify things in general and specific terms. (Factual, Descriptive, Classifying)	<ul style="list-style-type: none"> • Introduction • Characteristics/Features 	History, PDHPE, Science, Mathematics, Geography, Creative Arts, Design and Technology
	Procedure	To tell how to do something, e.g. instructions, directions or rules.	<ul style="list-style-type: none"> • Goal • Materials (optional) • Steps 	Mathematics, Science, Creative Arts, Design and Technology, PDHPE
	Science Investigation Report (Procedural Recount)	To systematically inform and/or display what was done and what was discovered in a science investigation.	<ul style="list-style-type: none"> • Title • Aim • Hypothesis • Materials • Procedure • Results • Discussion • Conclusion 	Science
Evaluating	Exposition	To persuade by stating a position about an issue and arguing for or against. (Persuade that, persuade to)	<ul style="list-style-type: none"> • Opening statement (thesis) • Arguments • Conclusion 	English, History, Geography, Design and Technology, Science, PDHPE, Creative Arts
	Discussion	To consider an issue from more than one viewpoint, and To persuade a reader to act or think in a particular way	<ul style="list-style-type: none"> • Opening statement/introduction • Arguments for and against • Recommendation 	English, History, Geography, Design and Technology, Science, PDHPE, Creative Arts
	Response	To describe, interpret and evaluate a work.	<ul style="list-style-type: none"> • Context and Background • Description • Evaluation 	English, Creative Arts, Design and Technology

Explanations, Descriptions and Paragraphing

The verbs “explain” and “describe” feature in a wide range of written tasks that students are asked to complete. They feature prominently across all KLA’s and HSC examinations. The explicit teaching and scaffolding of these two verbs will assist students in all subjects.

Often an explanation or description is required within larger tasks. For example, information reports will always require a description, and may also require an explanation. Often both may be required as a paragraph rather than a larger complex piece of text.

	Text type	Purpose	Structure	Curriculum area
Informing	Explanation	To inform reader how or why things happen. To show cause and effect.	<ul style="list-style-type: none"> • Statement of phenomenon • Explanation Sequence • Diagrams • Conclusion (optional) 	History, PDHPE, Science, Mathematics, Geography, Creative Arts, Design and Technology
	Description(<i>part of an information report or as a distinct paragraph</i>)	To inform and provide detail about the characteristics and features of things, events or processes.	<ul style="list-style-type: none"> • Classification statement • Characteristics and features • Subtopics and subheadings • Diagrams or illustrations • Concluding statement (optional) 	History, PDHPE, Science, Mathematics, Geography, Creative Arts, Design and Technology

Paragraphing is also an important literacy skill. A scaffold and guide to paragraphing is also included.

Text type

Narrative

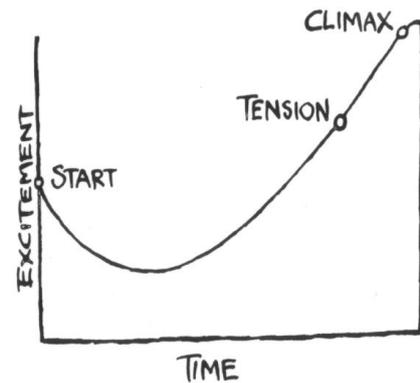
Literary

Purpose:

To entertain, stimulate emotions, motivate, guide or teach through story.

Structure:

- Use a Sizzling Start – then backfill
- Build up tension – 5 W's. Who, what, where, when & why
- Know your ending before you start
- Resolution – build to a climax
- (Coda – moral)



Language Features:

- Complex noun groups
- Descriptive language
- Emotive language
- Past tense
- Where, when, with, who, how
- Action verbs
- Direct speech

Narrative Scaffold

Sizzling start



**Key
Words**

Tighten the tension

Exciting ending

Text type

Narrative

Text Structure	There is no Water (c) Jen McVeity	Language Features
<p><i>Sizzling start</i></p> <p><i>Establishing setting</i></p> <p><i>Tightening the tension</i></p> <p><i>Dynamic Dialogue</i></p> <p><i>Concentration on show rather than telling</i></p> <p><i>Repetition of key images and events to establish unity</i></p> <p><i>Climax to end on</i></p>	<p>Vroom. ROARRR. VROOOOM.</p> <p>All morning the tractor had been digging in the street. Right outside our house.</p> <p>'I'm getting a headache,' said Dad.</p> <p>'I need a coffee,' said Mum and headed to the kitchen.</p> <p>There was a sudden shout from outside. Then a strange rattle from all the pipes in the house.</p> <p>And another cry from inside - from Mum.</p> <p>'They've cut through the water pipes,' said Dad. 'There's water everywhere.'</p> <p>'Not inside the house, there isn't,' said Mum. She turned on the tap. Two drops. Then one. Then nothing.</p> <p>'No water,' said Dad.</p> <p>'No coffee,' said Mum and sat down suddenly.</p> <p>We had sandwiches for lunch - with lemonade. We didn't even have to stack the dishwasher. It was still full of dirty dishes from breakfast. Great!</p> <p>Alex and I helped Dad in the garden. I picked some flowers and gave them to Mum.</p> <p>'Er...thanks,' she said. 'I'll put them in some, er...'</p> <p>'Lemonade,' suggested Dad. So she did.</p> <p>The toilet only worked once. Then it didn't fill again.</p> <p>'But I need to go!' said Alex. 'Right now.'</p> <p>'We'll drive to the local ones,' said Dad.</p> <p>'Hurry up,' said Alex. 'I can't wait.'</p> <p>He was wrong. There was a huge queue outside the bathrooms. Everyone from our street was there. We had to wait... and wait... and wait.</p> <p>Later we made mud pies in the street where the tractor had been.</p> <p>'No!' cried Mum. 'Stop! How will you get clean?'</p> <p>We had to stay outside until the mud dried. It didn't brush off very well. It was getting cold too, so I tried to find my track pants.</p> <p>'Er...I meant to wash them,' said Dad. 'But - no water.'</p> <p>'But I need them now!'</p> <p>'Wear shorts instead,' said Dad.</p> <p>'It's too cold. I want my track pants,' I wailed.</p> <p>'I want a cup of coffee,' said Mum.</p> <p>There was fried meat and fried potatoes for dinner. Fried everything. Plus more lemonade. We were all sick of lemonade. We had to stack the dishes on the bench again. The whole kitchen smelt.</p> <p>'No bath tonight,' said Dad. 'No water.'</p> <p>'Try licking yourself clean,' said Mum. 'Like a cat.'</p> <p>She was joking - we hoped.</p> <p>Suddenly there was rumbling in the pipes. I sat up. I heard a spluttering and a gushing.</p> <p>Water poured into the washing machine. Then into the toilet. Then out of all the taps.</p> <p>The pipes were fixed!</p> <p>'Water!' I cried. 'At last!'</p> <p>'At last,' said Mum. 'Coffee.'</p>	<p><i>Onomatopoeia (sound)</i></p> <p><i>Nouns to establish characters and place</i></p> <p><i>Use of direct speech</i></p> <p><i>Short sentences and repetition</i></p> <p><i>Use of active verbs</i></p> <p><i>Use of exclamations</i></p> <p><i>Verbs to establish the sensory experience</i></p> <p><i>Repetition of dialogue</i></p>

Text type

Recount

Literary

Procedural

Factual

e.g. historical account, news article, diary entry, scientific investigation or discovery

Purpose:

To retell an event, to entertain or inform.

Structure:

- Introduction (Orientation) – who, when and where
- Events – what happened in order they occurred
- Conclusion (Re-orientation) – rounds off the sequence and gives a personal comment on how he/she felt about the event.

Literary:

Personal comments and/or evaluations can be found throughout the recount.

Language Features:

- Descriptive language
- Past tense
- Where, when, with, who, how
- Use of linking words to connect events through time

Recount Scaffold

Literary

Procedural

Factual

Orientation:

(Where? When? Who?)



**Key
Words**

Sequence of events:

What happened

1st?

2nd?

3rd?

(N.B. include personal comments for literary recounts)

Conclusion (Re-Orientation): What happened last? Reflection.

Text type

Recount

Text Structure	The History of Electronic Communication	Language Features
<p><i>Orientation introduces background information</i></p> <p><i>Statement of significance</i></p> <p><i>Record of events</i></p>	<p>In the long past people used different ways to communicate over long distances, such as smoke signals, drums and flags. Inventions such as the telephone, radio and television made communication over greater distances possible.</p> <p>In 1837, Samuel Morse invented a system that transmitted sound pulses through a wire. These sounds were sent and received by an operator who knew the special Morse code. This allowed communication over long distances.</p> <p>On 10 March 1876, Alexander Graham Bell invented the first telephone. A human voice was sent along a wire using magnets and an electric current. He spoke to his friend and fellow inventor, Thomas Watson, who was in another room.</p> <p>Gugliemo Marconi discovered a way of sending and receiving radio waves at the turn of the century. In 1901 he amazed the world by sending a radio message across the Atlantic Ocean. Radio became a vital part of world communication, especially for ships and planes.</p> <p>In the 1930s the first televisions were built. This was the first time that sound and pictures were transmitted together. Colour television was developed in the 1950s.</p> <p>During the latter part of the 20th Century and the early part of the 21st, there has been a revolution in communication technologies. The advent of mobile phones, and the incorporation of satellite transmitters means that messages and data can be sent to and from anywhere in the world in seconds.</p>	<p><i>Use of word families and chains to build topic information, e.g. smoke signals, drums, telephone, radios</i></p> <p><i>Use of adverbial phrases telling 'when' to sequence events in time, e.g. in 1837, on 10 March 1875; use of these as beginning (focus) of clause</i></p> <p><i>Use of technical terms, e.g. sound pulses</i></p> <p><i>Use of action verbs, e.g. invented, sent</i></p> <p><i>Use of passive voice, e.g. 'by an operator' is the doer of 'sent'</i></p> <p><i>Use of noun groups, e.g. human voice</i></p> <p><i>Use of passive voice allows write to 'omit' 'doer' of action, e.g. These sounds were sent and received by an operator.</i></p> <p><i>Use of abstract words, e.g. television, communication, information</i></p>

Text type

Information Report

Factual

e.g. Descriptions of the physical world
Science, Geography, TAS, Creative Arts, History

Purpose:

To describe and/or classify things in general and specific terms.

Structure:

- Opening statement that defines and classifies the topic – what is being reported on
- Description – paragraphs explaining facts about the topic (with or without headings)
- Each paragraph focuses on one aspect of the topic, with the most important information first

Language Features:

- Formal and technical language
- Simple present tense
- Generalised terms
- Objective language

Report Scaffold

Factual

Opening statement:

(What is the thing being described)



**Key
Words**

Description:

(Facts about / features of the thing being described)

**Feature 1:
Details**

**Feature 2:
Details**

**Feature 3:
Details**

**Feature 4:
Details**

Text type

Information Report

Text Structure	Paris	Language Features
<p><i>General statement identifies and classifies the subject of the information report</i></p> <p><i>Description: Key places identified according to locations; historical background given</i></p>	<p>The city of Paris is the capital of France. It is very old and built either side of the river Seine. Paris is named after a Celtic tribe called the Parisii who lived on an island in the river. Paris is famous for its museums, galleries and is a leader of fashion in the world.</p> <p>At the centre of the city is an island called Ile' de' la Cite, crowned by the cathedral of Notre Dame. Many nobles were imprisoned on the islands Palais de Justice during the French Revolution.</p> <p>The oldest bridge in Paris is called the Pont Neuf (new bridge) although it is over 400 years old!</p> <p>The River Seine divides Paris into a right bank and a left bank. Much of the city was rebuilt to a new plan in the 1800s.</p> <p>On the hill behind the Louvre is the white church of Sacre Coeur and the artists' quarter of the Montmartre. On the left bank are the older, narrower streets of the student or Latin quarter and the Sorbonne University. Further down the river is the Eiffel Tower on the Champs de Mars.</p> <p>The Louvre was once a royal palace. Since the revolution it has been a museum. A huge glass prism stands in one courtyard. The Mona Lisa is a famous painting in the Louvre. People say she has a mysterious smile.</p> <p>Another famous landmark is the Arc de Triomphe, which was built to celebrate Napoleon's victories. Twelve avenues lead from it in a star shape.</p>	<p><i>Use of word families to build topic information, e.g. Paris, France, Seine</i></p> <p><i>Use of present tense</i></p> <p><i>Use of relating verbs to identify, e.g. The city of Paris is the capital of France, and to relate descriptions to the subject, e.g. it is very old</i></p> <p><i>Use of noun groups to build descriptions, e.g. the oldest bridge in Paris</i></p> <p><i>Uses the subject 'the city of Paris' and places the city as the beginning focus of the clause, e.g. the oldest bridge in Paris, the river Seine, the Louvre. This pattern of choice of theme plays a part in the successful organisation of the text.</i></p>

Text type

Procedure

Factual

e.g. Recipes, technology project, directions
(also *part* of a science experiment report)

Purpose:

**To tell how to do something, e.g.
instructions, directions or rules.**

Structure:

- Goal – what is to be made or done (may be a heading)
- List of Materials (in the order that they will be used)
- Steps – what has to be done, written in the time ordered way necessary to complete the task.

Language Features:

- Instructions are clear, simple commands
- Instructions are in order
- Verbs are at the beginning of the instruction
- Descriptions of how, where, when, with, are included
- Headings, diagrams, photographs and drawings may be included

Procedure Scaffold

Factual

Goal:

(This could be a heading)



**Key
Words**

Materials: (List of things required – in the order they are needed)

Steps: (Numbered instructions, what, when and how)

Text type

Science Investigation Report

Factual
Science

Purpose:

To systematically inform and/or display what was done and what was discovered in a science investigation

Structure:

- Title
- Aim – states purpose, “To investigate ...”
- Hypothesis – states what is predicted to happen
- Materials
- Method – procedure, may include diagrams or illustrations
- Results – what was observed and may include photographs, diagrams, tables, graphs
- Discussion – an explanation and analysis of the results
- Conclusion – clear statement of what the investigation found
- Additional information – Risk assessment and safety precautions

Language Features:

- Formal and technical language
- Present tense
- Impersonal
- Objective language

Experiment Report Scaffold

Factual

Aim:

(Purpose)

Hypothesis:

(Statement – what is expected to happen)

**Key
Words****Materials:** (List of things required – in the order they are needed)**Steps:** (Numbered instructions, what, when and how)

Experiment Report Scaffold

Factual

Results:

(Write what was observed, may include photograph)



**Key
Words**

Results: (Table, diagram, graphs)

Discussion:

(Analyse/explain the results)

Conclusion:

(Statement summarising what was found in the investigation)

Text type

Experiment Report

<i>Text Structure</i>	The effect of light on the growth of parsley	<i>Language Features</i>
<p><i>Highly structured.</i></p> <p><i>Headings used to organise sections of report.</i></p>	<p>Aim: To investigate if light affects the growth of parsley over two weeks.</p> <p>Hypothesis: If a parsley plant is exposed to light then it will grow more than a parsley plant that has not been exposed to light.</p> <p>Materials:</p> <ul style="list-style-type: none"> • 6 parsley seedlings • 6 small pots, 4cm x 4cm x 6cm • Potting mix • 100mL measuring cylinder • Water • 30 cm ruler • lamp <p>Steps:</p> <ol style="list-style-type: none"> 1. Fill each pot with the same type and amount of potting mix 2. Select 6 healthy parsley seedlings of the same height and species 3. Plant one seedling in each pot 4. Measure the initial height of each seedling and record (These are the heights on Day 0) 5. Label three pots with the letter L and place under the turned-on lamp 6. Label 3 pots with the letter N and place in a dark cupboard 7. Water all plants with 20mL of water each day 8. Measure and record the height (in cm) every second day for 2 weeks. 	<p><i>Use of Verb – To investigate ...</i></p> <p><i>Use of If, then</i></p> <p><i>Present tense, Use of a verb to start instructions Simple, clear language Technical language</i></p>

Clearly labelled charts, graphs and/or diagrams, including headings.

Results:

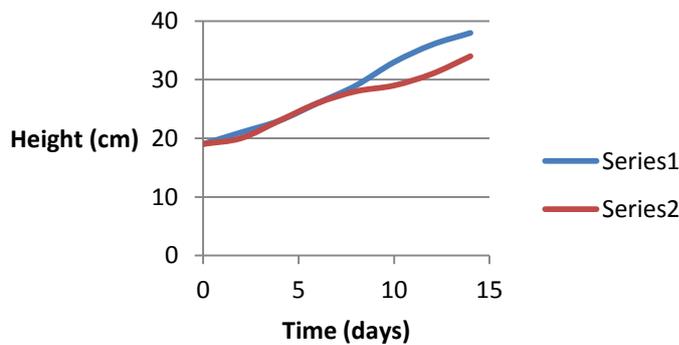
The table shows the average height of the parsley plants with and without light over 14 days.

Time (days)	Average height of parsley plants (cm)	
	Light (Series 1)	Dark (Series 2)
0	19	19
2	21	20
4	23	23
6	26	26
8	29	28
10	33	29
12	36	31
14	38	34

Results are written, tabulated and graphed

Precise language, use of measurement units

Height of parsley seedlings grown in dark and light



The plants in the dark grew $34 - 19 = 15$ cm.
The plants in the light grew $38 - 19 = 19$ cm.

Discussion:

Results showed that the plants that grew in the light grew 4 cm taller than those that were grown in the dark. This suggests that light is not necessary for growth, but, if plants are in the presence of light, they will grow more. This supports the hypothesis.

At weekends neither group received water. As this affected the plants equally, the final results would not have been affected.

Future investigations should include more plants under each condition. This would provide more data and increase the reliability of the experiment.

Factual and technical language

impersonal, present tense

Clear and precise statement that reflects Aim.

Conclusion:

Parsley plants grown in the light grew more than parsley plants grown in the dark over the same amount of time.

Statement

Text type

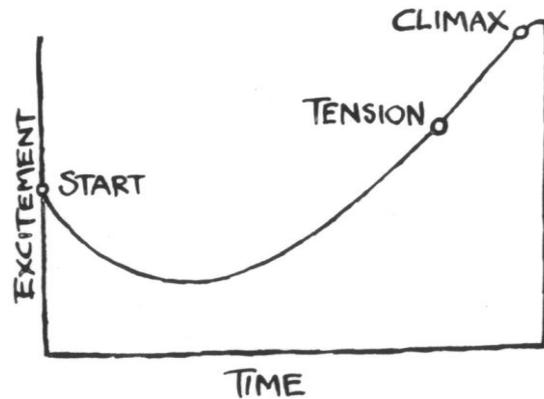
Exposition/ persuasive text

e.g. Arguing for **one side of an issue in any topic** -
English, Science, Geography, TAS, Creative Arts, History, PDHPE
Letter, debate, speech, newspaper article

Purpose: To persuade by stating a position about an issue and arguing for or against.

Structure:

- Introduction/opening statements (thesis) that state the author's position on the issue and previews the arguments presented. **This could include a sizzling start**
- Arguments – paragraphs consisting of a series of points and elaborations and supporting evidence
- Select three 'body paragraph' ideas. Build up to a crescendo - persuade
- Conclusion/final statement that restates and reinforces the author's position



Language Features:

- Persuasive language
- Evaluative language e.g. important, significant
- Present tense
- Linking words
- Rhetorical questions

Exposition Scaffold

Persuasive

Opening statement (thesis):

A sizzling start

(Statement of position, preview arguments)



**Key
Words**

Arguments:

(Points and elaboration/reasons)

Argument 1:

Explanation/Elaboration

Example

Argument 2:

Explanation/Elaboration

Example

Argument 3:

Explanation/Elaboration

Example

Argument 4:

Explanation/Elaboration

Example

Closing statement:

(Reinforcement of position, summarise arguments)

Text type

Exposition

Text Structure	Homework	Language Features
<p><i>Opening statement states position. Using a sizzling start Arguments are previewed.</i></p> <p><i>Arguments – statement/point made then elaborated, examples and/or evidence provided.</i></p> <p><i>Concluding statement restating author’s opinion and summarising arguments.</i></p>	<p><i>“You’re not going out til all that work is completed.!”</i> How many times have I heard my mother say that ?Frankly homework is ruining my life! I’m not allowed to do anything if I have homework. It keeps me at home, it keeps me from going out with friends and it keeps mum on my back. The amount of homework given to students needs to be reduced for several reasons. In short, time is limited in many students’ lives. At the same time, other students are showing alarming levels of obesity due to sedentary lifestyles. Lastly, family disharmony has increased as a result of stressed parents trying to get their children to do their homework.</p> <p>Firstly, time is limited. Many students don’t arrive home until after 6pm. This is because they have chosen to play sports which require a few hours of training each week or they engage in cultural activities, which are often taught after school. After they arrive home, they have to unpack their bags, do other daily jobs, have a shower and eat dinner. By the time they finish these necessities, it is 8pm. If they do have homework, then it is too late to start, and whatever is done may be of poor quality.</p> <p>On the other hand, many other young people are recording high levels of obesity because of their sedentary lifestyles. Traditional homework is not an activity that is known to raise the heart rate and so does nothing to improve our physical fitness. We are constantly being told to become healthier. Why sit still at night time when students have been sitting still in the classroom all day? This is not good for their health and contributes to the high levels of obesity seen today.</p> <p>Homework places huge amounts of stress on already stressed-out families. In many families both parents are working and the last thing they need is to fight with their children at the end of a stressful day. By reducing the amount of homework, the family home would be a much more relaxed place, as it should be.</p> <p>In conclusion, homework should be reduced. We must recognise that students’ time is limited, sedentary work contributes to the high levels of obesity among Australia’s youth, and finally, homework can cause an increase in family disharmony. The wellbeing of students is far more important than excessive amounts of homework.</p>	<p><i>Clear language stating position. Anecdote Rhetorical question and repetition</i></p> <p><i>Use of emotive language – needs to be, alarming, stressed, huge amounts of</i></p> <p><i>Use of impersonal language, e.g. family disharmony has increased, young people are recording high levels of obesity</i></p> <p><i>Use of present tense</i></p> <p><i>Use of linking words to sequence arguments – firstly, on the other hand, finally</i></p> <p><i>Use of linking words to give reasons, e.g. this is because, if they do ... then it is</i></p> <p><i>Use of rhetorical questions, e.g. why sit still at night time?</i></p> <p><i>Use of persuasive language, e.g. needs to be, this is not good, should be</i></p>

Discussion

Factual

e.g. Presenting **both** sides of an issue in any topic, and concluding with an opinion -

English, Science, Geography, TAS, Creative Arts, History, PDHPE

Purpose:

To consider an issue from more than one viewpoint,

To persuade a reader to act or think in a particular way.

Structure:

- Introduction/opening statements that outline the issue and preview the arguments presented
- Arguments for and against – paragraphs consisting of a series of points and elaborations and supporting evidence
- Conclusion/final statement that sums up the arguments or makes a recommendation in favour of one side

Language Features:

- Formal and technical language
- Impersonal passive voice
- Present tense
- Linking words
- Persuasive language to express recommendation

Discussion Scaffold

Persuasive

Opening statement:

(Outline the issue, preview arguments)



**Key
Words**

Arguments:

(Points and elaboration/reasons)

Argument 1 for:

Evidence/Explanation/Elaboration

Example

Argument 2 for:

Evidence/Explanation/Elaboration

Example

Argument 1 against:

Evidence/Explanation/Elaboration

Example

Argument 2 against:

Evidence/Explanation/Elaboration

Example

Closing statement:

(Summarise arguments, recommendation)

Text type

Discussion

Text Structure	Should people migrate?	Language Features
<p><i>Opening statement outlines the issue. Arguments for and against are previewed.</i></p> <p><i>Arguments for – statement/point made then elaborated, examples and/or evidence provided.</i></p> <p><i>Arguments against.</i></p> <p><i>Concluding statement summarising arguments with a recommendation or opinion supporting one side.</i></p>	<p>In discussing whether or not people should migrate, we have to look at the different perspectives people have when they argue for or against the issue. Migration increases the population and as well brings many skilled professional workers. On the other hand, migrants could experience racism and also they have to leave their loved ones.</p> <p>There are many reasons why people should migrate. First of all, it increases the population. Too large a population is not desirable but a large land such as Australia with a small population is not set up for future development. The resources need to be used more efficiently creating a richer economy.</p> <p>In addition migration brings many skilled workers. For example, in Australian rural districts, finding professionals such as doctors and engineers is difficult. So when something which needs specialised skill occurs country dwellers have to spend more time and money on it than city dwellers. This lack of well-trained workers is overcome by migration.</p> <p>Nevertheless there are also many arguments against migration. One of these is that migrants could experience racism. Often migrants look different and have different customs and cultures. The difference could result in discrimination which must be a terrible feeling producing loneliness and homesickness.</p> <p>Furthermore leaving loved ones is also painful. It could be family, friends, pets, places Such things are important to all of us. People are not always unwilling to leave them for an unknown world.</p> <p>In conclusion it can be seen that there are many more benefits from migration than against it; increasing the population, having the chance to get better jobs, challenging new experiences. In spite of the problems such as discrimination and loss, I think migration is a very positive experience.</p>	<p><i>Clear language stating the issue being debated – whether or not people should migrate.</i></p> <p><i>Use of subject specific language, e.g. migration, population, skilled professional, specialised</i></p> <p><i>Use of impersonal language, e.g. lack of well-trained workers is overcome by</i></p> <p><i>Use of present tense</i></p> <p><i>Use of linking words to sequence arguments – there are many reasons, first of all, in addition, furthermore</i></p> <p><i>Use of linking words to compare/contrast, e.g. on the other hand, nevertheless</i></p> <p><i>Use of linking words to give reasons, e.g. For example, could result in,</i></p> <p><i>Use of persuasive language, e.g. It can be seen that there are many more benefits from migration than against it, I think, positive experience</i></p>

Text type

Response

Literary

e.g. Personal response or review of a text or artwork
English, Creative Arts

Purpose:

To describe, interpret and evaluate a work.

Structure:

- Context and background of a piece of work, including how the writer feels about the piece of work
- Description
- Evaluation

Language Features:

- Emotive language
- Evaluative language
- Present tense
- Personal pronouns
- Linking words
- Complex noun groups
- Nominalisation

Response Scaffold

Personal response/ review

Context:

(Background, type of work and description)



**Key
Words**

Sizzling Start

Body of the text

Description of elements followed by
Evaluative statements

Evaluation:

Opinion

Text type

Response/ Review

Text Structure	Review of the novel <i>Bridge to Terabithia</i>	Language Features
<p><i>Sizzling start</i></p> <p><i>Context, background and type of work</i></p>	<p>I love reading novels that transport to a new world ! This highly acclaimed novel did just that as it took me into an imaginative new world must be well worth reading! <i>Bridge to Terabithia</i>, is a passionate story written by an enthusiastic author, Katherine Paterson. I find this emotional story is based on a true story. The story is a fiction text about Jesse and Leslie who make an imaginary world, Terabithia.</p>	<p><i>Clear language indicating author's response to the text.</i></p> <p><i>Personal pronoun</i></p>
<p><i>Description of elements</i></p> <p><i>Plot</i></p>	<p>The plot is Jesse wants to be the fastest runner in 4th and 5th grades but is beaten by Leslie Burke who is a new girl who lives next to Jesse. They become great friends and make an imaginary place on a dried up creek bed called Terabithia. This plotline based around the simple need for friends was highly engaging.</p>	
<p><i>Setting</i></p>	<p>The setting on <i>Bridge to Terabithia</i> is in the middle states of USA. It is occasionally located at Terabithia, which is an island in a creek bed. The cubby is made of building scraps.</p>	
<p><i>Characters</i></p>	<p>The main characters in <i>Bridge to Terabithia</i> are Jesse and Leslie. Some other characters are the students at the school, the teachers and Jesse's family. Jesse is artistic and he is proud of it. But his family isn't. He is also friendly and caring to his friends. Leslie is a tomboy and she is fast and rich but is very modest about it. They are excellent characters who I enjoyed reading about.</p>	<p><i>Use of emotive language – passionate, enthusiastic, emotional</i></p>
<p><i>Evaluation</i></p> <p><i>Opinion</i></p>	<p>The award winning novel <i>Bridge to Terabithia</i> is written in the third person style. It is simple and straightforward yet tells a moving and enthralling story. While it is written in an old American English and spoken with a southern American drawl, it tells a universal story. I recommend this wholeheartedly</p>	<p><i>Evaluative language</i></p>

Text type

Explanation

Factual (sequential, factorial and consequential)
Geography, Science, History, PDHPE, English, TAS, Visual Arts

Purpose:

To inform reader how or why things happen.

To show cause and effect.

Structure:

- Statement of phenomenon – what is being explained
- Explanation sequence – stages /steps, causes, outcomes
- Diagrams can often be included
- Concluding statement (optional)

Language Features:

- Formal and technical language
- Abstract language – links between an action or process and its name, e.g. germination
- Simple present tense
- Generalised terms
- Objective language
- Linking words to show cause and effect and time

Explanation Scaffold

Factual

Statement of phenomenon:

(What is the thing or process being explained)



**Key
Words**

Explanation sequence:

(Sequence of events)

Concluding statement (optional):

Text type

Explanation

Text Structure	How floods occur	Language Features
<p><i>Statement of phenomenon – the process that is being explained.</i></p> <p><i>Explanation sequence (factorial explanation) – multiple causes for a particular outcome.</i></p> <p><i>Additional information/ Concluding statement</i></p>	<p>A flood occurs when a river or dam is no longer able to contain the amount of water it can usually hold. The water spills over the edge and into the surrounding areas. Water levels in rivers rise as a result of snow melting on the mountains that feed them or when excessive rainfall falls.</p> <p>In winter snow falls on the top of mountains, then when summer comes the warmer temperatures cause the snow to melt. The water from the melting snow causes the river levels to rise. Sometimes after very heavy snowfalls there may be so much water that it may break over the river bank and cause a flood.</p> <p>When it rains for a long time the huge amount of rain cannot soak into the soil. The water forms small streams. The streams all lead to the main river and feed it. As the water enters the river the water level rises. If there is not a dam on the bank of the river the river will flood.</p> <p>During spring while the rivers are still blocked by ice, floods occur in Siberia. The snow melts but the river is unable to flow because of the ice. The river stops and builds up. When it gets up as high as the ice, it is already so high that it causes a flood.</p> <p>Though floods occur in most parts of the world they do not occur very often. In the past 250 years there were 150 major floods. The most flood-prone river is the Huang He River (also called the Yellow River and China’s Sorrow) which is located in Northern China.</p>	<p><i>Technical language – flood, water levels rise, excessive, river bank etc.</i></p> <p><i>Abstract language – connection between term “flood” and the process / action of the water spilling over banks.</i></p> <p><i>Simple present tense, generalised language, impersonal.</i></p> <p><i>Linking words and conjunctions, e.g. then, causes, if, as a result, as.</i></p> <p><i>Use of time conjunctions, e.g. when.</i></p>

Text type

Description

Factual (descriptive, classifying, compositional)
Geography, Science, History, PDHPE, English, TAS, Visual Arts

Purpose:

To inform and provide detail about the characteristics and features of things, events or processes.

May be written as part of an information report OR as a paragraph

Structure:

- Classification statement - what is being described
- Characteristics and features
- May include subtopics and subheadings
- May include diagrams or illustrations
- Concluding statement (optional)

Language Features:

- Formal and technical language
- Use of adjectives
- Action verbs
- Simple present tense

Description Scaffold

Factual

Classification statement:

(What is the thing being described)



**Key
Words**

Characteristics and features:

(May need subheadings, e.g. What does it look like? Do? Where does it live? Etc.)

Concluding statement (optional):

Text type

Description

Text Structure	The Australian Red Kangaroo	Language Features
<p><i>Classification statement – what is being described.</i></p> <p><i>Characteristic or features – social groups</i></p> <p><i>Characteristic or features – where they live and how they move</i></p> <p><i>Characteristic or features – reproduction</i></p>	<p>The Australian red kangaroo is the largest of all marsupials. Males are reddish-brown in colour, and may be twice the size of the females, which are bluish-grey.</p> <p>Red kangaroos live in groups called mobs. A mob is a social group of 10 or more individuals, including a mature male, a few younger males, females and their young. Occasionally the larger mature males will compete to gain control over other females and will fight by hitting each other with their front paws and kicking with their strong hind legs. This is called boxing.</p> <p>Red kangaroos are very well adapted to living in very harsh, dry environments. They graze mainly on grasses, feeding nocturnally and resting in the shade of trees during the day. They can travel large distances at great speed by hopping on their powerful hind legs. Hopping is extremely energy efficient and can jump as far as 9m in a single leap when moving at speed. Kangaroos cannot walk as they are unable to move their hind legs separately.</p> <p>The red kangaroo is like other marsupials (and different from other mammals) in the way they reproduce. The embryo develops initially in the uterus for about 30 days. The female then gives birth to a very small, underdeveloped embryo (weighing less than 1 gram). The tiny embryo crawls through the fur to the pouch and attaches to a specialised teat feeding on the mother’s milk. It stays in the pouch for 6-11 months.</p>	<p><i>Technical/ subject specific language – marsupials, mobs, social group, boxing.</i></p> <p><i>Use of adjectives – reddish-brown, strong, well-adapted, small.</i></p> <p><i>Simple present tense, generalised language, impersonal.</i></p> <p><i>Action verbs to describe what kangaroos do – graze, live, compete, hitting, kicking, hopping etc.</i></p>

Writing Paragraphs

PEEL

Factual (descriptive, classifying, compositional) or Literary
Geography, Science, History, PDHPE, English, TAS, Visual Arts

Purpose:

Provide scaffold for well structured and detailed paragraphs for all text types.

Structure:

➤ **PEEL**

- **P – Point** - Topic sentence or introduction
- **E – Elaboration/Explanation** - Provide explanation of an idea or explain concept that was introduced in the topic sentence
- **E – Example/Evidence** - Add depth to the paragraph by providing example or evidence to a text.
- **L – Link** – Summarise the topic or idea and provide a link to the next paragraph or to a question.

➤ **The Hamburger Paragraph structure**

- Topic – Detail – Detail – Detail – Concluding Sentence

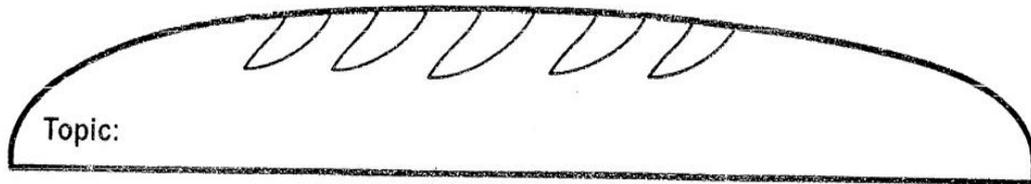
Language Features:

The type of language used depends upon the literary structure. See selected text type for language features.

Writing Paragraphs

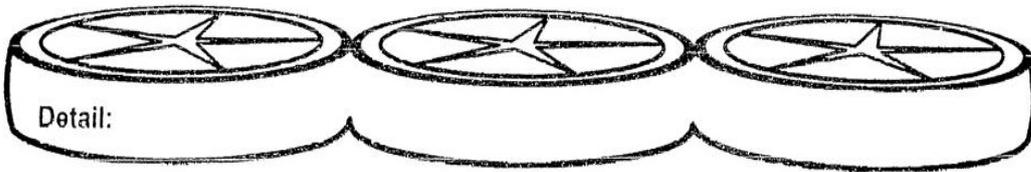
PEEL Scaffold			
POINT	ELABORATION	EXAMPLE	LINK
Point (Topic Sentence)			 Key Words
Elaboration/Explanation: (Expand and clarify the idea in the topic sentence)			
Example/Evidence: (Provide examples to support the idea)			
Link: (Sum up the idea and link this paragraph to the next)			

The Hamburger paragraph



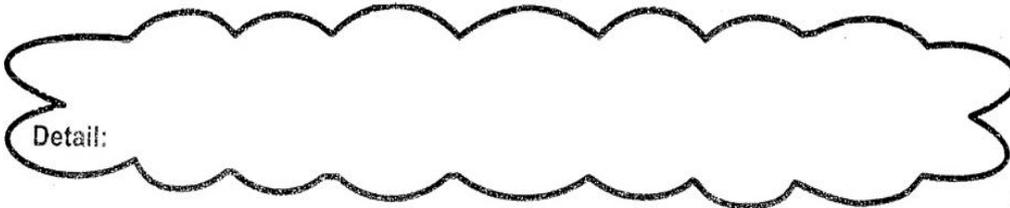
Topic:

A large, rounded rectangular shape representing the top bun of a hamburger, with several diagonal lines on its top surface. The word "Topic:" is written in the bottom-left corner.



Detail:

Three circular slices representing cheese, each with a star-shaped hole in the center. The word "Detail:" is written in the bottom-left corner.



Detail:

A wavy, scalloped-edged shape representing a slice of pickles. The word "Detail:" is written in the bottom-left corner.



Detail:

A rounded rectangular shape representing a hamburger patty. The word "Detail:" is written in the bottom-left corner.



Concluding Sentence:

A large, rounded rectangular shape representing the bottom bun of a hamburger. The words "Concluding Sentence:" are written in the top-left corner.

Language Features: Glossary

➤ **Abstract language**

Abstract language is used to describe an action, process, idea or concept. It provides a link. When creating a text type using abstract language, make sure the term used is specific to that subject. An example of abstract language is; The germination of the seed took place overnight in the petri dish.

➤ **Action verbs**

Action verbs are words used to depict an action of a person, object or animal. That's why they are called "action" verbs. Examples of action verbs are *said*, *walk*, *floated* and *talked*.

➤ **Adjectives**

Adjectives are words that describe nouns. Adjectives describe the animal, person, place, thing or concept. Examples of adjectives are, huge, big, small and complex.

➤ **Adverbs**

Adverbs are words that modify verbs. Many end with *ly*. Adverbs are words like *slowly*, *now*, *soon*, and *suddenly*. It provides information about the manner, place, time, frequency, certainty, or other circumstances of the activity denoted by the verb.

➤ **Colloquial Language**

Colloquial language is the use of words and phrases that belong to everyday speech and conversation. It is regarded as informal language. Contractions such as *I'm* and *can't* are regarded as colloquial language.

➤ **Complex noun groups**

Complex nouns groups add depth to the explanation of a person, place, thing, animal or idea. Complex nouns build in the readers mind a picture of what the author is discussing. For example, *the dusty basketball court* had faded markings and a *broken backboard*. This example provides a vivid description of what the basketball court

looks like.

➤ **Descriptive language**

Descriptive language is the use of adjectives adding detail to a person, place, thing, animal or idea. Descriptive language involves describing how, where, when and with as well as describing sight, sound, smell, taste, touch and emotions.

➤ **Direct speech**

Direct speech is an exact report of an occurrence, speech or thought. Direct speech is used to report on science experiments or to depict conversation, thoughts or characters. E.g. "How are you going today?" he said

➤ **Emotive language**

Emotive language is the deliberate choice of words to elicit emotion. Emotive language is written with the purpose of retelling the facts but to also influence the reader or adopt the authors opinion. Example, non emotive language would be "the men were killed" and emotive language would be " the young men where executed in cold blood".

➤ **Explicit language**

Explicit language is where clearly stated facts/point of view are composed in order to ensure there is no guesswork, implied meaning or nothing is left to the imagination.

➤ **Evaluative Language**

Evaluative language is either positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour and to assess the quality of object. Adverbs are an effective way of developing evaluation. *See evaluative language glossary*

➤ **Formal and technical language (subject specific)**

Formal and technical language avoids the use of colloquial and slang terms while using symbols and formulas appropriate to the subject of study. Formal and technical language is using subject-specific language. For example, division, subtract and multiply are examples of technical language for mathematics and evaporation, transpiration are examples of technical language for geography and science. Also known as jargon.

➤ **Generalised terms (generalisations)**

Is wording of a statement or view that ignores specific differences about members of a group, be it a group of people places objects or animals. For example, "All cats are

lazy” is a generalisation as a few cats maybe lazy, some cats may be very active during some times of the day, what type of cat? Is a Lion regarded as lazy?

➤ **Linking words – show cause and effect and time**

Linking words help you connect ideas and sentences, so that people can follow your ideas. Words used to create a link include, for example, for instance, as a result, therefore, consequently, afterwards, next day and due to. See linking words attached

➤ **Objective Language**

Objective language is fact based, measurable and observable. Objective language is used when not being personally involved, distancing the author from emotion or to describe a situation in a factual manner.

➤ **Nominalisation**

Nominalisation is the process for forming nouns from verbs (for example, ‘reaction’ from ‘react’ or ‘departure’ from ‘depart’) or adjectives (for example, ‘length’ from ‘long’, ‘eagerness’ from ‘eager’). Nominalisation is used in order to make the text more compact. An example is sentence format is ‘their destruction of the city’ from ‘they destroyed the city’).

➤ **Nouns**

Nouns are words that name an animal, person, place, thing or concept. For example, horse, town, road, belief. Nouns are naming words. Groups of nouns add to any text as they are a way of conveying information.

➤ **Past tense**

Past tense is used to talk about something that started and finished at a definite time in the past. E g “It was a beautiful day”.

➤ **Passive Voice**

Passive voice is used when the focus of a sentence is on an action. It is not important or not known, who or what is performing the action. Example being “ A letter was written”, the focus here is on the fact that a letter was written, not who wrote it.

➤ **Perspective - 1st Person**

1st person is a point of view from which a piece of work is written utilising personal pronouns. 1st person is written through a viewpoint character using words such as “I”, “we”, “he”, “she” or “you”. The piece of work is constructed through the characters eyes.

➤ **Perspective - 2nd Person**

2nd person is a point of view from which a piece of work is written utilising personal pronouns. 2nd person is written in order to address another main character or the audience to which a piece is written. 2nd person utilises the wording “you”

➤ **Perspective - 3rd person**

3rd person is a point of view from which a piece of work is written utilising personal pronouns. 3rd person is used in a piece of writing to give the reader a whole view of the events. 3rd person utilises the wording “he”, “she”, “it” and “they”.

➤ **Persuasive language**

Persuasive language is used to convince an audience to agree with a particular attitude, idea or to purchase something. Methods that can be used is humour, emotive language (around emotion), bias, statistics or appeal to self interest.

➤ **Present tense**

Present tense is used to write about something that is occurring currently or write about what will occur in the future. E g “It is a beautiful day”.

➤ **Pronouns**

Pronouns are used to replace a noun. Pronouns include “he”, “she”, “they”, “it”, “none” and “which”. For example, Clutching the coin, Maria ran to the shops. She went straight to the counter and bought the sweets.
(She is a pronoun. In this example, it replaces the noun Maria).

➤ **Rhetorical questions**

Rhetorical questions are used as a figure of speech in order to make a point rather than gain an answer. The answer to the question may be obvious, everyone agrees with the one possible answer or the answer being provided by the questioner. An example by a politician would be “do we want our children engaged in illegal activity?”

➤ **Subjective language**

Subjective language is based upon personal opinions, interpretations, points of view, emotions and judgement. Subjective language is used to convey a person’s personal opinions, assumption, interpretations and beliefs.

➤ **Verbs**

Verbs are *doing, having or being* words. Example of verbs include, is, thinking, ate, run, have, had run and will have. See glossary of key verbs.

Evaluative Language

Evaluative language used in your written work will strengthen your argument, and is a necessary part of your writing.

Evaluative Statements to use

- | | |
|---|--|
| <ul style="list-style-type: none"> • The author selects... • Ultimately, for... • The author makes a connection between... • The author's choice of... • The author suggests that... • The composer appears to be saying that... • According to the expert... • The dramatist's essential argument can be summarised as... • One of the purposes of the journalist's article is to... • It is generally assumed that... • It is abundantly clear that... | <ul style="list-style-type: none"> • The writer implicitly... • The concept is explicitly presented by... • The artist endeavours to show/prove, put forth... • The narrator presents his views about... • The author seeks to criticise/entertain/ • The speaker clearly argues... • The responder is able to • Arguably... • Profoundly... • Ultimately • Highly effective • Exceptionally effective • In part • To a degree |
|---|--|

Verbs used for evaluation

judges	selects	justifies	debates	argues
assesses	discusses	determine	recommends	examines

Language Features

Linking Words

Purpose: Linking words help you connect ideas and sentences, so that people can follow your ideas.

To indicate a contrast:

however	on the other hand	alternatively	in contrast
instead	conversely	on the contrary	in fact
rather	in comparison but	better/worst	still
despite this	in spite of	nevertheless	notwithstanding
yet	although	all the same	

To provide an illustration:

for example	in other words	namely
such as	typical of this/such	including
especially	not least	Chiefly
most importantly		

To extend a point:

similarly	equally	likewise	also
furthermore	Indeed in the same way	besides	above all
as well as	in addition		

To show cause and effect/conclusion:

so	because	therefore	thus
then	as result/consequence	resulting from	in this/
for this reason	owing to/due to the fact	in conclusion	it might be
this implies	in short	to conclude	in all
concluded from this			

To show the next step:

first(ly) second(ly)	to begin/start with	in the first/second place
after	next afterwards	finally
ultimately	lastly	first and most importantly

Language Features

Key Verbs: Glossary

Purpose: Verbs are *doing, having or being* words.

The below glossary is a list of key verbs that depict the action to be taken for written tasks at Duval High School.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between

Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole