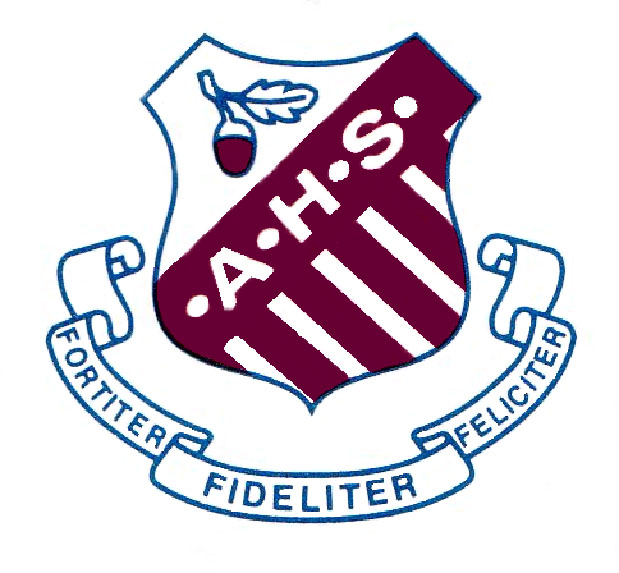
**Armidale High School**

**Write it Right**

**Literacy Resources for Students**



**This booklet has been compiled by Amanda Garvey, with assistance and contributions from Armidale High School Write it Right team.**

**These scaffolds have been prepared to help with written tasks in all subjects. They can be downloaded and printed, or downloaded and edited and then submitted to your teachers.**

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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 process of writing**

The process of writing can examined at 4 levels.

**Level 1 (‘macro’ level knowledge): Text Structure – purpose and audience**

**Level 2 (‘meso’ level knowledge): Text level grammar – ideas, vocabulary, modality, connectives, nominalisation, paragraphing**

**Level 3 (‘micro’ level knowledge): Sentence structure – clauses, punctuation**

**Level 4 (‘surface’ level knowledge): Word level - spelling**

These 4 levels of writing knowledge form the basis of the NAPLAN marking criteria and other models of writing assessment.

**Text types across the curriculum**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Text type | Purpose | Structure | Curriculum area |
| Engaging | Narrative | To entertain, stimulate emotions, motivate, guide or teach through story. | * Introduction * Complication * Resolution * Coda (moral) - optional | English, Creative Arts |
| Recount | To retell an event to entertain or inform. | * 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) | * 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. | * 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. | * 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) | * 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 | * 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. | * 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.

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| --- | --- | --- | --- | --- |
|  | Text type | Purpose | Structure | Curriculum area |
| Informing | Explanation | To inform reader how or why things happen.  To show cause and effect. | * Statement of phenomenon * Explanation Sequence * Diagrams * Conclusion (optional) | History, PDHPE, Science, Mathematics, Geography, Creative Arts, Design and Technology |
| Description  *(part of an information report or as a distinct paragraph)* | To inform and provide detail about the characteristics and features of things, events or processes. | * 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.

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| **Text type** |
| Narrative |
| **Literary** |
| **Purpose:**  **To entertain, stimulate emotions, motivate, guide or teach through story.** |
| **Structure:**   * Introduction (Orientation) – setting the scene * Complication – problem that needs to be solved, series of events * Resolution – problem is solved * (Coda – moral) |
|  |
| **Language Features:**   * Complex noun groups * Descriptive language * Emotive language * Usually past tense * Where, when, with, who, how * Action verbs * Direct speech is used |
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| Narrative Scaffold | | |
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| **Orientation:** |  | **Key Words**  C:\Users\agarvey1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RKQ2WS2Q\MC900384028[1].wmf |
| **Complication:** | | |
| **Resolution:** | | |

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| **Text type** | | |
| Narrative | | |
| ***Text Structure*** | **The Lion and the Mouse** | ***Language Features*** |
| *Orientation*  *Scene set, characters introduced, immediate interaction.*  *Complication*  *Resolution*  *Orientation*  *Complication*  *Resolution*  *Coda (moral)* | One day a lion was resting when a little mouse, who lived nearby, ran playfully over his back and down over his head to the ground.  The lion stirred and, reaching out, caught the mouse beneath his paw. “Mouse,” he said, “you have disturbed my sleep. I think I will eat you.”  “Oh, pardon, my Lord,” said the mouse. Please do not eat me. Perhaps, if you forgive me, someday I may be able to do something to help you.”  The lion laughed. “You, a little mouse, help me, king of the beasts?” He laughed again, but he lifted his paw, allowing the mouse to go free.  With a hasty ‘thank you’, the mouse ran off before the lion could change his mind.    Over the next few days, the lion thought of the mouse often, but she kept well away from him. Sometimes he would laugh again at the thought of a little mouse helping the king of beasts.  But even kings can get into trouble. One day the lion became caught in a net set by hunters. As he struggled to free himself, the net tightened and held him fast.  As luck would have it, the mouse came running that way in search of food. Seeing the lion caught in the net, she called her friends.  They came and gnawed at the strands of rope. Before long, they had broken the net and the lion was free. Bowing, the lion thanked the mouse. “You were right,” he said. “Even the small and weak can help the strong and mighty.” | *Lion (no adjective)*  *Mouse – little, contrast*  *Ran playfully*  *Suspense – stirred*  *Beneath his paw – size, power*  *Threat, suspense – I think I will eat you*  *Pardon my lord – polite language, recognises status, but subtly challenges*  *Laughed – abruptly squashes*  *Mouse given further identity – she*  *Action – bowing – regal status of lion and now mouse* |

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| **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 * Time words to connect events e.g. the next day, afterwards |
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| Recount Scaffold | | |
| Literary Procedural Factual | | |
| **Orientation:**  (Where? When? Who?) |  | **Key Words**  C:\Users\agarvey1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RKQ2WS2Q\MC900384028[1].wmf |
| **Sequence of events:**  **What happened ….**  **1st?**  **2nd?**  **3rd?**  **(N.B. include personal comments for literary recounts)** | | |
| **Conclusion (Re-Orientation):**  What happened last? Reflection. | | |

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| **Text type** | | |
| Recount | | |
| ***Text Structure*** | **The History of Electronic Communication** | ***Language Features*** |
| *Orientation introduces background information*  *Statement of significance*  *Record of events* | 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.  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.  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.  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.  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.  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. | *Use of word families and chains to build topic information, e.g. smoke signals, drums, telephone, radios*  *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*  *Use of technical terms, e.g. sound pulses*  *Use of action verbs, e.g. invented, sent*  *Use of passive voice, e.g. ‘by an operator’is the doer of ‘sent’*  *Use of noun groups, e.g. human voice*  *Use of passive voice allows write to ‘omit’ ‘doer’ of action, e.g. These sounds were sent and received by an operator.*  *Use of abstract words, e.g. television, communication, information* |

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| **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 |
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| **Language Features:**   * Technical language * Simple present tense * Generalised terms * Not personal |
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| Report Scaffold | | |
| Factual | | |
| **Opening statement:**  (What is the thing being described) |  | **Key Words**  C:\Users\agarvey1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RKQ2WS2Q\MC900384028[1].wmf |
| **Description:**  (Facts about / features of the thing being described)  **Feature 1:**  **Details**  **Feature 2:**  **Details**  **Feature 3:**  **Details**  **Feature 4:**  **Details** | | |

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| **Text type** | | |
| Information Report | | |
| ***Text Structure*** | **Paris** | ***Language Features*** |
| *General statement identifies and classifies the subject of the information report*  *Description: Key places identified according to locations; historical background given* | 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.  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.  The oldest bridge in Paris is called the Pont Neuf (new bridge) although it is over 400 years old!  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.  On the hill behind the Louvre is the white church of Sacre Coeur and the artists’ quarter of the Monmartre. 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.  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.  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. | *Use of word families to build topic information, e.g. Paris, France, Seine*  *Use of present tense*  *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*  *Use of noun groups to build descriptions, e.g. the oldest bridge in Paris*  *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.* |

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| **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. |
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| **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 |
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| Procedure Scaffold | | |
| Factual | | |
| **Goal:**  (This could be a heading) |  | **Key Words**  C:\Users\agarvey1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RKQ2WS2Q\MC900384028[1].wmf |
| **Materials:**  (List of things required – in the order they are needed) | | |
| **Steps:**  (Numbered instructions, what, when and how) | | |

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| **Text type** | | |
| Procedure | | |
| ***Text Structure*** | **Making a Lino Print** | ***Language Features*** |
| *Goal can be stated in the heading*  *Materials – list of things that are required to complete task*  *Procedure – steps to follow to complete the task* | **Materials**   * lino * carbon paper * lino cutting tools * print roller (brayer) * printing ink (water based for health and safety) * paper for printing * spoon * cleaning cloths   **Procedure**   1. Draw a design onto paper, keeping the design simple 2. Copy design onto lino or trace it using carbon paper 3. Cut away the areas you want to remain white in the print. You can create textures using the different blades of the lino cutting tools. 4. Roll ink onto the liner with the brayer, making sure the coating of ink is even but not too thick. 5. Choose a piece of paper which is larger than the lino block. Centre the paper on top of the block and smooth it down with your hand or a clean roller. 6. Rub the paper with the back of a spoon to transfer the ink. Lift up a corner to check that the ink is transferring correctly. 7. Pull the print off the block and leave it to dry on a drying rack. 8. Clean up your work place. | *List can be written as a paragraph*  *Instructions are given in clear language in the order they need to be followed.*  *Use of verb at the beginning of each instruction, e.g. Draw, Copy, Cut*  *Use of groups of words to tell how, when, e.g. Rub the paper with the back of a spoon.* |

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| **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 |
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| **Language Features:**   * Formal and technical language * Present tense * Not personal (3rd person) |
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| Experiment Report Scaffold | | |
| Factual | | |
| **Aim:**  (Purpose)  **Hypothesis:**  (Statement – what  is expected to happen) |  | **Key Words**  C:\Users\agarvey1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RKQ2WS2Q\MC900384028[1].wmf |
| **Materials:**  (List of things required – in the order they are needed) | | |
| **Steps:**  (Numbered instructions, what, when and how) | | |

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| Experiment Report Scaffold | | |
| Factual | | |
| **Results:**  (Write what was observed) |  | **Key Words**  C:\Users\agarvey1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RKQ2WS2Q\MC900384028[1].wmf |
| **Results:**  (Table, diagram) | | |
| **Discussion:**  (Analyse/explain the results) | | |
| **Conclusion:**  (Statement summarising  what was found in the  investigation) | | |

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| **Text type** | | |
| Experiment Report | | |
| ***Text Structure*** | **The effect of light on the growth of parsley** | ***Language Features*** |
| *Highly structured.*  *Headings used to organise sections of report.* | **Aim:**  To investigate if light affects the growth of parsley over two weeks.  **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.  **Materials:**   * 6 parsley seedlings * 6 small pots, 4cm x 4cm x 6cm * Potting mix * 100mL measuring cylinder * Water * 30 cm ruler * lamp   **Procedure:**   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. | *Use of Verb – To investigate …*  *Use of If, then*  *Present tense, 3rd person*  *Use of a verb to start instructions*  *Simple, clear language*  *Technical language* |

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| *Clearly labelled charts, graphs and/or diagrams, including headings.*  *Clear and precise statement that reflects Aim.* | **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 |   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.  **Conclusion:**  Parsley plants grown in the light grew more than parsley plants grown in the dark over the same amount of time. | *Results are written, tabulated and graphed*  *Precise language, use of measurement units*  *Factual and technical language*  *3rd person, present tense*  *Statement* |

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| **Text type** |
| Exposition |
| Factual  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 * Arguments – paragraphs consisting of a series of points and elaborations and supporting evidence * Conclusion/final statement that restates and reinforces the author’s position |
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| **Language Features:**   * Persuasive, evaluative language – important, significant * Present tense * Linking words * Rhetorical questions |
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| Exposition Scaffold | | |
| Persuasive | | |
| **Opening statement (thesis):**  (Statement of position, preview arguments) |  | **Key Words**  C:\Users\agarvey1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RKQ2WS2Q\MC900384028[1].wmf |
| **Arguments:**  (Points and elaboration/reasons)  **Argument 1:**  **Elaboration**  **Example**  **Argument 2:**  **Elaboration**  **Example**  **Argument 3:**  **Elaboration**  **Example**  **Argument 4:**  **Elaboration**  **Example** | | |
| **Closing statement:**  (Reinforcement of position, summarise arguments) | | |

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| **Text type** | | |
| Exposition | | |
| ***Text Structure*** | **Homework** | ***Language Features*** |
| *Opening statement states position.*  *Arguments are previewed.*  *Arguments – statement/point made then elaborated, examples and/or evidence provided.*  *Concluding statement restating author’s opinion and summarising arguments.* | 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.  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.  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.  Finally, 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.  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. | *Clear language stating position.*  *Use of emotive language – needs to be, alarming, stressed, huge amounts of*  *Use of impersonal language, e.g. family disharmony has increased, young people are recording high levels of obesity*  *Use of present tense*  *Use of linking words to sequence arguments – firstly, on the other hand, finally*  *Use of linking words to give reasons, e.g. this is because, if they do … then it is*  *Use of rhetorical questions, e.g. why sit still at night time ….?*  *Use of persuasive language, e.g. needs to be, this is not good, should be* |
| **Text type** | | |
| Discussion | | |
| Factual  e.g. Presenting both sides of an issue in any topic, and give an opinion -  English, Science, Geography, TAS, Creative Arts, History, PDHPE | | |
| **Purpose:**  **To consider an issue from more than one viewpoint, and**  **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:**   * Technical, subject-specific language * Impersonal passive voice * Present tense * Linking words * Persuasive language to express recommendation | | |

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| Discussion Scaffold | | |
| Persuasive | | |
| **Opening statement:**  (Outline the issue, preview arguments) |  | **Key Words**  C:\Users\agarvey1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RKQ2WS2Q\MC900384028[1].wmf |
| **Arguments:**  (Points and elaboration/reasons)  **Argument 1 for:**  **Elaboration**  **Example**  **Argument 2 for:**  **Elaboration**  **Example**  **Argument 1 against:**  **Elaboration**  **Example**  **Argument 2 against:**  **Elaboration**  **Example** | | |
| **Closing statement:**  (Summarise arguments, recommendation) | | |

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| --- | --- | --- |
| **Text type** | | |
| Discussion | | |
| ***Text Structure*** | **Should people migrate?** | ***Language Features*** |
| *Opening statement outlines the issue.*  *Arguments for and against are previewed.*  *Arguments for – statement/point made then elaborated, examples and/or evidence provided.*  *Arguments against.*  *Concluding statement summarising arguments with a recommendation or opinion supporting one side.* | 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.  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.  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 specialled 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.  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.  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.  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. | *Clear language stating the issue being debated – whether or not people should migrate.*  *Use of subject specific language, e.g. migration, population, skilled professional, specialised*  *Use of impersonal language, e.g. lack of well-trained workers is overcome by*  *Use of present tense*  *Use of linking words to sequence arguments – there are many reasons, first of all, in addition, furthermore*  *Use of linking words to compare/contrast, e.g. on the other hand, nevertheless*  *Use of linking words to give reasons, e.g. For example, could result in,*  *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* |

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| **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 piece of work, including how the writer feels about the piece of work * Description * Evaluation |
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| **Language Features:**   * Emotive language * Present tense * Linking words * Complex noun groups * Nominalisation |
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| Response Scaffold | | |
| Persuasive | | |
| **Context:**  (Background, type of work and description) |  | **Key Words**  C:\Users\agarvey1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RKQ2WS2Q\MC900384028[1].wmf |
| **Description of elements:**  **Plot**  **Setting**  **Characters** | | |
| **Evaluation:**  Opinion | | |

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| **Text type** | | |
| Response | | |
| ***Text Structure*** | **Review of the novel *Bridge to Terabithia*** | ***Language Features*** |
| *Context, background and type of work*  *Description of elements*  *Plot*  *Setting*  *Characters*  *Evaluation*  *Opinion* | This novel, *Bridge to Terabithia*, is a passionate story written by an enthusiastic author, Katherine Paterson. The emotional story is based on a true story. The story is a fiction text about Jesse and Leslie who make an imaginary world, Terabithia.  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 Terebithia.  The setting on *Bridge to Terebithia* is in the middle states of USA. It is occasionally located at Terebithia, which is an island in a creek bed. The cubby is made of building scraps.  The main characters in *Bridge to Terebithia* 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 bit is very modest about it. They are excellent characters.  The book *Bridge to Terebithia* is written in the third person style. It is simple and straightforward. It is written in an old American English and spoken with a southern American drawl. | *Clear language indicating author’s response to the text.*  *Use of emotive language – passionate, enthusiastic, emotional* |

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| **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) |
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| **Language Features:**   * Technical language * Abstract language – links between an action or process and its name, e.g. germination * Simple present tense * Generalised terms * Not personal * Linking words to show cause and effect and time |
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| Explanation Scaffold | | |
| Factual | | |
| **Statement of phenomenon:**  (What is the thing or process being explained) |  | **Key Words**  C:\Users\agarvey1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RKQ2WS2Q\MC900384028[1].wmf |
| **Explanation sequence:**  (Sequence of events) | | |
| **Concluding statement (optional):** | | |

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| **Text type** | | |
| Explanation | | |
| ***Text Structure*** | **How floods occur** | ***Language Features*** |
| *Statement of phenomenon – the process that is being explained.*  *Explanation sequence (factorial explanation) – multiple causes for a particular outcome.*  *Additional information/ Concluding statement* | 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.  In winter snow falls on the top of mountains, then when summer comes the warmer temperatures cause the slow 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.  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.  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.  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. | *Technical language – flood, water levels rise, excessive, river bank etc.*  *Abstract language – connection between term “flood” and the process / action of the water spilling over banks.*  *Simple present tense, generalised language, impersonal.*  *Linking words and conjunctions, e.g. then, causes, if, as a result, as.*  *Use of time conjunctions, e.g. when.* |

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| **Text type** |
| Description |
| Factual (descriptive, classifying, compositional) or Literary  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) |
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| **Language Features:**   * Technical language * Use of adjectives * Action verbs * Simple present tense |
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| Description Scaffold | | |
| Factual | | |
| **Classification statement:**  (What is the thing being described) |  | **Key Words**  C:\Users\agarvey1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RKQ2WS2Q\MC900384028[1].wmf |
| **Characteristics and features:**  (May need subheadings, e.g. What does it look like? Do? Where does it live? Etc) | | |
| **Concluding statement (optional):** | | |

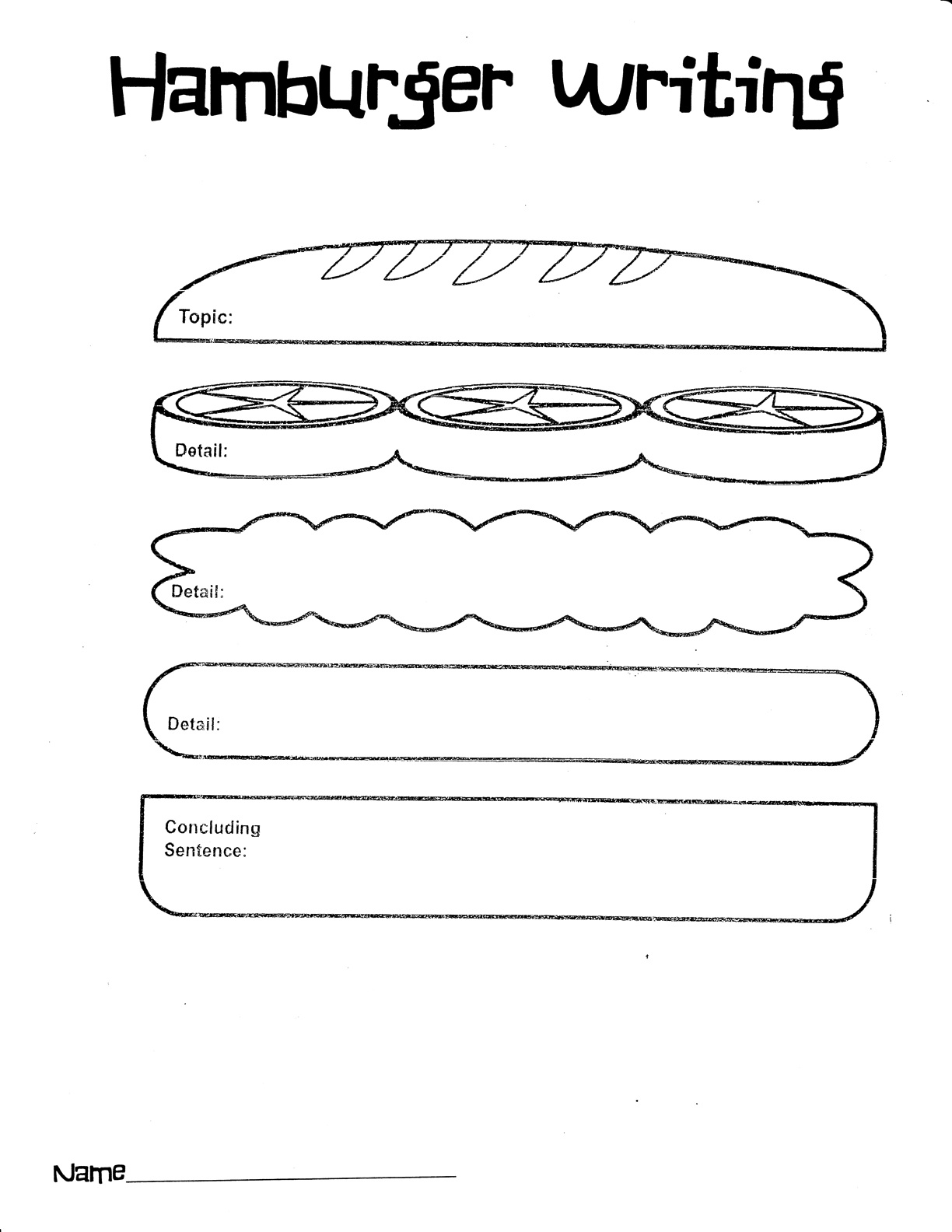
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| **Text type** | | |
| Description | | |
| ***Text Structure*** | **The Australian Red Kangaroo** | ***Language Features*** |
| *Classification statement – what is being described.*  *Characteristic or features – social groups*  *Characteristic or features – where they live and how they move*  *Characteristic or features – reproduction* | 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.  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.  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.  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. | *Technical/ subject specific language – marsupials, mobs, social group, boxing.*  *Use of adjectives – reddish-brown, strong, well-adapted, small.*  *Simple present tense, generalised language, impersonal.*  *Action verbs to describe what kangaroos do – graze, live, compete, hitting, kicking, hopping etc.* |

**Writing Paragraphs**

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| PEEL Scaffold | | | | | |
| **P**OINT | **E**LABORATION | **E**XAMPLE | | | **L**INK |
| **Point**  (Topic Sentence) | | |  | **Key Words**  C:\Users\agarvey1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RKQ2WS2Q\MC900384028[1].wmf | |
| **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) | | | | | |

**Writing Paragraphs**

The Hamburger



**Glossary of Key verbs**

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| **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 |