



Linking Writing to Reading

Productive and Receptive Modes



Receptive Modes

Listening
Reading
Viewing

Productive Modes

Speaking
Writing
Creating



The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated and the learning of one often supports and extends the learning of the others.

To acknowledge these interrelationships, content descriptions in each strand of the English Key Learning Area of the Australian Curriculum incorporate the processes of listening, speaking, reading, viewing, writing and creating in an integrated and interdependent way.

Classroom contexts that address particular content descriptions will necessarily draw from more than one of these processes in order to support students' effective learning. For example, students will learn new vocabulary through listening and reading and apply their knowledge and understanding in their speaking and writing as well as in their comprehension of both spoken and written texts.

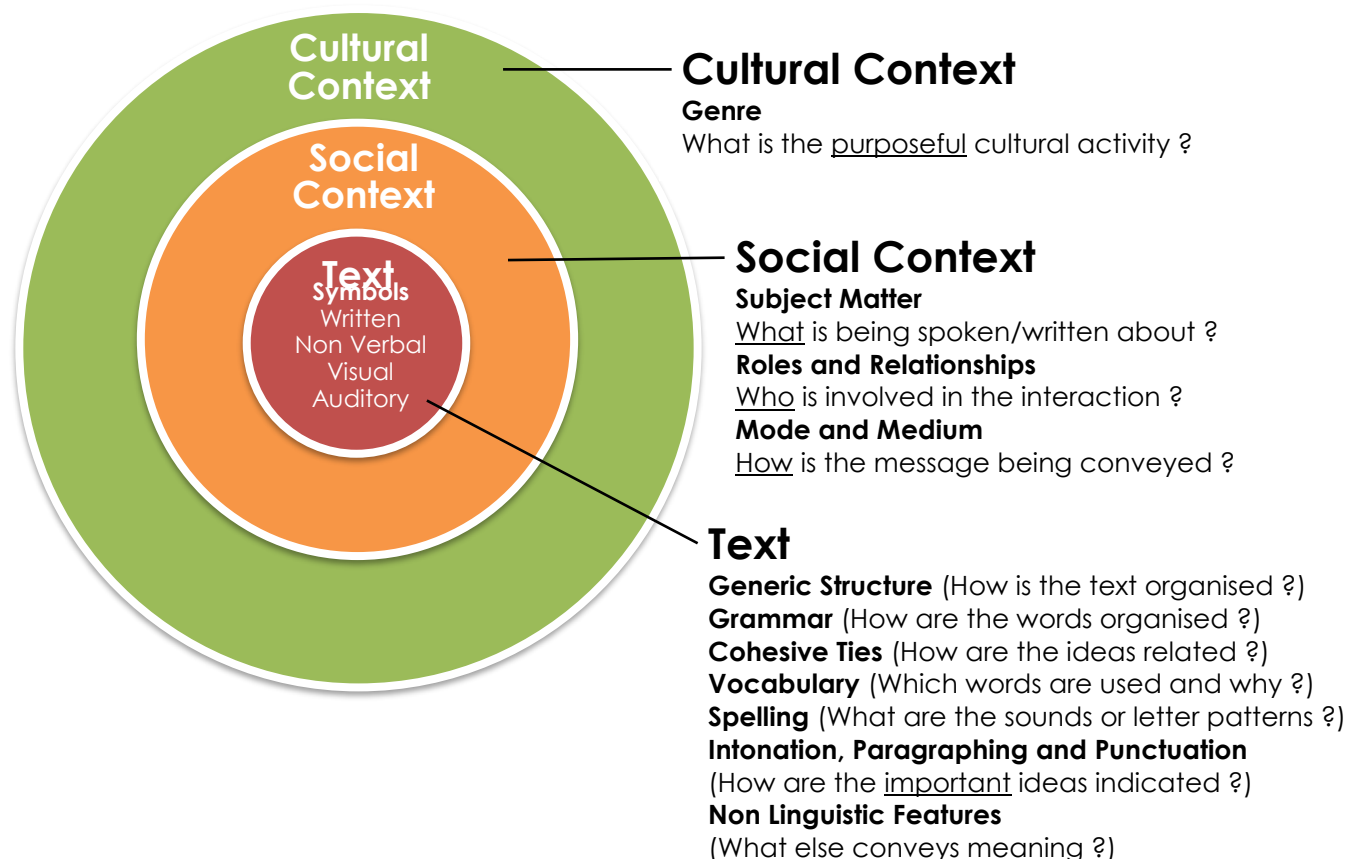
The receptive modes (what comes in through the senses as **inputs**) and the productive modes (what comes out as outputs) are directly related. Therefore, writing should be a direct consequence of reading.

In the classroom, this is realised through written responses following reading experiences. The use of graphic organisers, writing structures and other strategies to organise thinking are essential.



Please refer to the '**Responses to Reading**' Booklet

Context-Text Model



Explicit links exist between reading and writing.

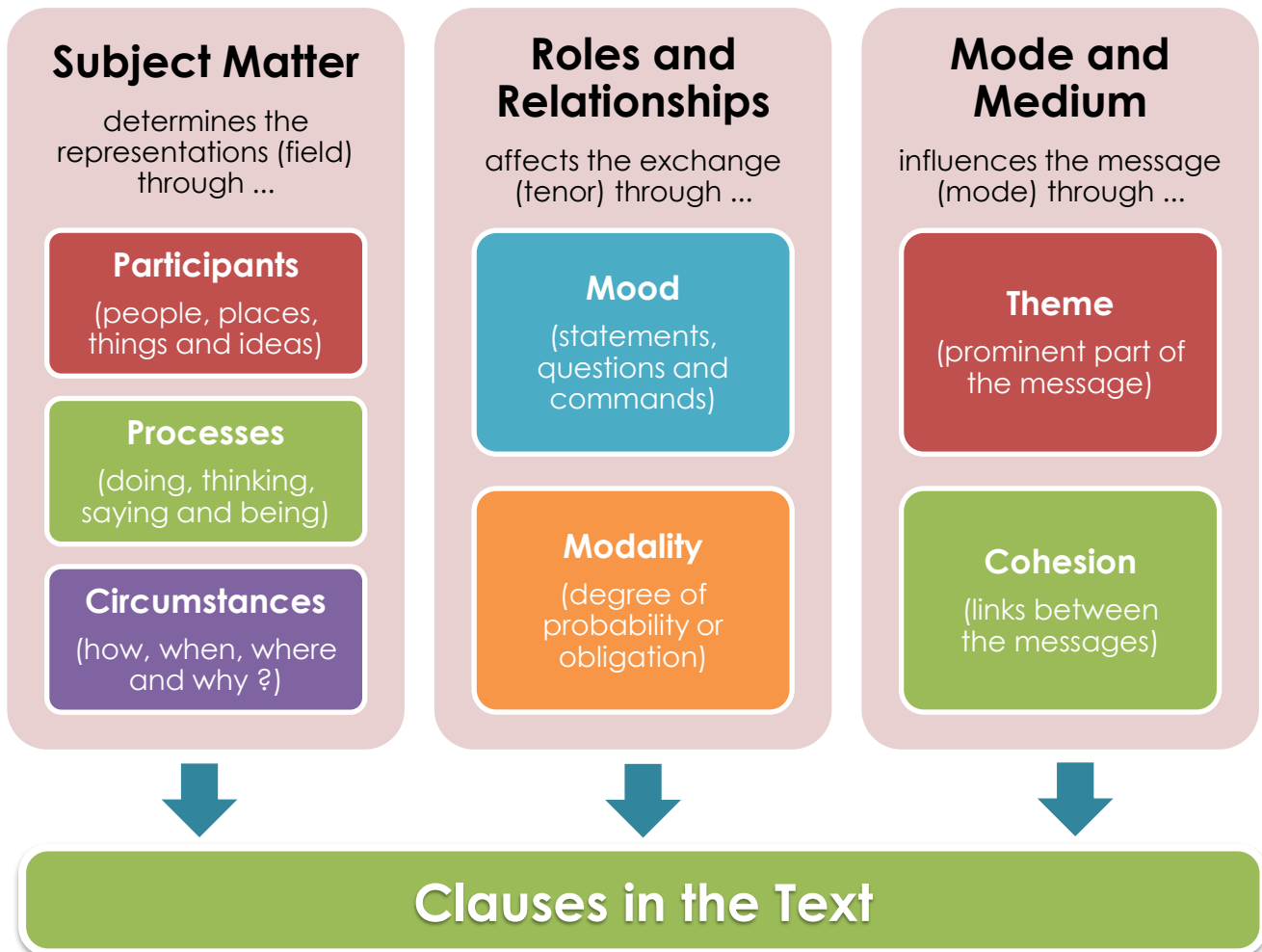
As readers, learners require a knowledge of the systems and symbols that make up texts in order to be able to successfully decode, analyse and comprehend.

Likewise, as writers, learners need to apply the same knowledge and skills to compose effective texts within the cultural context.

For example, learners may experience the same situation of a car accident on their way home from school. Each learner may select a different way to respond to what they had seen (read/viewed) through writing. The textual features will vary according to the genre and specific text type.



	Writer One	Writer Two	Writer Three	Writer Four
Subject Matter	Car Accident	Car Accident	Car Accident	Car Accident
Text Type	TV Report	Conversation	Recount	Persuasive
Roles	TV Reporter (Give Information)	Friend (Give Information)	Writer for Self (Personal)	Writer (Persuade others)
Relationships	Distant	Close/Casual	Informal	Formal/Distant
Mode	TV Report	Telephone Call	Written	Written
Medium	Multimodal	Oral	Diary Entry	Letter to Editor

Systems of Choice



Clauses

A clause is a unit of meaning containing a **fully contained verb** (finite verb) or a **verb group**. Clauses can be classified as being **independent** or **dependant**.

<h3><i>Independent Clauses</i></h3>  <p>The cat chased the rat.</p> <p>An independent clause is the main clause that has a single self contained message. Independent clauses <u>can</u> stand on their own.</p>	<h3><i>Dependent Clauses</i></h3>  <p>The cat chased the rat until it was exhausted.</p> <p>A dependent clause must be linked with an independent clause. Dependent clauses <u>cannot</u> stand on their own.</p>
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Participants (Nouns)

The **people**, **places**, **things** and **ideas** in a text represented by noun groups

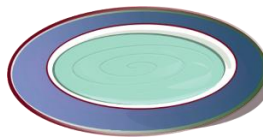
People	Places	Things	Ideas
Australians	Finland	rabbit	gluttony
Sheila	Rockhampton	pencil	happiness
Grandad	there	mountain	greed
Bryan	here	tree	sorrow
girl	Australia	jacket	love
boy	Yeppoon	birthday cake	fear

Human



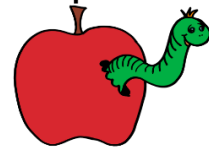
The Prime Minister is here.

Concrete



The plate was empty.

Specific



These apples have worms.

or

Non Human



The fruit salad is tangy

or

Abstract



Happiness is contagious.

or

Generalised



Ice creams melt in the sun.

Pronouns

Pronouns are words used in the place of a noun. Pronouns refer to a person or thing to avoid repeating its name each time. Pronouns and Proper Nouns are also referred to as participants.

Types of Pronouns

Personal I, me, you, he, him, it, we, us, they, them, she, her	Possessive (Determiners) mine, yours, his, hers, my, its, ours, theirs	Reflexive myself, yourself, himself, herself, itself, oneself, ourselves, yourselves, themselves
Indefinite anyone, someone, everybody, no one, each	Relative who, whose, which, that, whom	Interrogative who, which, that
Reciprocal each other, one another	Person I, you, he, she	Number I, we, she, he, they
Gender Third Person only he, she, it	Case Subjective – I Objective – me	

Nominalisation is when a process or verb is changed to a participant.

Nominalisations can be formed simply by using the present participle form of the verb, such as 'singing', 'running', 'killing' or by adding **suffixes** such as ... '-tion'; '-ment'; '-al'; '-age'; and '-ity'.

Example ... 'They shoot kangaroos' can be changed to 'The shooting of kangaroos ...'

Noun Groups

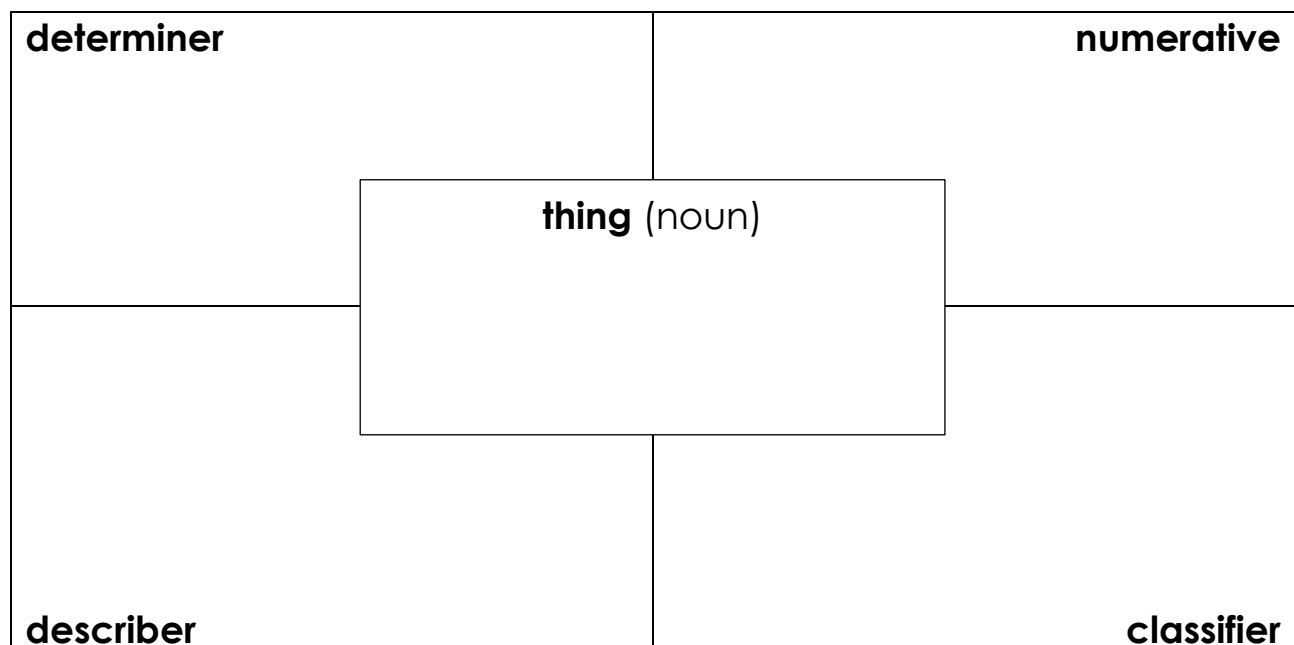
Noun groups can contain two or more elements and are developed to form the basis of a sentence.

Determiner	asks, shows or points out ownership
Numerative	indicates a number or value
Describer	used to describe the noun and is the same as an adjective
Classifier	puts the noun into a class – 'What it is NOT'; colours are classifiers
Thing	the 'noun'

Determiner	Numerative	Describer	Classifier	Thing
the	several	naughty	school	window
her	few	beautiful	primary	sunset
his	five	attractive	secondary	dog
their	ninety-nine	tall	Australian	fence
our	couple of	short	Asian	chair
a	some	wonderful	Victorian	mug
an	many	new	Queensland	lady
that	twelve	shiny	Parkhurst	street
those	lots of	elderly	English	mountain
this	dozen	handsome	harmless	house
my	pair	rude	artificial	lady
these	group of	young	tennis	carpet

Pronouns are also determiners and point out ownership or possession

Examples : my, mine, his, her, their, yours, its



Plurals

Depending on the numerative selected, plural rules may change the determiner and noun.

Noun Complexes





Two or more participants maybe linked together to form another noun group.

This type of noun group is a noun complex.

Example ... Birds, animals and insects died in the recent bushfire.

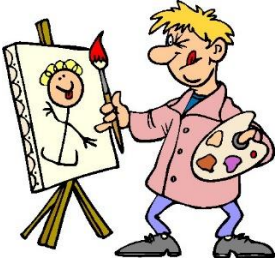
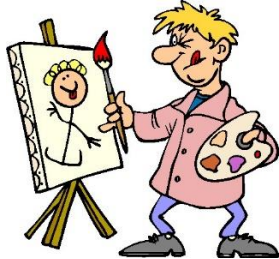
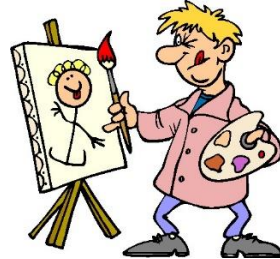
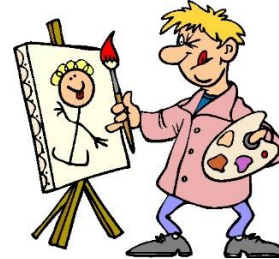
Processes (Verbs)

Processes are used to connect participants to their circumstances.

Material (actions/doing)  physical actions	Verbal (saying)  report or project speech	Mental (thinking/feeling)  from our heads and our hearts	Relational (being/having)  'this is this' 'this has this'
Examples run skip fish dive dance make paint pulls	Examples said scream replied toasted suggested shouted gossip chats	Examples feels believes hopes thinks wondered sounds sees knows	Examples is are be has have means appears were

Tense

Tense refers to time and tells when a process is taking place.

Present  The artist is painting .	Past  The artist painted .	Future  The artist will paint .	Timeless Present  Artists paint .
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Related Elements

The following elements also apply to processes and verbs and may form the basis of modelled writing lessons or be explicitly explored during shared reading experiences.

- Irregular Verbs
- Verb Groups
- Intransitive Verbs
- Subjects
- Participles
- Transitive Verbs
- Subject : Verb Agreeance
- Active and Passive Voice
- Auxiliary Verbs
- Nominalisation
- Infinitives

Circumstances

Circumstances refer to how, how far, how long, how often, when, where, with whom and as what in a sentence. Circumstances are indicated by prepositional phrases, adverbial groups or noun groups in a sentence.

Circumstances can also be expressed as ...

A single word Tomorrow, there	A small group of words from Brisbane, very skilfully	A larger group of words because of the rain ...
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To test for a circumstance ...

It can be left out and the sentence still makes sense  Mabel sells flowers at the markets.	It can be moved  At the markets, Mabel sells flowers.	It does not contain a process  Mabel sells flowers <u>at the markets.</u>
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Prepositional Phrases (place, space and time)	Adverbial Phrases (manner, frequency or degree)	Noun Groups (a word or words representing location/time)
How long ? How far ? With whom ? As what ? About what ?	How often ? To what degree ? How ? When ? Where ?	there downstairs here later

Prepositions

Time and Date at, before, in, on	Time and Projection to, till, until, soon, after
Space and Location at, it, into, on, onto	Space and Movement from, to, at, in, by, on, into, onto, off, out
Time and Duration from, since, for, during	Position/Spatial Metaphors above, over, under, below

Adverbs

Adverbs are modifiers that say something 'extra' about a verb, adjective or another adverb. An adverb can express some relation of time, place, manner, frequency or degree to what is happening in the clause or sentence. Adverbs are often adjectives with an 'ly' added. The word 'very' can also be placed in front of an adverb. Example ... 'very rudely'.

Manner effortlessly	Time recently	Location there
Frequency occasionally	Degree almost	

Noun Groups as Circumstances

Noun groups can also provide information about where and when a process takes place.

When ?	Where ?
 <p>Elvis has a piano recital <u>next week</u>. Elvis performs <u>every Summer</u>.</p>	 <p>Elvis practises his piano <u>downstairs</u>. Elvis practises <u>here</u>.</p>

Related Elements

The following elements also apply to processes and verbs and may form the basis of modelled writing lessons or be explicitly explored during shared reading experiences.

- Modifiers
- Objects

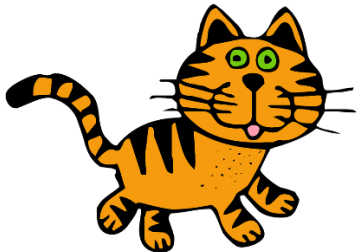
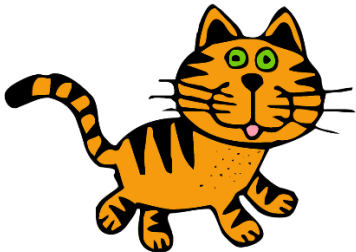
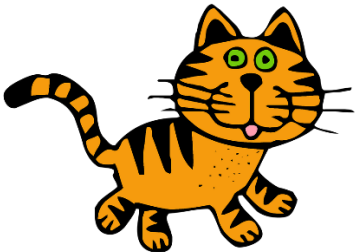
Create a Natty Noun Group

- Select a word from each column below.
- Rearrange them to create a noun group that makes sense.
- It may be necessary to substitute some words or change their form, depending on the numerative selected.
- Write your completed sentence on the line below the table.

<i>Determiner</i>	<i>Numerative</i>	<i>Describer</i>	<i>Classifier</i>	<i>Noun</i>
a an his her their the those these my this that which our your what	some many five twenty several set of few only single multiple couple of three group of bunch of kilo of	pretty hungry gorgeous attractive angry happy terrific wonderful red expensive young spacious fast tall naughty	Australian native winning losing artificial ancient modern real school primary Chinese Parkhurst tennis poisonous Thai	dog cat man child book table plant cloud bicycle telephone singer clown dolphin lifesaver model

The Mood System

The Mood System enables us to **make statements**, **ask questions** and **give commands**.
There are three moods ...

The Declarative Mood	The Interrogative Mood	The Imperative Mood
		
This is a cat. Statements You <u>give</u> information	Who owns this cat ? Questions You <u>want</u> information	Get this cat out now ! Commands You <u>want something done</u>
Statements have even intonation.	Questions have an upward inflection at the end.	Commands have emphasis on the initial verb.
Starts with a participant. Ends with a full stop.	Starts with a determiner. Ends with a question mark.	Starts with a process. Ends with an exclamation mark.

Question Starters

- | | | | | |
|----------|-----------|----------|------------|-----------|
| - What ? | - Where ? | - When ? | - Why ? | - Who ? |
| - How ? | - Which ? | - Did ? | - Will ? | - Have ? |
| - Has ? | - Do ? | - Can ? | - Does ? | - Is ? |
| - Are ? | - Were ? | - Had ? | - Should ? | - Would ? |

Question Types

Yes/No

What, how, where, when and why starters

Question Tags

- Do you want to come to my house ?
- Where were you last night ?
- You're his friend, aren't you ?





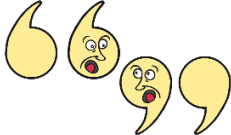
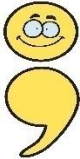




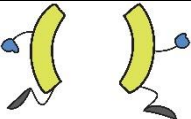

Reasons for Questions

- | | | |
|------------------|------------------|---------------------|
| - Make requests | - Ask permission | - Seek a suggestion |
| - Ask for advice | - Persuade | - Willingness |
| - Deciding | - Offering | - Invitation |
| - Likes | - Dislikes | - Preferences |

Reasons for Commands







- Give orders
- Instruct
- Warn or caution
- Remind
- An informal matter
- Insist

Punctuation Marks

	<p><i>Full Stop</i></p> <p>A full stop marks the end of a sentence.</p>
	<p><i>Question Mark</i></p> <p>A question mark is used instead of a full stop at the end of a direct question.</p>
	<p><i>Capital Letters</i></p> <p>Capital letters are used at the beginning of a sentence or at the beginning of a proper noun.</p>
	<p><i>Exclamation Mark</i></p> <p>An exclamation mark adds emphasis, strength at the end of a sentence or indicates a command.</p>
	<p><i>Speech Marks</i></p> <p>Speech marks (or quotation marks) surround spoken words in texts.</p>
	<p><i>Semi Colon</i></p> <p>A semi colon is used to separate two parts of a sentence that could be written as two separate parts or to separate phrases within a list of longer phrases</p>
	<p><i>Colon</i></p> <p>A colon is used when you are about to write a list or introduce the next part of a sentence.</p>
	<p><i>Comma</i></p> <p>A comma separates three or more items in a list.</p>
	<p><i>Apostrophe</i></p> <p>An apostrophe makes contractions, (showing where a letter is left out) or to point out ownership.</p>
	<p><i>Dash or Hyphen</i></p> <p>A dash or hyphen adds more information or additional comments to a sentence or creates compound words.</p>
	<p><i>Brackets</i></p> <p>Brackets are used to add additional information in a sentence.</p>
	<p><i>Ellipses</i></p> <p>Ellipses may show a pause in someone's thoughts or speech. Ellipses may also be used to build tension or show a sentence is not finished.</p>

Modality

Modality is used to interact with others in a number of degrees.

<p>Certainty</p>  <p>We <u>will</u> visit Grandpa today.</p>	<p>Usuality</p>  <p>We <u>usually</u> visit Grandpa today.</p>	<p>Possibility</p>  <p>We <u>might</u> visit Grandpa today.</p>
<p>Probability</p>  <p>We <u>probably will</u> visit Grandpa today.</p>	<p>Obligation</p>  <p>We <u>must</u> visit Grandpa today.</p>	<p>Inclination</p>  <p>We are <u>keen</u> to visit Grandpa today.</p>

Modal Adjuncts

Modal adjuncts express a writer's judgment regarding the 'truth' of the proposition. They typically appear just before or after the finite. They can also however, appear after the start of the preposition.

Modal adjuncts include ...

<p>Presumption</p> <p>evidently, apparently, presumably, clearly, no doubt, obviously, of course, personally, honesty</p>	<p>Usuality</p> <p>always, often, usually, regularly, typically, occasionally, seldom, rarely, ever, never, once</p>
<p>Probability or Obligation</p> <p>certainly, surely, probably, perhaps, maybe, possibly, definitely, positively</p>	<p>Time</p> <p>yet, still, already, once, soon, just</p>
<p>Intensity</p> <p>just, simply, ever, only, really, actually, seriously</p>	<p>Degree</p> <p>quite, almost, nearly, totally, entirely, utterly, completely, literally, absolutely, scarcely, hardly, on the whole, provisionally</p>
<p>Inclination</p> <p>gladly, willingly, readily</p>	

Modal Verbs

Modality can be seen as the distance between **YES** and **NO**.

It adds probability, certainty or obligation.

Modality is often expressed by verbs, modal verbs.

They include can, could, will, would, shall, should, ought to, must, may an, might.

YES	are	Cigarettes are bad for you.	HIGH (positive)
↑	must	Cigarettes must be bad for you.	↑
↑	can	Cigarettes can be bad for you.	↑
↑	could	Cigarettes could be bad for you.	↓
↑	may	Cigarettes may be bad for you.	↓
↑	might	Cigarettes might be bad for you.	LOW (positive)
↓	might not	Cigarettes might not be bad for you.	LOW (negative)
↓	may not	Cigarettes may not be bad for you.	↑
↓	could not	Cigarettes could not be bad for you.	↑
↓	cannot	Cigarettes cannot be bad for you.	↓
↓	should not	Cigarettes should not be bad for you.	↓
NO	are not	Cigarettes are not be bad for you.	HIGH (negative)

'Shades' of modality can be added by using probably, possibly, certainly, surely, it is possible that ... and other similar words.

Modal Auxiliaries

Modal auxiliaries are used to modify the verb group.

Modal auxiliaries are always placed first before other auxiliaries.

Example ... 'must have fallen'

- can
- shall
- will
- may
- must
- ought
- could
- should
- would
- might

The auxiliaries, 'will' and 'would' are often contracted to 'll' and 'd'.

Related Elements

The following elements also apply to processes and verbs and may form the basis of modelled writing lessons or be explicitly explored during shared reading experiences.

- affirmative and negative
- low modality
- high modality
- contractions
- punctuation

Theme and Rheme

In every sentence, there is a **theme** and a **rheme**.

The first part of a clause forms the **theme** and shows the direction that the text is going.

The **rheme** is what remains of the clause and may add new information.

Paragraphs and larger texts may also have a theme and a rheme.



Early last year, we bought a dog.

Theme
(Starting Point)

Early last year,

Rheme
(New Information)

we bought a dog.

The theme and rheme can often be reversed to place emphasis on the most significant element. In the example above, the significant element was the **circumstance of time** (ie; early last year). In the example below, the significant element was the **process** (ie; buying a dog).



We bought a dog early last year.

Theme
(Starting Point)

We bought a dog

Rheme
(New Information)

early last year.

The theme often includes the first participant, circumstances or process in the clause. The participant that is the subject of the process is usually placed in the theme position.

Example

My pet budgie

Theme

is a good speaker

Rheme

In some clauses, the theme may only contain a process.

Give

Theme

the budgie its seed, please.

Rheme

Cohesion

Cohesion is the linking of ideas within a text or sentence that holds it together as a single quality unit, not a random sequence of thoughts or sentences and gives it meaning. Cohesion is achieved by a number of devices or cohesive ties as outlined below.

Conjunctions time/sequence compare/contrast cause and effect addition exemplify/show results	Reference Chains (grammaral, co-reference and co-classification) pronouns substitution elipses	Lexical Chains repetition synonymy antonymy hyponymy collocation meronymy
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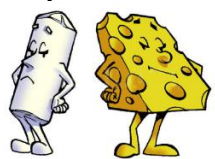


Conjunctions

Logical relations are represented by conjunctions.

Conjunctions are often called **joining words** or **connectives** and are used to link units of words or pieces of information together in texts.

They can be used within sentences to join clauses together.

There are different types of conjunctions.

Temporal (Time) 	first, when, now, at this point, meanwhile, after a while, in the end, finally, next, lastly, at this moment, next time, at once, afterwards, then, there, hitherto, until then, soon, straightaway, previously, as long as, secondly, since, after
Cause/Effect 	so, consequently, an effect of, otherwise, yet, despite this, all the same, accordingly, moreover, then, hence, caused by, in that case, still, however, nevertheless, so as, an outcome of, therefore, because, stemmed from, as a consequence of, though, even though, as a result of, an upshot of, so that
Compare/Contrast 	however, in spite of this, whereas, on the other hand, in other respects, nevertheless, differs from, on the contrary, rather, elsewhere, instead, also, in that respect, alternatively, nor, neither, likewise, similarly, then
Additive (Joining) 	also, furthermore, moreover, but, besides, as well, and, not only, while, without, besides, additionally, in addition
Exemplify/Show Results 	for example, including, such as, consequently, for instance, these include, accordingly, therefore, for one thing, as exemplified by, as a result of, through

Reference Chains

Reference Chains are chains of words which unite and refer to the same participant throughout a text, usually by a noun or a pronoun.

Pronouns can be used to link a participant (noun) throughout a text. In this way, a chain of information, (known as a reference chain) is created as all of the words refer to the same participant. In some texts, there may be several chains used. Pronouns can also be used to replace or substitute a participant.



Butterflies are insects.
Their bodies comprise three parts.
They have two wings and a pair of antennae.

Pronouns

Refer to **Participants** section for lists of Pronouns

Ellipses

Ellipsis allows us to leave out unnecessary words within a text without changing its clarity. The skills of ellipsis can be modelled as part of the editing process.



You mix ~~the~~ ingredients well
~~Are you~~ looking for someone ?
I like the design but ~~I do not like~~ the colour.

We must be careful to ensure our message is clear, unambiguous and does not have multiple meanings. This is particularly the case in news headlines. In these examples the messages need some analysis. In the second headline, '**Man Chases Girl With Knife**', it is not clear whether the man or the girl has the knife. Grammatically, the girl has it but common sense tells us that the man is probably holding it. Headlines with double meanings are very common and attract the reader's attention. They are also referred to as 'puns' or 'plays on words'



Lexical Chains

Lexical chains are chains of words which unify a text by linking a particular theme.

Repetition

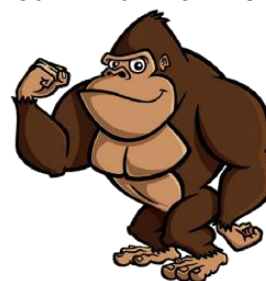
(Words that are repeated)



Amphibians have backbones.
Frogs, toads and salamanders
are amphibians.
Amphibians lay their eggs in water.

Synonymy

(Words with similar meaning)



The gorilla is the gentle giant of the
African Rainforest. It is larger and stronger
than a human. The largest of the apes
can reach a height of 1.75 metres.

Antonymy

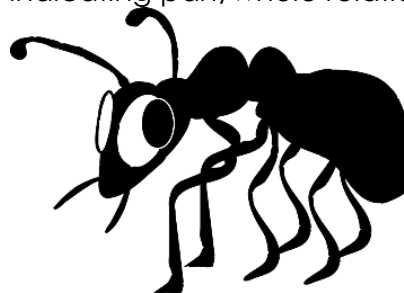
(Words with contrasting meaning)



Many animals which were in danger
of extinction have been saved.
Some animals are in danger at present
and will suffer in the future if we do
not take steps to save them now.

Meronymy

Words indicating part/whole relationships)



Elephant
trunk-eyes-tusks-ears-tail-legs

Ant
abdomen-thorax-head-legs-antennae

Hyponymy

(Words connecting classes of items)

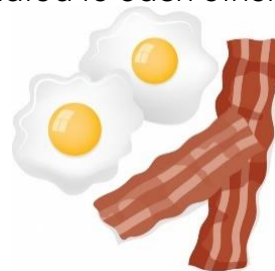


Mammals
dogs, cats, rabbits, humans,
kangaroos, whales

Cutlery
Knife, fork, spoon

Collocation

(Words related to each other in context)



cook - stove - oven - bake
bacon and eggs
Adam and Eve
fish and chips
Rum and Coke
pie and peas



Ten Steps to Better Sentences

2	determiner
----------	-------------------

+

3	numerative
----------	-------------------

+

4	describer
----------	------------------

+

5	classifier
----------	-------------------

+

1	noun (thing)
----------	---------------------

Remember your **plural rules** for your noun if your numerative indicates **more than one**

7	add a modal auxiliary probability/obligation
----------	--

+

6	add a process material/verbal/mental/relational
----------	---

+

8	add a circumstance adverbial (how/why?)
----------	---

9	add a circumstance prepositional (where?)
----------	---

+

10	add a circumstance prepositional (when?)
-----------	--

consider adding another participant
--

consider its final placement

illustrate your completed sentence

Write your complete sentence

Change the tense (past)

Change the tense (future)

Change the participant to a pronoun

Write it as a command and ellipse

Write it as a question

Key Genres

Genres are categories of texts that have a shared social purpose and generic structure. Text Types fall within each of these categories and may take a variety of forms, modes and media.

Genre Categories

Narrative

- To narrate events, to entertain
- Orientation - Complication - Resolution

Exposition

- To persuade, to express a point of view
- Thesis - Argument - Reiteration

Procedure

- To instruct someone to make or operate something
- Orientation - Materials - Steps

Report

- To describe how things are in the environment
- Title - Classification/General Statement - Description

Recount

- To recount personal experiences
- Orientation - Events - Reorientation

Explanation

- To give an account of how something works or reasons for some phenomenon
- General Statement - Sequenced Explanation of why/how something occurs

Transaction

- To invite, inform, request or make a formal inquiry
- Structure varies according to purpose

Discussion

- To present information about both sides of a topic or issue
- Issue - Arguments for ... Arguments against ... Recommendation

News Report

- To present news or information
- Headline - Introduction (Lead Sentence) - Body (Supporting Facts) - Tail

Poetry

- To express feeling and reflections in experiences, people and events
- Structure depends on the type of poem

Text Types

Writing is undertaken for a variety of purposes and for different audiences. These different forms of writing are often known as text types. Texts can be **literary** or **non-literary**

Literary texts are made up for creativity, to entertain or elicit an emotional response by using language to create mental images. **Non Literary Texts are factual texts** that are real, provable, are about facts and opinions inform, instruct or persuade audiences by giving facts and information.

Below is a table of the different text types, purposes and features that are included in the Australian Curriculum. The type of text used by a writer should always suit the purpose and the intended audience.

Literary Texts

Narratives

Purpose	Features	Examples
<ul style="list-style-type: none">- tells a story using a series of events	<ul style="list-style-type: none">- the scene is set in a time and place and characters are introduced- usually has a problem that is addressed- may contain a message for the reader	<ul style="list-style-type: none">picture books, plays, cartoons, mystery, fantasy, adventure, science fiction, historical fiction, fairy tales, myths, legends, fables

Literary Recount

Purpose	Features	Examples
<ul style="list-style-type: none">- retell events from novels, plays, films and personal experiences to entertain others	<ul style="list-style-type: none">- begins with background information (eg; character, time and place)	<ul style="list-style-type: none">- recounts of traditional stories- a humorous and creatively interpreted recount of an ordinary incident that actually took place

Literary Description

Purpose	Features	Examples
<ul style="list-style-type: none">- describes people, characters, places, events and things in an imaginative way	<ul style="list-style-type: none">- describes characteristic features of the subject (eg; physical appearance, behaviour)- often forms a part of other pieces of writing	<ul style="list-style-type: none">- description of a character or setting within a story

Literary Review

Purpose	Features	Examples
<ul style="list-style-type: none">- summarises, analyses and assesses the appeal of a novel, play or film to a broader audience	<ul style="list-style-type: none">- describes how the features (eg; character, plot, language features, humour, etc) may or may not appeal	<ul style="list-style-type: none">- commentary on a film, book or play

Personal Response

Purpose	Features	Examples
<ul style="list-style-type: none">- gives a personal opinion on a novel, play or film, referring to parts within the passage	<ul style="list-style-type: none">- describes how you feel about a film, novel, book or play- lists what did and did not appeal to you- may comment on some of the features of the writing	<ul style="list-style-type: none">- what did you like about ... and why ?- describe why you do or do not like this story/poem ?

Non-Literary Texts – Factual Texts

Factual Description

Purpose	Features	Examples
<ul style="list-style-type: none">- describes a place or thing using facts	<ul style="list-style-type: none">- begins with an introductory statement- systematically describes different aspects of the subject- may end with a concluding statement	<ul style="list-style-type: none">- landscape descriptions

Explanation

Purpose	Features	Examples
<ul style="list-style-type: none">- explains how or why something happens	<ul style="list-style-type: none">- starts by naming the topic- describes items related to the topic in their correct order- explains how the items relate to each other and the topic- may end with a concluding statement- may include visual images (eg; flowcharts and diagrams), which support what is written in words- written in the present tense	<ul style="list-style-type: none">- the life cycle of the butterfly- how gears work- labelled diagrams- flowcharts

Factual Recount

Purpose	Features	Examples
<ul style="list-style-type: none">- retells events which have already happened in time order	<ul style="list-style-type: none">- begins with background information (ie; who, when and where)- describes the series of events in time order- may end with a personal comment	<ul style="list-style-type: none">- historical report

Procedure

Purpose	Features	Examples
<ul style="list-style-type: none">- gives instructions on how to make or do something	<ul style="list-style-type: none">- begins with a statement of goal (may be the title)- lists materials in order of use- gives a series of steps (instructions) in order- each instruction begins with a verb in the present tense	<ul style="list-style-type: none">- recipes- instructions- manuals- guides

Information Report

Purpose <ul style="list-style-type: none">- classifies, describes and gives factual information about people, animals, things or phenomena	Features <ul style="list-style-type: none">- begins with a general classification or definition- lists a sequence of related information about the topic- ends with a concluding comment	Examples <ul style="list-style-type: none">- facts about whales
---	---	--

Procedural Recount

Purpose <ul style="list-style-type: none">- tells how something was made or done in time order and with accuracy	Features <ul style="list-style-type: none">- begins with a statement of what was made or done- tells what was made in order- written in the past tense	Examples <ul style="list-style-type: none">- documentaries- retelling a science experiment and its results
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Non-Literary Texts – Persuasive Texts

Exposition

Purpose <ul style="list-style-type: none">- gives reasons for a point of view to try and convince others of it	Features <ul style="list-style-type: none">- begins with a sentence that gives a point of view on a topic- lists the arguments giving reasons and evidence for them- uses convincing language (eg; 'will damage' instead of 'may damage')	Examples <ul style="list-style-type: none">- a team's argument for a debate
---	--	--

Discussion

Purpose <ul style="list-style-type: none">- gives different points of view in order to make an informed decision	Features <ul style="list-style-type: none">- begins with some background information leading to the issue- lists arguments for and against, giving evidence for different points of view- conclusion might sum up both sides or recommend one point of view	Examples <ul style="list-style-type: none">- should cars be banned from the inner city ?
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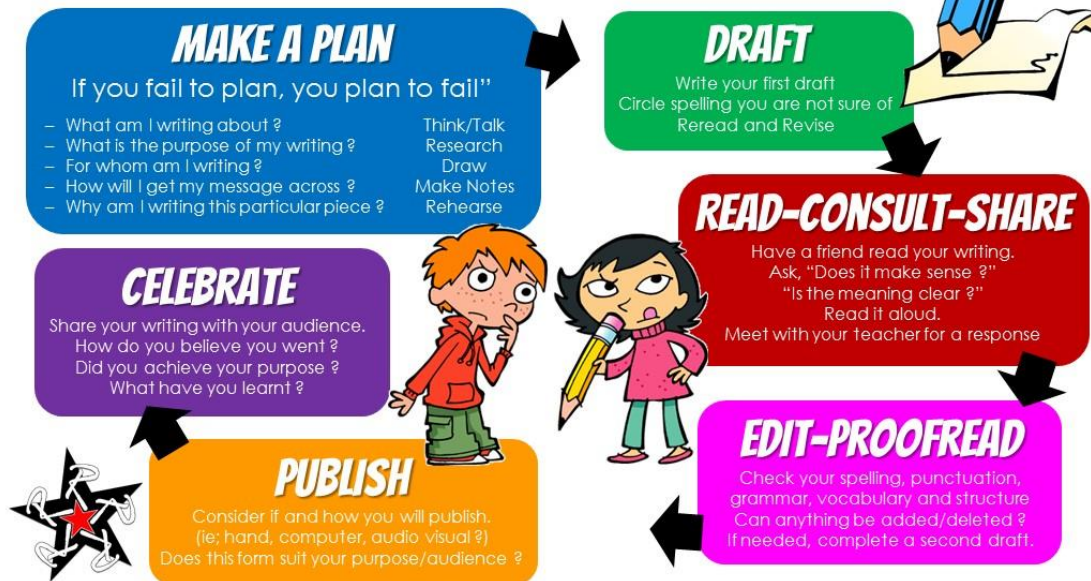
Please Note

- This is not an exhaustive list of all genre and related text types
- Please refer to the **Blake's Writer's Guide** and **Parkhurst State School Writing Program** and the **Responses to Reading Booklet** for more information about genre and text types





The Writing Process



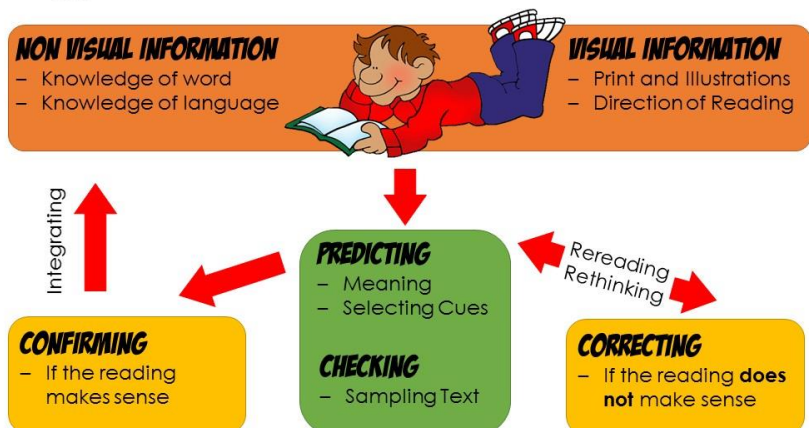
Writing Elements

- Every text, being read or composed contains the following elements.
- When deconstructing texts through modelled reading or writing, emphasis needs to be placed on each element to develop knowledge and skills.
- NAPLAN calls upon learners as readers and writers to demonstrate their knowledge and application of each element in the reading and writing tasks provided annually,

- ☐ Audience
- ☐ Purpose
- ☐ Text Structure
- ☐ Ideas
- ☐ World Knowledge
- ☐ Spelling
- ☐ Vocabulary
- ☐ Grammar
- ☐ Punctuation
- ☐ Paragraphing
- ☐ Sentence Structure
- ☐ Characters



The Reading Process



Responses to Reading

Writing should not be limited to the key genre and related text types.

Following reading experiences, a variety of structures can be used as responses to reading, reinforcing a wide range of skills, including ...

- Determine comprehension skills
- Locating the main idea
- Sequencing
- Reinforcing text features
- Focusing on print concepts
- Innovating on storylines
- Making predictions
- Unpacking the plots of stories
- Analysing characters and events
- Determining relationships
- Comparing and contrasting
- Identifying cause and related effects
- Identifying and rating major incidents/events
- Determine listening skills
- Substitute missing words
- Note Taking
- Represent texts visually using graphic organisers
- Brainstorming
- Develop decoding strategies
- Extend stories (pre/post)
- Story reviews
- Synthesising information
- Three Level Guides
- Question-Answer-Relationships (QAR)
- Summarising Texts
- Making Lists
- Predicting
- Inferring
- Making Connections
- Building Vocabulary



Examples of Structures

Refer to Responses to Reading for Teaching Sequence

- | | | |
|------------------------|---------------------|--------------------|
| - Sharing a Text | - Story Ladder | - Circle Story |
| - Sematic Map | - Semantic Web | - Story Map |
| - Character Profile | - Plot Profile | - Incident Summary |
| - Sociogram | - Timeline | - Episodal Web |
| - Read and Retell | - Story Retell | - Note Taking |
| - Cloze | - Retrieval Chart | - SQ3R |
| - Structured Overview | - Agony Column | - Burgess Summary |
| - Clever Cloze | - Draw a Story | - Text Innovation |
| - Literary Journal | - Literary Letter | - Story Review |
| - Literary Passport | - Literary Report | - Literary Poster |
| - Literary Report Card | - Wall Story | - Story Ratings |
| - Story Schema | - Sketch to Stretch | - Substitution |
| - Three Level Guides | - QAR | - SCORE |
| - Top Level Structures | | |

Graphic Organisers

Graphic organisers guide learners' thinking as they fill in and build upon a visual map or diagram. Graphic organisers are some of the most effective visual learning strategies for students and are applied across the curriculum to enhance learning and understanding of subject matter content.

In a variety of formats dependent upon the task, graphic organisers facilitate students' learning by helping them identify areas of focus within a broad topic, such as a novel or article. Because they help the learner make connections and structure thinking, students often turn to graphic organisers for writing projects.

In addition to helping students organise their thinking and writing process, graphic organisers can act as instructional tools. Teachers can use graphic organisers to illustrate a student's knowledge about a topic or section of text showing areas for improvement. For more graphic organiser examples including, webs, concept maps and mind maps.

Definition of a Graphic Organiser

A graphic organiser is a visual display that demonstrates relationships between facts, concepts or ideas. A graphic organiser guides the learner's thinking as they fill in and build upon a visual map or diagram. They are also informally used as a term to describe all visual learning strategies such as concept mapping, webbing, mind mapping, and more.

Types of Graphic Organisers

Webs, concept maps, mind maps and plots such as stack plots and Venn diagrams are some of the types of graphic organisers used in visual learning to enhance thinking skills and improve academic performance on written papers, tests and homework assignments.

How to Use Graphic Organisers

Graphic organisers are tools that can be used to visualize and organise information. Because graphic organisers are often used as prompts for students to fill in the blanks, graphic organisers provide many benefits to students who use them including ...

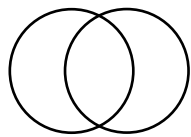
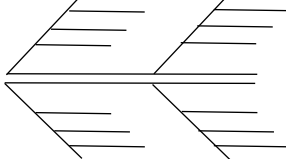
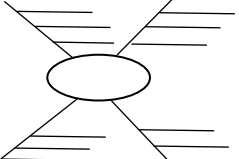
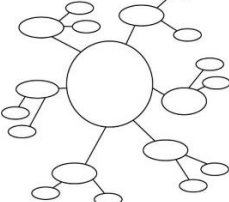
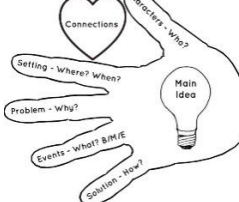
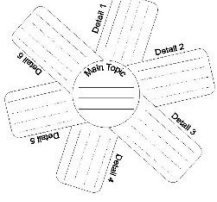
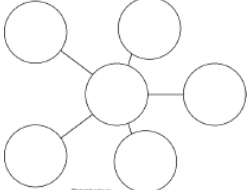
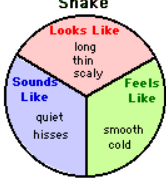

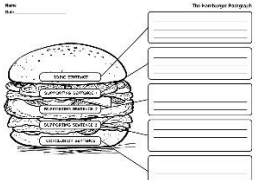


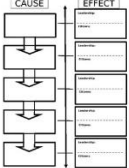
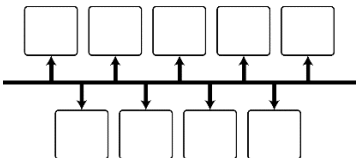

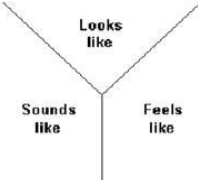
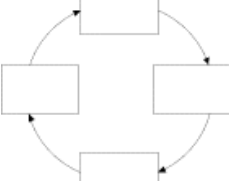
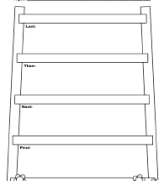
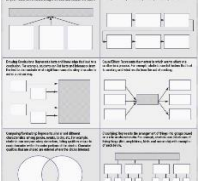
- helping students structure writing project
- encouraging students to make decisions
- making it easy for students to classify ideas and communicate
- allowing students to examine relationships
- guiding students in demonstrating their thinking process
- helping students increase reading comprehension
- making it easy to brainstorm
- encouraging students to organise essential concepts and ideas
- making it clear how to break apart a story into the main elements (intro, rising action, climax, etc.)

Teaching with Graphic Organisers

Used across the curriculum, teachers use graphic organisers to teach many things, including but not limited to ...

- cause and effect
- note taking
- comparing and contrasting concepts
- organising problems and solutions
- relating information to main themes and ideas
- organisational skills
- vocabulary knowledge
- sequencing

Please note, these are only a few of the many examples of graphic organisers.

Venn Diagrams 	Fish Bones 	Unpacking Ideas 																												
Mind Maps 	Hand Organiser 	Cluster Diagrams 																												
Concept/Web Maps 	T Charts <table border="1" data-bbox="619 743 970 922"> <thead> <tr> <th>Looks Like</th><th>Sounds Like</th></tr> </thead> <tbody> <tr><td>.....</td><td>.....</td></tr> <tr><td>.....</td><td>.....</td></tr> <tr><td>.....</td><td>.....</td></tr> <tr><td>.....</td><td>.....</td></tr> </tbody> </table>	Looks Like	Sounds Like	+ves, -s and interesting <table border="1" data-bbox="1066 734 1375 922"> <thead> <tr> <th colspan="3">Moving to a Big City</th> </tr> <tr> <th>+</th><th>-</th><th>i</th></tr> </thead> <tbody> <tr><td>Many jobs</td><td>Expensive</td><td>More people</td></tr> <tr><td>Museums</td><td>Traffic</td><td>Mass transit</td></tr> <tr><td>Restaurants</td><td>Pollution</td><td>Shopping</td></tr> <tr><td>Parks</td><td>Crime</td><td>Close to airport</td></tr> </tbody> </table>	Moving to a Big City			+	-	i	Many jobs	Expensive	More people	Museums	Traffic	Mass transit	Restaurants	Pollution	Shopping	Parks	Crime	Close to airport
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Story Circles 	Ladders 	Kagan Structures 																												

Text One

Generic Structure

Textual Features

Where's my Ticket ?

Penny was driven to Temby Primary School by her Mum every day. They always went the same way.

Penny always enjoyed the drive to school, because it was the only time in all the day when she and her Mum got to talk without her big sister Sally being there.

They always left at half past eight and usually arrived at a quarter to nine. The school had a garden, a climbing frame and lots of good climbing trees. Penny liked getting there early to play before school started.

Today was different. Although it was the holidays, Mum and Penny were going to school by train. Well, they were not really going to school, but they were practising how to get there ! Penny's mother was starting a new job next term and Penny would have to take the train to school, all on her own.

Questions

1. What is this text ?
2. What is its purpose ?
3. Who may have written this text ?
4. Who might it have been written for ?
5. What form is it in ?
6. What is its structure ?
7. What are the key textual features ?

Text Two

**Generic
Structure**

**Textual
Features**

How to Blow up a Balloon

You will need

a balloon
a piece of string
a person to blow up the balloon

Steps

1. First pick up the balloon and put the opening in your mouth.
2. Hold the opening with your fingers so that when you blow the air goes in the balloon.
3. Next, you have to blow hard until the balloon grows to the size you want.
4. When it is the right size, twist the tube at the top of the balloon around to stop the air escaping.
5. Last of all, tie the string around the opening to keep the air in.

Questions

1. What is the this text ?
2. What is its purpose ?
3. Who may have written this text ?
4. Who might it have been written for ?
5. What form is it in ?
6. What is its structure ?
7. What are the key textual features ?

Text Three

Generic Structure

Textual Features

Water

Most of the Earth's surface is covered with water. Lakes, rivers, seas, oceans and ice cover about three quarters of the Earth.

Most of the water on Earth is salt water. Some of the fresh water is in lakes, or rivers or in the air, but most of it is frozen as ice in the poles.

Rain comes from the water that is in the air.

Rain that falls on the land seeps underground or goes into the rivers that flow into the sea.

The wind and sun make the water evaporate. In the sky, the water vapour forms into tiny drops to make clouds. Eventually, it comes down again as rain.

Questions

1. What is the this text ?
2. What is its purpose ?
3. Who may have written this text ?
4. Who might it have been written for ?
5. What form is it in ?
6. What is its structure ?
7. What are the key textual features ?

Text Four

Generic Structure

Textual Features

Sea Lions

Sea lions are sea mammals and are warm blooded. They breathe air through their lungs. The scientific name for the family they belong to is Neophoca Cinerea (Nee-o-fo-ka Sin-eer-ee-a).

Australian sea lions are about 250 cm long. Adult males (called bulls) grow to about three metres and are the largest Australian mammals. They no longer breed in Australia. The female sea lions are always smaller than the bulls in length and weight. Australian sea lions have a body shaped for slipping smoothly through the water and a thick layer of fat underneath their skin. They have a covering of hair, large eyes and long, stiff whiskers. They have long nostrils, long, sharp teeth and two pairs of short legs with the five toed feet flattened like paddles or fins.

When Australian sea lion pups are born, they feed on their mothers' milk. Sea lions have to come on dry land when they mate and have babies. Bull sea lions are big and dark and they mate with lots of females. If a baby pup goes near a bull, the bull will kill it. When the pup is trying to look for its mother, no other sea lion will feed it. If it can't find its mother, it will starve.

Australian sea lions are found along the south western shores of Western Australia and most of the South Australian coastline and off shore islands. Sea lions eat fish and squid.

Questions


1. What is the this text ?
2. What is its purpose ?
3. Who may have written this text ?
4. Who might it have been written for ?
5. What form is it in ?
6. What is its structure ?
7. What are the key textual features ?

Text Five

Generic Structure

Textual Features

The world's best animal is ...



Butterflies are the best animal in the world. The best animal in the world should be interesting and beautiful. Butterflies look amazing and they have many features that no other animal has.

Butterflies are beautiful. They have four wings. Every butterfly has a different pattern and colours on its wings. Some butterflies are so special that people travel to places just to see them. The Ulysses butterfly has beautiful bright blue patterns on its wings. People travel to Mossman Gorge near Cairns just to see a Ulysses butterfly.

Butterflies have a special life cycle. Most animals hatch out of eggs or are born live but caterpillars hatch from eggs, grow bigger, then change inside a chrysalis into beautiful butterflies. Some animals change as they grow, like a tadpole changes into a frog, but it doesn't change into a chrysalis first. Some insects like bees change from a pupa into a bee, but bees sting you. So they aren't as good as butterflies.

Butterflies don't hurt anyone or anything. They help nature. When they fly from flower to flower, they take pollen from one plant to another. So they are helping the plants.

Butterflies are very pretty and helpful so that is why butterflies are the best animal in nature.

Questions

1. What is the this text ?
2. What is its purpose ?
3. Who may have written this text ?
4. Who might it have been written for ?
5. What form is it in ?
6. What is its structure ?
7. What are the key textual features ?

Text Six

Generic Structure

Textual Features

A Trip to the Zoo

Yesterday my family went to the zoo to see the elephant.

When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope.

During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.

When we returned home we were tired but happy because we had so much fun.

Questions

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2. What is its purpose ?
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5. What form is it in ?
6. What is its structure ?
7. What are the key textual features ?

Text Seven

Generic Structure

Textual Features

Car Thief Caught Trapped in Target Vehicle

Jim Day, Staff Reporter

Wed Feb 25, 2009

CANBERRA

A bungling Australian car thief was nabbed after accidentally locking himself in the vehicle he was trying to steal, police said Wednesday.

Police were called to a house in Adelaide after two thieves were heard trying to steal a car. On arrival they were surprised to find a 53 year old man hiding inside the vehicle.

"The man, while breaking into the car, had locked himself in the car and couldn't get out," South Australian police said, adding a second thief was found hiding in nearby bushes.

Both men were charged and face court in two weeks.

Questions

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Text Eight

Generic Structure

Textual Features

The screenshot shows a web browser window with the address bar displaying <http://www.sharksneedprotecting.org>. The page has a blue background with a shark illustration at the top left. The main heading is "Sharks need protecting too". Below the heading is a paragraph: "Our prejudices against animals that we fear often outweigh our respect for the moral obligation to care for all creatures. Take for instance the shark. Commonly feared as killers, many shark species are themselves in danger of extinction due to the malicious practices of some humans." To the left of the main text is a vertical list of points, each preceded by a circular icon. The points are: 5. Shark finning is a significant cause of the rapid and massive disappearance of these magnificent creatures from our oceans. Each year, over 100 million sharks are slaughtered due to this merciless practice. The numbers of some species have dropped by 90% over the last 20 years. 10. Finning is the barbaric practice of chopping off the sharks' fins, often while they are still alive, and then throwing the doomed creatures back into the sea. Sharks must keep moving to breathe. Without fins they cannot swim, so they sink to the bottom of the ocean. There they die an agonising death by suffocating or being eaten alive by other fish. 15. This cruel practice is able to thrive because the sale of shark fins is a highly profitable commercial venture. Those who kill the sharks do so for the huge profit gained from the sale of the fins. Used in soups and medicines, they command high prices. Shark flesh can also be sold but the profits are far less than from selling just fins. To sell the whole shark, fishermen must carry the bulky shark carcasses back to shore, thus reducing the quantity of fins they can transport. So the fishermen leave the definned sharks defenceless and dying in the water as they speed back to shore in order to sell the valuable fins. 20. Many people will crusade to save cute animals like seal pups from inhumane acts but people are less inclined to want to save man-eaters like sharks. Clubbing a seal to death and leaving a shark to die after hacking off its fins are both acts of brutality. Both need to be stopped if the human race is to be considered really humane. 25. At the bottom of the page is a large image of a shark swimming. To the right of the image is the text "You can help!" and a button that says "Click here to subscribe".

Sharks need protecting too

Our prejudices against animals that we fear often outweigh our respect for the moral obligation to care for all creatures. Take for instance the shark. Commonly feared as killers, many shark species are themselves in danger of extinction due to the malicious practices of some humans.

Find out more

5 Shark finning is a significant cause of the rapid and massive disappearance of these magnificent creatures from our oceans. Each year, over 100 million sharks are slaughtered due to this merciless practice. The numbers of some species have dropped by 90% over the last 20 years.

Join the Shark Crusaders

10 Finning is the barbaric practice of chopping off the sharks' fins, often while they are still alive, and then throwing the doomed creatures back into the sea. Sharks must keep moving to breathe. Without fins they cannot swim, so they sink to the bottom of the ocean. There they die an agonising death by suffocating or being eaten alive by other fish.

Donate now

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20 Many people will crusade to save cute animals like seal pups from inhumane acts but people are less inclined to want to save man-eaters like sharks. Clubbing a seal to death and leaving a shark to die after hacking off its fins are both acts of brutality. Both need to be stopped if the human race is to be considered really humane.

25

You can help!

[Click here to subscribe](#)

Questions

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Text Nine

Generic Structure


Textual Features

Hi gang

At **KIDZ MAG** we like to share your ideas about saving the planet. In my column, **HAVE YOUR SAY**, you can let other kids know what you think. This month we want you to have your say about recycling.

Looking forward to hearing from you.

Sam Southland



HAVE YOUR SAY

Dear Sam

I believe that all children can help save the planet by recycling plastic bottles. We use lots and lots of plastic bottles every day. At our school, we use plastic bottles for all sorts of things — water, fruit juice, milk drinks and even medicines. That's a lot of bottles.

We have seen that people don't bother to put their empty bottles in the bin. They throw them out car windows or just drop them as they walk. These end up in our oceans, rivers and lakes, harming many water animals. They also make the waterways look horrible.

Even when they are put in the bin, plastic bottles are a problem. Because we use so many plastic bottles and they can take hundreds of years to break down,


they clog up the space at the dump. Other things like paper and vegetables break down quickly and become part of the soil, but not plastic.

If we all choose to recycle plastic bottles, they can be reused to make other things like toys, tools and even some clothes. This will mean less plastic in dumps and waterways.

Recycling is something kids can do to help the environment. So we should all start now!

Thank you

Jessica



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Text Ten

Generic Structure

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

Textual Features

Questions

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Text Eleven

Generic Structure

Australian beaches are among the most beautiful beaches in the world. The glorious stretches of soft, white sand and crystal clear ocean water lead many people to believe that Australians, are indeed, living in a 'lucky country'.

Yet this lucky country will not be able to live up to its nickname if its inhabitants don't start looking after it more responsibly.

The first thing to do is to discontinue sewage outfalls. Sewage outfalls upset many people who believe that it is disgraceful to discharge human sewage into oceans.

Secondly, stiffer penalties must be imposed on polluters. Rubbish left behind by beach-goers finds its way into the ocean to harm or kill ocean creatures and bird life. People need to be educated to the harm caused by litter.

Australians must work together to preserve their 'lucky country' so that future generations will be able to appreciate and admire its beauty.

Textual Features

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Text Twelve

Generic Structure

Textual Features



Mr. Fothergill's
Sunflower
Dwarf Eos

Extra compact, multi flowering
Sow: Spring to Summer • Flowers: 8-10 weeks
ANNUAL • Contains 25 seeds

PRICE CODE
B
5863

SEEDLING

Sunflower Dwarf Eos
Botanical name - Helianthus annuus

- Extra compact plants to 25cm (10")
- Very quick to flower
- Produces multiple flower heads
- Pollen free bright yellow blooms

To Sow & Grow
Sow 25mm (1") deep in full sun, either direct in pots or in the garden. Can be grown in a range of pot sizes but will produce more secondary blooms if grown in larger pots or the garden. Water regularly in dry weather. Seedlings emerge 10-14 days.



25cm (10")
Well drained soil



SPR	SUM	AUT	WIN
✓	✓	✓	✓
✓	✓	✓	✓
✓	✓	✓	✓
✓	✓	✓	✓
✓	✓	✓	✓

Mr. F's Tips:
Excellent variety for kids due to large seed size and ease of growing.

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FOIL PACKED FOR FRESHNESS.
WE SAY NO TO GMO.

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Australia: PO Box 6065,
South Windsor, NSW 2756
New Zealand: PO Box 6174,
Wellesley Street, Auckland 1141

Sow by **Aug 2019**
CODE: **11**

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Text Thirteen

Generic Structure

Australians all let us rejoice
For we are young and free
We've golden soil and wealth for toil
Our home is girt by sea
Our land abounds in nature's gifts
Of beauty rich and rare
In history's page, let every stage
Advance Australia Fair
In joyful strains then let us sing
Advance Australia Fair

Beneath our radiant Southern Cross
We'll toil with hearts and hands
To make this Commonwealth of ours
renowned of all the lands
For those who've come across the seas
We've boundless plains to share
With courage let us all combine
To Advance Australia Fair
In joyful strains then let us sing
Advance Australia Fair

Textual Features

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