

Suggested Teaching Components

- Write using the text structure and language features of a persuasive text following provided scaffold
- Use appropriate and lower case appropriately
- Use correct spacing between words, lines and paragraphs
- Set out work using appropriate layout, e.g. margins, date, headings, subheadings, dot points, columns
- Use appropriate pen colour
- Use the writing process to plan, draft and redraft

Suggested Themes, Topics and/or Experiences

School issues, personal issues, social issues, environmental issues, local community issues, national and international issues

Suggested Assessment Tasks

- Complete cloze
- Complete scaffold
- Write a simple guided persuasive text

Sample Strategies**Teacher directed**

- Develop word banks to build field
- Demonstrate purposes of argument and show a variety of texts to illustrate difference between fact and opinion
- Use model texts to demonstrate structure and language features, e.g. modality, temporal conjunctions
- Deconstruct text to show differences between, e.g. cause, effect, solutions
- Construct a model text
- Examine different types of verb processes e.g. action processes, mental processes and linking processes to see how each contributes to persuasive text

Joint/guided construction

- Reinforce language features, structure and content using question/answer true/false, cause/effect activities, 3 level guides
- Deconstruct text using scaffold
- Complete a persuasive text using word bank, student research and scaffold
- Create visual text to support written persuasive texts, e.g. draw and label diagrams, graphs, tables

Independent construction

- Complete a scaffold from text, video etc.
- Complete cloze or poster emphasising emotive words, images etc.
- Write a simple guided persuasive text, e.g. letter to editor