

Learning Difficulties Australia

Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research.



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Developing Written Text Construction Persuasive & Interpretive Texts

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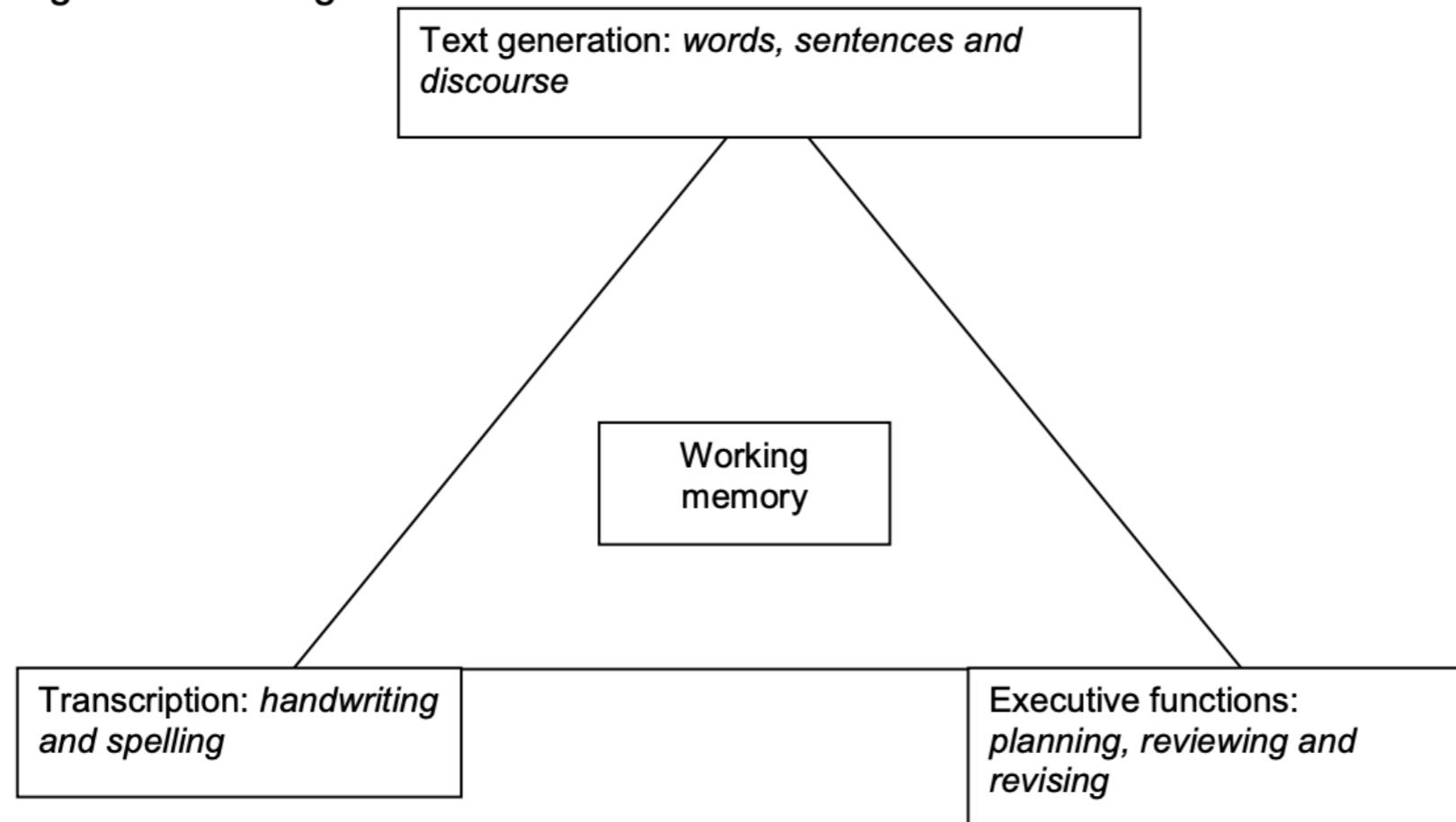


Should the driving age be increased to 18?

Getting your licence is one of thoese things that most 17 yr olds aspire to. I think the licence age is appropriate at the present time because it fits in with finishing school and turning 18 (when you are allowed to drink). Young people look fowared to getting there licence because it's a reward for finishing high school. they also apreciate the independance. and like the response ability they need to drive a car.

The youth of today really enjoy driving when they get there licence. The driving age shouldn't be increased because most of the year 12's like to use getting there licence as a reward for all that studdy they did in there TEE's looking foward to getting my licence motavates me to work hard and studdy well at school. If the driving age was changed more tenages would be more likely to comit crimes dew to bordem after they left school.

Figure 1: Berninger and Amtmann 2003

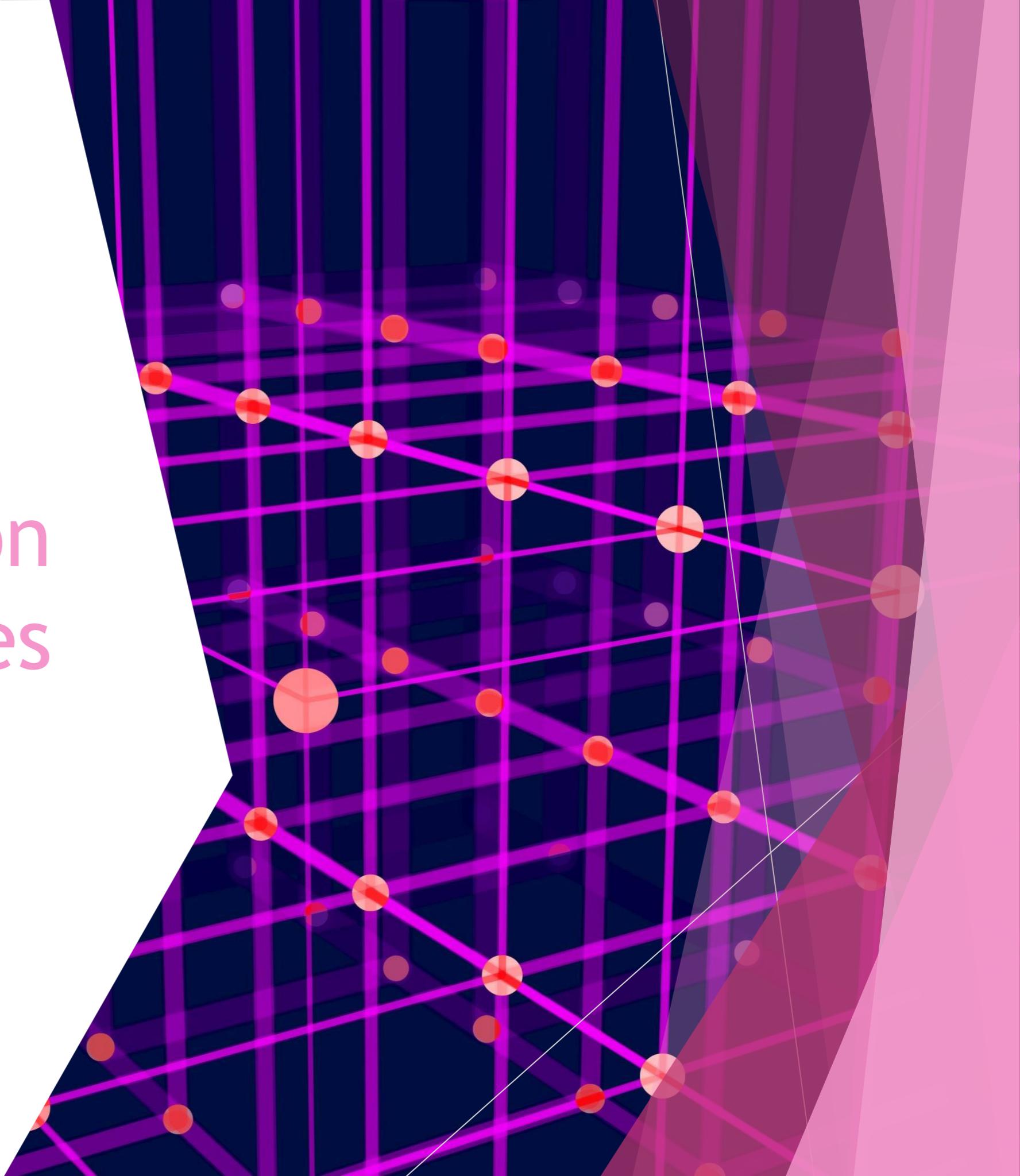


Simple View of Writing

Writing is a process dependent upon working memory that involves the transcriptional elements of spelling and handwriting, the executive functions of planning, reviewing and revising, and the text generation elements of knowledge and understanding of words, sentences and discourse.



Intervention Techniques





**Techniques for analysing /
writing a persuasive text
(essay, article, interpretive
text or speech)**



SPEECH →



**INTERPRETIVE
TEXT**



**FEATURE
ARTICLE** →



**PERSUASIVE
ESSAY**

Refer to ChatGPT texts

Affect you



Entertain you



Educate you



Think of topics where you can fulfil all three purposes

Language Devices

Language devices are used to create:

Authenticity

Emphasis, Attention & Power

Imagery

Atmosphere & Tone

Specificity

Connectivity

Authenticity

”

Selection of Detail; facts that have been included / omitted

Authenticity via evidence

Testimonial

Statistical

Anecdotal

Testimonial Evidence: Opinions of Experts

- ▶ Including an expert opinion is a great way to support information about a topic; it can be used to establish credibility.
- ▶ Some examples of testimonial evidence include the following:
 - Direct interviews with experts
 - Quotes from an expert's book or article
 - The author's own knowledge if they have the experience to support it

Statistical Evidence: Numbers that Matter

- ▶ Statistics are powerful, especially if they come from reliable sources; they can be used to support specific points within the essay or even as a “hook” in the introduction to gain the readers’ attention.
- ▶ Some examples of statistical evidence include the following:
 - Numbers from your own research
 - Numbers from personal experience if you have sources to support them
 - Percentages from good sources like government reports
 - Measurements and numbers from others’ research

Anecdotal Evidence: Stories that Illustrate a Point

- ▶ Anecdotal evidence is a story or case study that supports a point of view; it helps form a connection with readers, as they may relate to the person or place mentioned in the story.
- ▶ Some examples of anecdotal evidence include the following:
 - An interview with someone
 - A personal experience related to your topic
 - An experience of another person / place

Anecdotal Evidence

“ ”

Begin with a ‘place’ and / or ‘time’ phrase (adverb)



Include details of the subject - name / location



To authenticate your evidence (make it more realistic) you can explain how the story was reported in the news or on television.

Emphasis, Attention & Power



Second person point of view is directed at the audience and is most often seen in rhetorical questions and a call to action



Rhetorical questions: These make the reader focus their attention..."Why do you buy what you don't need?"

Emphasis, Attention & Power

Call to action:
often the final
statement of a
persuasive text

“Make sure you
think before
you spend!”

Emphasis, Attention & Power

- ▶ **Repetition:** (often in threes)

Buying, buying, buying – that's all there is to love for!

- ▶ **Alliteration:** First letters are the same in a series of words next to each other

“Consuming crap”

Emphasis via the Rule of Threes

- ▶ The technique of multiples of threes is used to create emphasis by taking advantage of the way the brains cling to patterns; humans process information through pattern recognition.
- ▶ They each saved up one hundred dollars by doing jobs such as **gardening, dog-walking and baby-sitting**

- ▶ **Simile and Metaphor** - both are used to make us associate the subject “Dockers” with something that is very visual to us. Dockers → warriors

Imagery

Simile / Metaphor



Imagery

- ▶ **idiom** – exaggeration of the truth
“If I don’t buy it, I’ll die”
- ▶ **descriptive language** (adjectives)
“The bulging bags of cheap and nasty crap.”
- ▶ **Personification** (on the verb or adjective) “The hungry trolley devours the waiting tracksuit pants.”



Personification

- ▶ **Onomatopoeia:** creates a visual / auditory image of an object (when the word actually makes a similar sound to the thing it labels)

sizzle buzz pop clunk

- ▶ **sensory imagery** (smell, touch, taste, sight, hear)

Imagery



Sensory Imagery

Atmosphere and Tone



Point of view - particularly first person inclusive - we us our



Emotive language - negative depressing language / positive buoyant language

Atmosphere and Tone

Words with Positive (+ve) and
Negative (-ve) connotations

lonely dark gasping trembling hostile
frightened taunted → (-ve)

sunshine rainbows loyalty kissed heart
delicious → (+ve)

- ▶ “...millions of Negro slaves who had been seared in the flames of withering injustice.”
- ▶ "...The life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.”

- ▶ *“I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident: that all men are created equal.”*

STRENGTH OF MEANING

HAPPY Ecstatic Overjoyed Elation Delighted Happy Pleased	SAD Depressed Heartbroken Sorrowful Cheerless Disappointed Sad	ANGRY Livid Furious Exasperated Angry Annoyed Irritated	EXCITED Ecstatic Thrilled Excited Enthusiastic Eager
GOOD Perfect Amazing Great Good Acceptable Satisfactory	BAD Disastrous Terrible Awful Bad Poor Unsatisfactory	WORRIED Distraught Worried Anxious Concerned Tense	SCARED Petrified Frightened Scared Nervous Unsure
PRETTY Spectacular Magnificent Stunning Beautiful Pretty Attractive	UGLY Hideous Grotesque Horrid Ugly Unattractive	WALK March Stroll Walk Saunter Pace Pad	RUN Sprint Dash Run Jog Scamper March
SAID Bellowed Exclaimed Declared Said Murmured Whispered	ASK Demand Insist Ask Inquire Request	BIG Colossal Gigantic Massive Vast Immense Big	SMALL Microscopic Minuscule Miniature Minute Tiny Small
TIRED Exhausted Worn Out Tired Sleepy Dozy	HOT Scorching Blistering Boiling Hot Warm	COLD Freezing Bitter Cold Chilly Cool	WET Saturated Soaked Wet Moist Damp

Link to
obtain
the
chart

https://www.tes.com/teaching-resource/strength-of-meaning-display-and-book-sheet-12355602?fbclid=IwAR2-IhIf-3lNKtem07GWcdH63emZFaba2Sex_tvcVIP1QiYjHHA-WhZSQnw

TERRIBLE

appalling

horrific

horrendous

shocking

dreadful

unspeakable

serious

desperate

distressing

significant

severe

insufferable

hurtful

inadequate

outrageous

agonising

Words to use instead of “very.....”

from ‘Learn English with Antri Parto’

- ▶ Very noisy
- ▶ Very often
- ▶ Very old
- ▶ Very old fashioned
- ▶ Very open
- ▶ Very painful
- ▶ Very pale
- ▶ Very perfect
- ▶ Deafening
- ▶ Frequently
- ▶ Ancient
- ▶ Archaic
- ▶ Transparent
- ▶ Excruciating
- ▶ Ashen
- ▶ Flawless

Words to use instead of “very.....”

from ‘Learn English with Antri Parto’

- ▶ Very poor
- ▶ Very powerful
- ▶ Very pretty
- ▶ Very quick
- ▶ Very quiet
- ▶ Very rainy
- ▶ Very rich
- ▶ Very sad
- ▶ Destitute
- ▶ Compelling
- ▶ Beautiful
- ▶ Rapid
- ▶ Hushed
- ▶ Pouring
- ▶ Wealthy
- ▶ Sorrowful

Words to use instead of “very.....”

from ‘Learn English with Antri Parto’

- ▶ Very scared
- ▶ Very scary
- ▶ Very serious
- ▶ Very sharp
- ▶ Very shiny
- ▶ Very short
- ▶ Very shy
- ▶ Very simple
- ▶ Petrified
- ▶ Chilling
- ▶ Grave
- ▶ Keen
- ▶ Gleaming
- ▶ Brief
- ▶ Timid
- ▶ Basic

Atmosphere and Tone

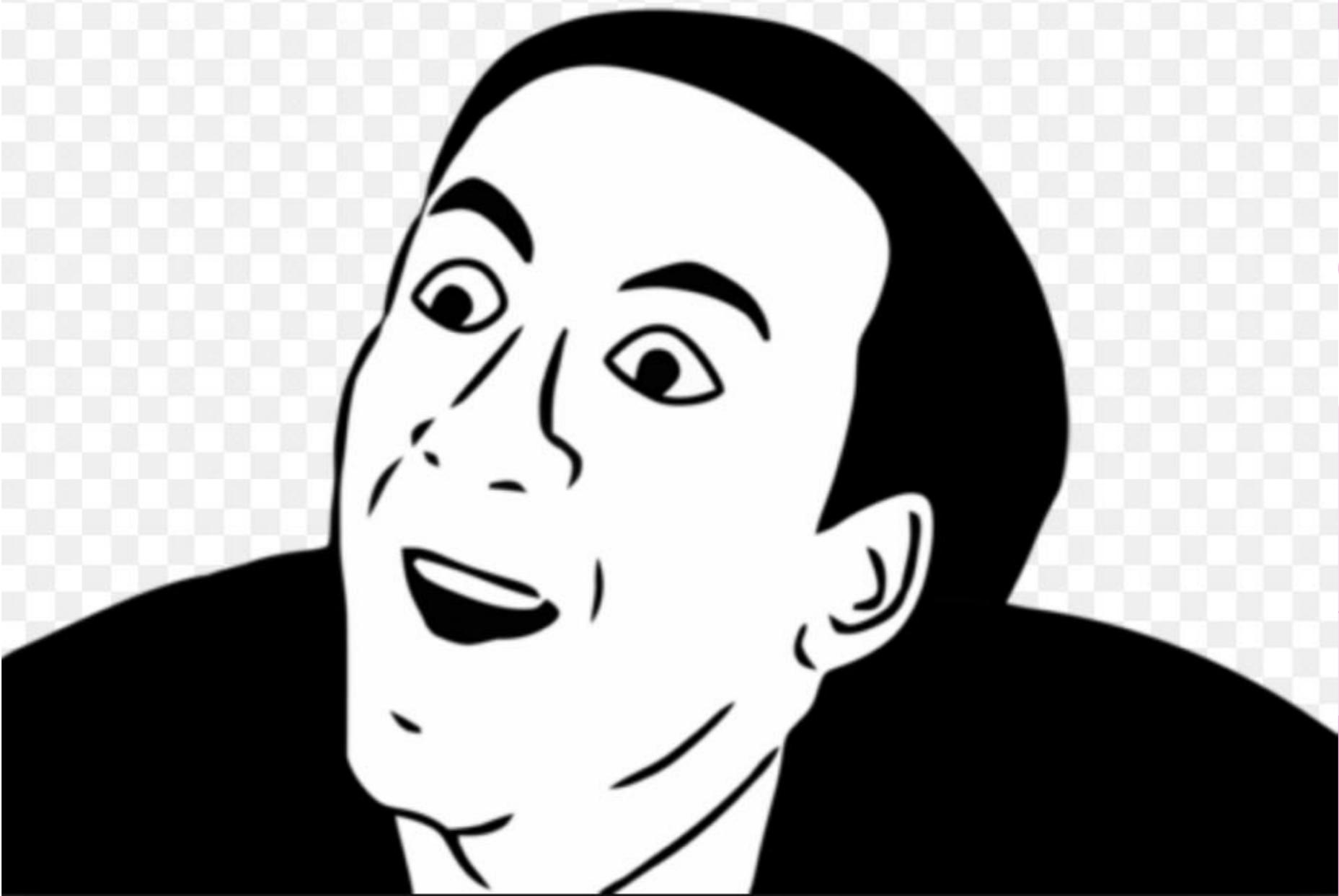
Sarcasm: insincere speech

Satire: making fun of people by imitating them in ways that expose their stupidity or flaws.

Irony: describes situations that are strange or funny because things happen in a way that seems to be the opposite of what you expected.

Sarcasm

YOU DON'T SAY?



Satire



Irony



Atmosphere and Tone

► Adverbials

These are words that “manipulate” the word that come after them – they end in “ly”

You can write,

“He could see his error now”

Or you can write, “He could really / clearly / definitely / probably / genuinely / absolutely see his error now” and the word “see” is emphasized and “tweaked” according to the adverbial in front of it

Adverbs of Manner

actually

extremely

happily

casually

honestly

nervously

clearly

patiently

rapidly

completely

rudely

severely

deliberately

quietly

savagely

sharply

loudly

gradually

closely

firmly

sneakily

Cohesive adverbials

- Some examples of other adverbial phrases which can connect ideas across sentences and across your writing:
 - on the other hand
 - despite this
 - even so
 - to sum up
 - in contrast
 - as a result
 - for instance

DEFINITELY

certainly,

surely,

for sure,

unquestionably,

without/beyond
doubt,

without/beyond
question,

beyond any
doubt,

undoubtedly,

positively,

absolutely;

undeniably,

unmistakably;

plainly,

clearly,

obviously,

decidedly,

without fail,

there are no two
ways about it,

there's no
denying it,

needless to say;

Atmosphere and Tone

Colloquial language: words or expressions used in ordinary language by common people such as slang, swearing & abbreviations; colloquial language creates trust

Technical language: words or expressions used that create specificity of the subject choice; technical language creates belief

Atmosphere and Tone

Rhythm: is defined by punctuation and the stress patterns of words in a sentence.



Sentence length:



Long sentences sound smoother - create the atmosphere of a story being told



Short sentences create the atmosphere of action and suspense and drama

4. Specificity

Proper Nouns

Upgraded nouns

Appositives

Adverbs of Degree

Adverbs of Frequency

Proper Nouns

- ▶ Increase specificity of information
- ▶ Increases authenticity - “The pilots flew over the Sydney Harbour Bridge but couldn’t....”



Upgrade the nouns: Replacing Common Nouns

The principal of an inner-city school has expressed concern that a phone tower is being constructed on a nearby road; she feels it may project harmful waves to people.

Mrs Veronica Hamilton, principal of Sutherland Secondary School, has expressed concern that a Telstra phone tower is being constructed on Tweedale Road, which is adjacent to the school; she feels that it may project electromagnetic radiation to the student population.

<https://k12.thoughtfullearning.com/minilesson/replacing-general-nouns-specific-nouns>

Upgraded Nouns

- ▶ Encourage transition from Tier 1 to Tier 2 Vocabulary to increase the specificity of information conveyed:
- ▶ cage → enclosure
- ▶ way → direction
- ▶ noise → commotion
- ▶ place → destination

Appositives

- ▶ An appositive is a phrase that describes a noun.
- ▶ It follows the noun
- ▶ It provides information that further identifies or defines the noun
- ▶ It is defined with commas

- ▶ **Mrs Turner, the principal of Port City Primary School,**
- ▶ **The Fremantle Dockers, Western Australia's best football team,.....**

Adverbs of Degree

These adverbs address “how much” or to “what extent” an action is taking place.

- ▶ Almost finished
- ▶ Nearly died
- ▶ Entirely covered
- ▶ Virtually gone

They indicate the degree of intensity of an adjective

- ▶ So quiet
- ▶ Really sick
- ▶ Very hard
- ▶ Incredibly sore

Adverb of Frequency

- ▶ Adverbs of frequency express “how often” something takes place. They explain the intensity of occurrence that an event happens.

Adverb of Frequency	How Often
Never	0%
Hardly Ever	10%
Rarely	20%
Seldom	30%
Occasionally	40%
Sometimes	50%
Often	60%
Frequently	70%
Usually	90%
Always	100%

6. Connectivity for Establishing...

Reason

Consequence

Adversity

Time

Condition

Addition

Connectors indicate the nature of the relationship between 2 sentence parts.

A



B

Connectivity.....

Reason: why something happened

Consequence: what will happen as a result

Adversity: what unexpected outcome arose

Time: when something happened

Condition: under what condition will something happen

Addition: what happened in addition to the first event

Part A	Connector Type	Connector Word	Part B
It was raining outside	Reason	because	a huge storm cloud drifted over our district.
It was raining outside	Consequence	so	we had to eat our lunch in the classroom.
It was raining outside	Adversity	but	we were still allowed to play outside.
It was raining outside	Time	during	assembly last Friday.
It was raining outside	Addition	and	it also started to hail.
It will only rain outside	Condition	if	the cold front continues to move in our direction.

Type	Examples					
Causal	because	since	as	to	due to the fact that	
Consequential	so	therefore	consequently	hence	thus	
Adversative	but	however	although	yet	nonetheless	
Additive	and	and in addition	as well as	plus	also	
Conditional	unless	if	since			
Time	during	when	while	beforehand	after	
	before	whenever	as soon as	meanwhile	until	

Checklist of persuasive elements:

Catchy headline

Statistics: make this up

Quotes from experts - give their title and where they are from

Case study: make this up

Emotive language

Sarcasm / humour

Rhetorical question

Call for action

Technical words that relate to
your topic

Slang and informal language

Imagery

Repetition of words

Different points of view

First (I, me my - we, us, our)

Second (you your) & Third (he, she
they)

Structure of Persuasive Texts

Examples of Questions for Persuasive Essays

- Should high school students be allowed to use mobile phones at school?
- Can the internet be dangerous?
- Are elite athletes paid too much money to compete?
- Is Australia becoming more like America every day?
- Will there be a time when there are no wars in the world?
- Should families of victims be allowed to decide the punishment of those who commit crimes?
- Should marijuana be legalised?
- Should the legal drinking age be increased to 21?
- Should high school students be encouraged to have a part time job?

Think about amalgamating or separating points

Should high school students be allowed to use mobile phones in school?

Possible ideas

Safety	Need something from home
Emergencies	Sick
Communication	Accident
Change of plans	Internet
Forget stuff	Instead of a computer
Help with school work	Relax
Entertainment	Use a calculator
For fun	Talk to your friends
Organisation	Talk about stuff with your friends

Yes # 1

Yes # 2

Yes # 3

No # 1

No # 1

No # 2

No # 3

Yes # 1

Yes # 1

No # 1

Yes # 2

No # 2

►Yes # 1

►Yes # 2

►Yes # 3

►No # 1

Introduction

1. (L) Lead in idea – must focus on key words / topics of the question
 - definition
 - history of topic
 - current status
 - interesting facts
2. (A) Answer the essay question - say what you think provide an outline of the response
3. (M) Menu of the essay - lists the “ingredients” of your essay

1. (L) Lead in idea – must focus on key words / topics of the question

- definition
- history of topic
- current status
- interesting facts

Part time-work can be defined as casual employment for about 10 to 15 hours a week. Many restaurants and shops require part-time staff. In the olden days, most teenagers had to get a part-time job but these days only about half of them work after school and on the weekends to earn extra money.

(A) Answer the essay question

Say what you think – thesis statement

Provide an outline of the response

These are some ways to begin the A section of your introduction (LAM) or your conclusion (AML)

- Overall.....but.....
- For the most part.....however.....
- In general.....although.....
- All things considered.....
- Despite.....
- Although.....
- Even though.....
- In spite of..... there is still evidence to suggest that.....

For the most part, students from about year 9 and over should get a job for a few hours a week, however there is one disadvantage.

(M) Menu of the essay

Lists the “ingredients” of your essay

Menu

Yes # 1 and Yes # 2.

Yes # 3 however / but / although No # 1.

They will learn to be responsible for their money and they will acquire new skills from their job. Their parents will not have to keep on giving them money every time they want to go out, however working will reduce the time they have for other activities.

Body Paragraphs

- (T) **Topic sentence** - a mini introduction that says how this part of your argument (this ingredient) is connected to the overall question.
- (E) **Explanation** - this is the fattest part of your paragraph where you have to clearly explain how your idea answers the question you are writing about. It can have many sentences but they must stay on the same topic.
- (X) **Example** – here an example is inserted to support your idea. It can be from your own experience, someone else's life, from a book or even a movie.
- (R) **Round off** - a mini conclusion that says what you think about the question and once again tells the reader why this particular idea (this ingredient) proves it.

Body Paragraph 1

- (T) Earning money from a job helps kids to be responsible with it.
- (E) They know how hard they have to work to earn their money so they won't be so quick to waste it on things like Time-zone. They will be able to save for a bike or a car and this will teach them how to look after their money even when they are an adult. If they have never had to work for their money, kids will never understand the value of it,
- (X) A year 12 boy at Trinity worked on the wheat bins up North for five weeks of the Christmas holidays and he earned \$5000 so he bought a new car and also saved some for spending during the year.
- (R) It is good to earn your own money because then you will take more care about how you spend it and save it.

Body Paragraph 2

(T) You can learn many new skills when you work in a shop or a business.

(E) Most places where kids do part-time work have a few people working together and there is usually a boss who tells them what to do and helps them along the way. When you are part of a team you learn to cooperate with others and take orders from someone else. You learn how to communicate with people and also how to help others yourself. You might also learn how to work machinery or make things as well.

(X) In the book Growing Up, the main character worked in a fish and chip shop with a girl that was mean to him but in the end, he worked out a way to make her like him.

(R) You can learn all kinds of new things when you work as part of a team in a part-time job

Body Paragraph 3

(T) Kids always need money to go out so if they have a part time job, their parents won't need to pay for them all the time.

(E) These days everything costs a lot of money and kids always want to do things like see movies or go bowling. If they don't have a job, they have to ask their parents to give them money each week to pay for these activities. Sometimes they need about \$20 for a bus fare, food and entrance fee. Parents can't afford to keep paying for their kids entertainment because there is so much else that they need to buy for the family, particularly if there are three or four kids in the family who all want to go out at the same time.

(X) In Year 11 at Aquinas there are triplets and they have to work after school twice a week to earn about \$30 so that their parents don't need to pay for their entertainment.

(R) If a kid gets a part-time job, his parents won't have to spend extra money on him when he wants to go out and enjoy himself.

Body Paragraph 4

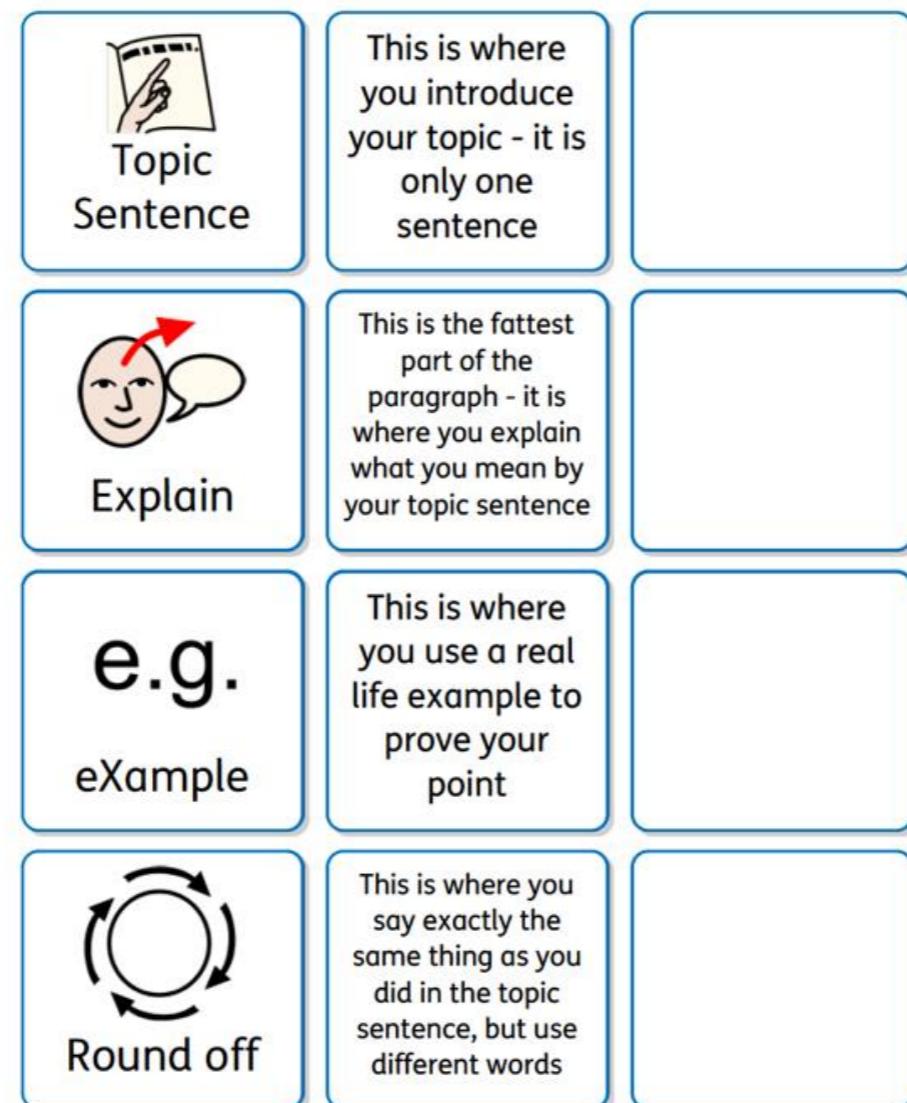
(T) The major problem with teenagers having a part time job is that it takes up too much of their time.

(E) Teenagers lead very busy lives and have to fit a lot into their day. They play sport before and after school and often have two or three hours of homework to do. In addition, they need some time to just relax and rest or socialise with their friends. If they are required to work for 6 to 10 hours per week in a part time job, it will take up too much of their time and there won't be enough time to do all the other things that they need to do.

(X) A girl in Year 10 at Santa Maria works on Saturday mornings at McDonalds and she had to give up playing netball because of the clash of times.

(R) Teenage children just don't have enough time to work as well as study, socialise and exercise.

TEXR Body Paragraph Structure



Ingredients for the Explanation

Background context -
e.g. in today's society,
.....

Explanation
of the point

+ve
consequence
of the point

Counter
viewpoint

-ve
consequence
of the
counter
viewpoint

► **Background:** In today's society we lead very busy lives and students have to get themselves to school, often on public transport.

► **Explanation:** If they have a mobile phone, it means that they can call someone such as a parent for help if something goes wrong.

► **+ve consequence:** This means that any problem can be dealt with quickly and students will be safe.

► **Counter viewpoint:** If they didn't have a mobile phone students would be left to work out a solution themselves.

► **-ve consequence:** This could place them in a dangerous situation.



Examples

To indicate the presence of an anecdote, begin with an adverbial of time or place

Time:

Last year.....

Several weeks ago.....

Before Christmas.....

In July 2013.....

Place:

At a girls' private school in Perth.....

In some parts of America.....

In most country areas.....

At John XXIII College.....

Conclusion

(A) Answer the essay question once again

(M) Summarise the most important points again – a bit like you did in the **Menu**

(L) Lead out with something interesting/personal

- * own opinion
- * review most important point
- * rhetorical question

(A) Answer the essay question once again

(A) Overall, it is very important for all teenagers to have a small part-time job to earn their own money, even though there is one disadvantage.

(M) Summarise the most important points again – a bit like you did in the **Menu**

(M) It teaches them to take responsibility for saving or spending their money and it also teaches them new skills that they wouldn't normally learn. Parents don't have to keep on giving kids money for entertainment, but it can prevent them from doing other activities.

(L) Lead out with something interesting/personal

- * own opinion
- * review most important point
- * rhetorical question

(L) I really feel very mature and responsible when I head off to work at the Hairdressing Shop around the corner from where I live each Saturday morning. I earn enough money to pay for most things I need and my parents are proud of me.

Essay Format

Introduction

L
A
M

Body paragraph 1

T
E
X
R

Body paragraph 2

T
E
X
R

Body paragraph 3

T
E
X
R

Body paragraph 4

T
E
X
R

Conclusion

A
M
L

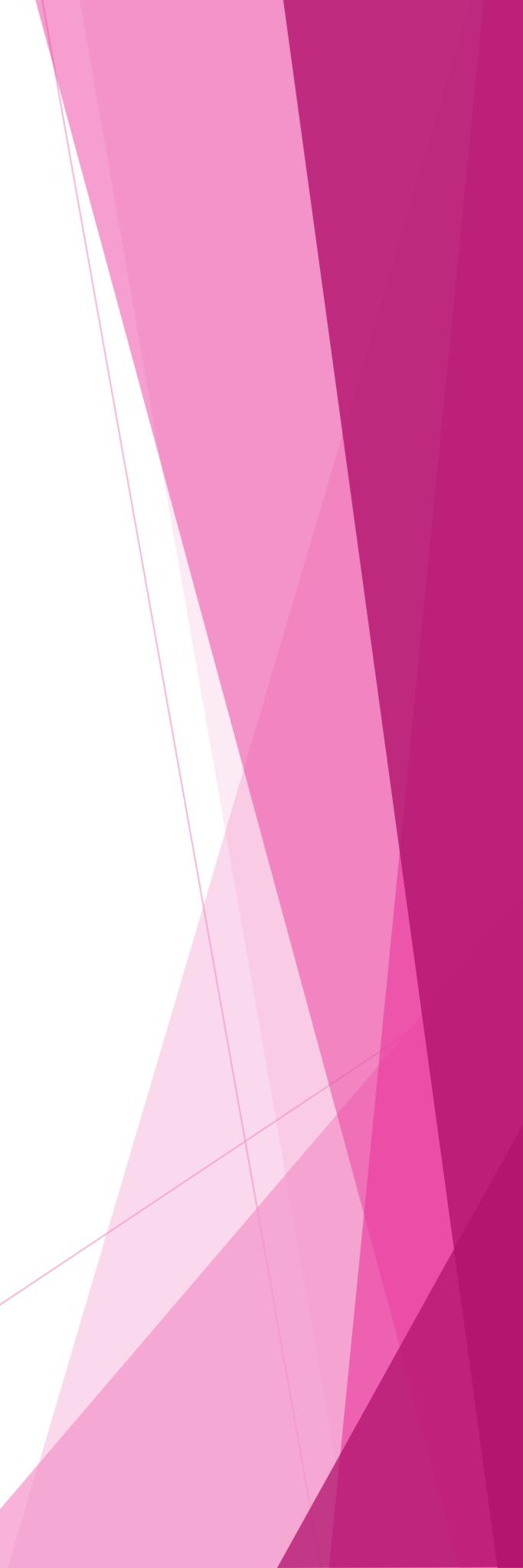
WRITING AN INTERPRETIVE TEXT

Unlike a persuasive text, an interpretive text simply explores (or interprets) an issue, person, place or event. It doesn't argue; it doesn't try to change the reader's mind. Rather, it should contain a balanced discussion. Therefore, it doesn't propose a thesis, but a question.

PART 1: TITLE & BYLINE

Your title should be phrased as a question, to highlight the interpretive nature of your piece. Your by-line should then expand on your title and give the author's name/context—this is particularly useful for questions that require you to adopt a distinct perspective. For example:

Are Australian teachers failing our students?



Many people blame teaching standards for Australia's slipping results in education. High school teacher Tom Thompson investigates the merits of this claim.

PART 2: ANECDOTE

Provide an anecdote (from your life or someone else's) that introduces the topic in a personal, relatable manner. You should use language devices like imagery and colloquialisms here to engage your reader.

At fifteen, I spent every Society and Environment lesson staring glumly out the window while my teacher, Mr Smith, made feeble attempts to educate us. He was a tall man with a fondness for checked shirts, and his slow, monotonous drawl made me want to drive a fork into both my eardrums. That was the year I was meant to learn about human rights, court processes and federal politics, and I began the year filled with excitement. Afterwards, though, all I could remember was the view out the second-floor window.

PART 3: CLARIFY THE ISSUE & RAISE THE QUESTION

Connect your anecdote to the issue at hand and give any extra information that will lend your reader a deeper understanding of the topic. Then, connect your discussion to the main question of your article.

As a teenager I didn't question the education that I received. Now, as a teacher myself, I look back with unease. As a voracious reader who loved learning, my disengagement with school seems odd at the very least. Yet my experiences are consistent with research into Australian schools, which points to widespread frustration and boredom among students. On top of this, global studies indicate that our schools are in "absolute decline": more students are failing to meet baseline literacy and numeracy standards, and fewer students are achieving at a high standard.

There's an air of dissatisfaction in schools, and a deterioration in performance.

Research also tells us that teaching standards are the "most important factor" contributing to student engagement and achievement—more than class sizes, curricula or funding.

Naturally, this begs the question: are teachers to blame for our schools' failings?

Part 4: PROVIDE DIFFERENT PERSPECTIVES

Give both sides of the topic, separating out opinions into different paragraphs.

Try to follow the basic paragraph structure: topic sentence, evidence, analysis.

On one hand, it is an inescapable truth that the prerequisites for teaching in Australia are much lower than many other countries. In Finland, for example, future teachers are required to have master's degrees, into which only 7% of applicants are accepted. In other words, teaching attracts the very best and brightest students. Yet in Australia, less than half of the Year 12 students receiving offers for places in undergraduate teacher education courses had ATAR scores in the top 50% of their age cohort. Ironically, the people who we're putting in charge of academic achievement have often failed to achieve academic success themselves.

However, we know that teachers are only part of the equation. Indeed, teachers must grapple with never-ending stacks of marking, a convoluted curriculum, growing class sizes, unprecedented administrative responsibilities, and increasing pressure from parents. It's worth remembering that 40 to 50 per cent of our newest teachers leave within their first five years on the job. Doesn't this suggest that the problem is much bigger than the teachers themselves? Moreover, if we keep telling teachers that they are to blame for the failures of our entire education system, we'll further marginalise a group of people who are also struggling.

Part 5: CONCLUDE

Here, weigh up the evidence that you've presented, and make some concluding remarks about the strength of each argument, future consequences, or your own opinions. You should connect your discussion back to your anecdote—this will give your writing a sense of cohesion, as everything will come together in the end!

When I think back to that terrible Year 10 class, I feel conflicted. On one hand, it highlights an uncomfortable reality about the Australian education system: there are simply some teachers who fail to engage and inspire their students. There are some teachers who need to make more effort. But there are many other teachers whose tremendous efforts are often diminished by other factors at play.

After all, Mr Smith might have been an ineffective teacher, but he was also trying to teach more than thirty rowdy teenagers at once following an overcrowded syllabus in a system that allowed for little innovation. Can you really blame him for failing?

Ways to link and transfer an idea from one paragraph to another

- Although.....
- Similarly.....
- Above all.....
- It was apparent.....
- This can also be seen.....
- Another concern.....
- Another important aspect.....
- The author further develops.....
- Accordingly.....
- Also.....
- Not only.....

- Consequently.....
- Otherwise.....
- Rather.....
- Nonetheless.....
- While.....
- Inevitably.....
- Likewise.....
- Once more, we.....
- Further exploration of.....
- Through.....
- To this may be added.....
- On the other hand.....
- On the contrary.....
- As a result.....

Assessment

Assessment Guidelines

Persuasive for Years 3 to 5

Should all students be required to play team sports?

Persuasive Text for Year 5 to 9

Should high school students be allowed to use mobile phones at school?

Persuasive Text for Year 10 to 12

Is consumerism killing our society?

Getting your licence is one of thoese things that most 17 yr olds aspire to. I think the licence age is appropriate at the present time because it fits in with finishing school and turning 18 (when you are allowed to drink). Young people look foward to getting there licence because it's a reward for finishing high school. they also apreciate the independance. and like the response ability they need to drive a car.

The youth of today really enjoy driving when they get there licence. The driving age shouldn't be increased because most of the year 12's like to use getting there licence as a reward for all that studdy they did in there TEE's looking foward to getting my licence motavates me to work hard and studdy well at school. If the driving age was changed more tenages would be more likely to comit crimes dew to bordem after they left school.

Persuasive Writing Assessment Rubric

Originally devised by teachstarter & modified by
Fremantle Speech Pathology Services (2020)
Aligned with the NAPLAN (2012) Marking Guide

Use the scale of 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 to indicate the status of the student's written sample for each of the 12 areas.

	Working Below Expectations	Working to Expectations	Working Above Expectations
1. Audience	Persuasive text contains simple content. Attempts have been made to orient the reader. There is a weak sense of the author's personal voice.	Persuasive text contains sufficient content. Attempts have been made to engage and persuade the reader through language choices. There is a sufficient sense of the author's personal voice.	Persuasive text contains detailed content. Successfully orients, engages, supports and persuades the reader through deliberate language choices and the sustained use of persuasive techniques. There is a strong and credible sense of the author's personal voice. Takes readers' values and expectations into account
1. Audience Scale	0 1 2	3 4 5	6 7 8
2. Structure	Use of persuasive structure is absent or minimal. Mostly a single paragraph - information is "collapsed" into one paragraph	Use of persuasive structure is developed, with an introduction, body paragraphs and conclusion, however there is still opportunity to extend some sections.	Coherent, controlled and complete argument. All components are well developed - introduction with clear position statement - body with reasons and detailed supporting evidence - conclusion that reinforces the writer's position and reflects on issues raised
2. Structure Scale	0 1 2	3 4 5	6 7 8
3. Evidence	No evidence is provided to support the argument	Some evidence is provided to support points Type of evidence is limited	Evidence is elaborate and contributes effectively to the writer's position; it includes anecdotes, statistics, facts & references to research studies and academic reports

					Evidence is crafted to be highly persuasive				
3. Evidence Scale	0	1	2	3	4	5	6	7	8
4. Ideas	Ideas are simple, limited and contain little elaboration. Some are unrelated to the topic	Ideas are appropriate, effective and show some elaboration. Ideas include most common / obvious reasons	Ideas are substantial, elaborated and highly persuasive. Creative ideas are attempted. Some evidence of student's personal philosophy Counter ideas may be included (but refuted)						
4. Ideas Scale	0	1	2	3	4	5	6	7	8
5. Vocabulary	Use of general words and phrases.	Some use of precise words or word groups related to the topic as well as those used to modify, intensify and clarify nouns and verbs	Sustained and consistent use of effective words and phrases that enhance meaning. These include: Technical words Adverbs of manner Figurative language Connotative words Language choice is well matched to style of argument						
5. Vocabulary Scale	0	1	2	3	4	5	6	7	8
6. Persuasive Devices	Use of persuasive devices is absent or minimal.	Some evidence of more generic persuasive devices such as rhetorical questions, statistics, expert opinion, repetition, diction, emotive language, imagery	Use of a wide range of more sophisticated persuasive devices throughout the text. These include those previously mentioned plus advanced language devices – sarcasm, altering points of view, similes, metaphors, personification, idioms, rule of threes, syntax,						
6. Persuasive Devices	0	1	2	3	4	5	6	7	8

Scale			
7. Cohesion	<p>Persuasive text lacks flow. Links are missing and meaning may be unclear. May use a small selection of simple connectives such as "and" & "then"</p>	<p>Persuasive text generally flows well. Some links are present, and meaning is usually clear. Controlled use of cohesive devices supports reader understanding meaning is clear on first reading and text flows well in a sustained piece of writing. May use lexical cohesion via synonyms May use more advanced connective devices such as "although" & "therefore"</p>	<p>Persuasive text is highly cohesive. Ideas are tightly linked, and meaning is clear. A range of cohesive devices is used correctly and deliberately to enhance reading and support underlying relationships An extended, highly cohesive piece of writing showing continuity of ideas and tightly linked sections of text. Consistent use of cohesive devices, e.g. referring words, ellipsis, text connectives, substitutions and word associations that enhance meaning.</p>
7. Cohesion Scale	0	1	2
	3	4	5
	6	7	8
8. Paragraphing	<p>Persuasive text contains no paragraph structure. Script may be a block of text May be random breaks May be a new line for every sentence (where break is not used to separate ideas)</p>	<p>Persuasive text is organised into paragraphs which are mainly focused on a single idea or set of like ideas to assist the reader to digest chunks of text. Not all topic sentences are successful Body is at least two paragraphs May use an extended one-sentence paragraph that contains an elaborated idea</p>	<p>Persuasive text is organised into body paragraphs where each one is focused on a single idea. Paragraphs are ordered deliberately to build an argument across the text. Text is organised with structural components (introduction, body paragraphs and conclusion).</p>
8. Paragraphing Scale	0	1	2
	3	4	5
	6	7	8
9. Introduction & Conclusion	<p>No thesis statement is included Introduction refers to the topic but contains paragraph points. The conclusion does not state a personal opinion.</p>	<p>Introduction contains a thesis statement and a clear idea of the author's perspective. The conclusion states a personal opinion.</p>	<p>In addition to a thesis statement and perspective, the introduction is inviting, and provides an overview of the issue. Information is presented in a logical order and maintains the interest of the audience. The conclusion strongly states a personal opinion.</p>

9. Intro/Conc Scale	0	1	2	3	4	5	6	7	8
10. Sentence Structure	Persuasive text contains some simple sentences that express meaning. May contain run-on sentences. Some meaning can be constructed.	Persuasive text experiments with more complex sentences to express meaning. More compound than complex sentences. More commonly used connectors such as – because, so, but, while, until – are evidenced Meaning is predominantly clear.	Persuasive text demonstrates correct, controlled and well-developed sentences. More complex connectors such as – however, although, therefore, consequently, as a result of, nevertheless, despite this & in addition to – are evidenced Meaning is clear and precise.						
10. Sentence Structure Scale	0	1	2	3	4	5	6	7	8
11. Punctuation	Minimal use of punctuation. Provides little assistance to the reader.	Regular use of punctuation. Sentence level punctuation mostly correct (minimum of 80% punctuated correctly) and some other correct punctuation (two or more different examples of other punctuation) Provides adequate markers to assist reading.	Precise and creative use of punctuation such as: commas in lists, commas to mark clauses and phrases, apostrophes for contractions, apostrophes for possession, capital letters and commas used within quotation marks, quotation marks for text extracts, highlighted words and words used with ironic emphasis ('sneer' quotes), brackets and dashes, colons and semicolons Provides accurate markers for controlled reading.						
11. Punctuation Scale	0	1	2	3	4	5	6	7	8
12. Spelling	Persuasive text contains correct spelling of most simple and some common words.	Persuasive text contains correct spelling of all simple words, most common words and some difficult words.	Persuasive text contains correct spelling of all common words, most difficult words and some challenging words.						
12. Spelling Scale	0	1	2	3	4	5	6	7	8

Activity

Analyse sample persuasive texts

**Are we wasting more
food than we think?**



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Times-News Media Group



Facts for consideration

- We live in a society where food seems to be everywhere.
- One in four apples in fridges and fruit-bowls is thrown away.
- The amount of food wasted in Australian homes each year is 7.2 million tonnes.
- The value of the food households throw away every year reaches \$2.5 billion.
- Around 19 per cent of the overall food bought by households is wasted.

- ❑ 42% of Australian families struggle to live on their income with 22% of the parents in those families going without so their children can eat. But 75% throw away food that could be eaten.
- ❑ About a third of all food produced globally for human consumption is lost or wasted.
- ❑ In developing countries, over 40% of food losses happen after harvest and during processing.
- ❑ In industrialised countries, over 40% of food losses occur at retail and consumer level.
- ❑ Food is lost or wasted along the whole food supply chain: on the farm, in processing and manufacture, in shops, in restaurants and canteens and in the home.

Devices for Authenticity

Linguistic Devices for Imagery

Linguistic Devices for Attention, Emphasis & Power

Linguistic Devices for Atmosphere and Tone

Planning and Drafting

What strategies do you use when you have to plan a piece of writing?

- making sure you know enough about the topic you have to write about
- thinking about the vocabulary you might need
- making sure you know what kind of writing you have to do
- gathering ideas for what to write about

What strategies do you use when you are drafting a piece of text?

- pausing occasionally to re-read the text
- thinking ahead to where the text will end
- remembering what kind of writing you have to do
- thinking about your reader and how you want them to think or feel

Being a Persuasive Writer

There are many choices you can make as a writer to make your writing more persuasive and express your point of view strongly. We have been looking at:

- ❑ Using clear statement sentences to make important points
- ❑ Using single clause sentences to draw attention to key points
- ❑ Choosing positioning vocabulary to indicate your point of view
- ❑ Choosing information, such as statistics, to support your point of view
- ❑ Using adverbs to indicate different levels of assertion/possibility

Revising Well

Revising what you have written: the content:-

- How strong are the points you have made?
- How much detail or information have you given to support your argument?

Revising how you have written it: the choices you have made:-

- How have you made your text persuasive?
- What language choices can you make to create a really persuasive text?

Revising strategies:

Reading and re-reading; crossing out words and phrases; writing new words or phrases in margins; using arrows to show where things need to move around; reading aloud to each other; trying out different choices ...

Revising is messy!

Developing Written Issue-based Texts



Explanation of Issue-based Texts

Issue-based Text

An issue-based text aims to educate the reader about **social, environmental or emotional issues**.

It is not designed to be persuasive nor argumentative, and the end goal is to ensure that the reader has learned new and interesting information regarding the chosen issue.

Social issues explored within Issue-based texts

- ▶
- ▶
- ▶
- ▶
- ▶

1. Alcoholism
2. Animal cruelty
3. Animal tourism
4. Binge drinking
5. Bullying
6. Burglary
7. Cheating
8. Child abuse
9. Consumerism
10. Cyber crime
11. Discrimination
12. Domestic violence
13. Drug addiction
14. Eating Disorders
15. Elder abuse
16. Food wastage
17. Gambling
18. Gender pay gaps
19. Global warming
20. Graffiti
21. Homelessness
22. Low literacy levels
23. Obesity
24. Peer pressure
25. Performance enhancing drug usage
26. Personal isolation - loneliness
27. Pollution
28. Poverty
29. Racism
30. Sexism
31. Sexualisation of young children
32. Shoplifting
33. Slave labour
34. Smoking
35. Social media
36. Speeding
37. Spread of Covid 19
38. Suicide
39. Theft
40. Under-age drinking
41. Unemployment
42. Vandalism
43. Violence
44. White collar crime
45. Xenophobia

Read this blog from EWRITING SERVICE to gain insight into how topics can be “unpacked” via the Issue-based essay.

[https://ewritingservice.com/
blog/social-issues-topics/](https://ewritingservice.com/blog/social-issues-topics/)





Graffiti

Content via Research

Graffiti Notes

What is Graffiti?

- ▶ Graffiti is a form of visual communication that is usually illegal. It involves the unauthorized marking of a public space by an individual or group. People who graffiti use different materials such as permanent markers or spray paint to make their marks.

What does the word “graffiti” mean?

- ▶ “Graffiti” comes from the Italian word *graffio* that means, “ to scratch”.

Graffiti Notes

Who does it?

- ▶ In the past, graffiti was closely associated with gangs who used it for claiming territory, boasting about crimes, or challenging rival gangs to a fight.
- ▶ Data from WA Police Force indicates the main offenders are between 12 to 25 years old who come from all different socio-economic backgrounds. Between 2005 and 2009, 46% of graffiti was done by males aged 14 to 16 years.

Graffiti Notes

Where do people graffiti?

- ▶ Graffiti is seen a lot in major city centres throughout the world; common targets are railways, billboards, and walls.

What is the history of graffiti?

- ▶ Archaeologists have found simple drawings on ancient monuments in Egypt and other locations. These examples of graffiti have proven useful to scientists because they show them how ordinary people lived in ancient times. Many examples have been found on sites of the Roman Empire, including taverns and houses, as well as on pottery. Shop owners in ancient Rome would draw the things they sold on the wall outside their shop to advertise their wares.

Tag



Throw-up



Stencil



Macrostructure

Basic Macrostructure of the Issue- based text

Introduction

Reasons

Consequences

Solutions

Conclusion

Breakdown of the Macrostructures

Macrostructure for Issue-based texts:

Topic Sentence

Definition of the terms in the Topic sentence

Details - who / where / what types

History of the topic

Menu

Reasons & Evidence

Consequences & Evidence

Solutions & Evidence

Conclusion

Topic Sentence

Definition of key words

Details

History

Menu

Introduction

Introduction

Topic Sentence: _____ is a big problem / issue in society today.

Definition: _____ can be described as.....

Details:

Who?

The main type of people who _____ are.....

Where?

_____ mainly occurs

How?

_____ can be classified into.....

History: _____ was first.....

Menu: The reasons why people _____ and the consequences of _____ will be discussed and some solutions will be presented.

Definitions

Teaching definitions

- ▶ This website provides a simple entry-point into definitions.
- ▶ <http://www.versalearn.com.au/index.php/free-educational-resources/36-teaching-students-to-write-word-definitions>

Useful articles:

Marinellie, S. (2010) Improving children's formal word definitions: A feasibility study. *Child Language Teaching and Therapy* 26:23

Nippold MA, Hegel SL, Sohlberg MM and Schwarz IE (1999) Defining abstract entities: Development in pre-adolescents, adolescents and young adults. *Journal of Speech, Language and Hearing Research* 41: 473-81

A formal definition consists of three parts:

1. The term (word or phrase) to be defined
2. The class of object or concept to which the term belongs
3. The differentiating characteristics that distinguish it from all others of its class

Graffiti is any act of illegal writing or drawing on a public place.

Graffiti

is any act

of illegal writing or drawing

on a public place.

Graffiti is writing or drawings made on a wall or other surface, usually without permission and within public view.

Graffiti

is writing or drawings

made on a wall or other surface,

usually without permission

and within public view.

Extended Definitions

Extended definitions have components of both informal and formal definitions.

They employ techniques to define a concept including:

- ❖ Listing and describing the parts; identifying smaller aspects to contribute to the definition of the bigger concept.
- ❖ Etymology: sharing a word's origin.
- ❖ Examples or anecdotes; providing a story or example to illustrate the concept.
- ❖ Negation: defining a concept by explaining what it is not.

Extended Definitions

- ❖ Evoking the senses; using a word that creates a sensory image through sound, sight, touch, hearing, or smell.
- ❖ Environment; identifying how and where something is used.
- ❖ Ramifications; showing how the term or concept affects people or objects.
- ❖ Historical references; showing how a concept has been defined throughout history.

Introduction

TOPIC SENTENCE: Graffiti is a big problem in society today.

DEFINITION: Graffiti is any act of illegal writing or drawing on a public place. **DETAILS:** The main sort of people who graffiti are

young teenage boys and some older gang members. **EVIDENCE:** Between 2005 and 2009, 46% of graffiti was done by males aged 14 to 16 years. You can see graffiti in places like train stations, abandoned buildings and bridges. Graffiti can be classified into tags, stencils and throw-ups. **HISTORY:** The first known evidence of

graffiti was seen in ancient Rome when shopkeepers would carve a picture of the things they were selling on the walls of their

SHOPPERS: The reasons why people graffiti and the

consequences of it will be discussed and some solutions will be presented

Evidence

Three types of evidence:

Testimonial

Statistical

Anecdotal

Testimonial Evidence: Opinions of Experts

- ▶ Including an expert opinion is a great way to support information about a topic; it can be used to establish credibility.
- ▶ Some examples of testimonial evidence include the following:
 - Direct interviews with experts
 - Quotes from an expert's book or article
 - The author's own knowledge if they have the experience to support it

Statistical Evidence: Numbers that Matter

- ▶ Statistics are powerful, especially if they come from reliable sources; they can be used to support specific points within the essay or even as a “hook” in the introduction to gain the readers’ attention.
- ▶ Some examples of statistical evidence include the following:
 - Numbers from your own research
 - Numbers from personal experience if you have sources to support them
 - Percentages from good sources like government reports
 - Measurements and numbers from others’ research

Anecdotal Evidence: Stories that Illustrate a Point

- ▶ Anecdotal evidence is a story or case study that supports a point of view; it helps form a connection with readers, as they may relate to the person or place mentioned in the story.
- ▶ Some examples of anecdotal evidence include the following:
 - An interview with someone
 - A personal experience related to your topic
 - An experience of another person / place

Anecdotal Evidence

“ ”

Begin with a ‘place’ and / or ‘time’ phrase (adverb)



Include details of the subject - name / location



To authenticate your evidence (make it more realistic) you can explain how the story was reported in the news or on television.



Universal Principles for Reasons, Consequences & Solutions

- ▶ In order to expedite the process of selecting variables, it is useful to provide students with lists of possible variables that could apply to a range of issues.
- ▶ The lists are not exhaustive but can be considered as “best-fit” boundaries for each area - reasons, consequences and solutions.
- ▶ These variables have been identified following analysis of exemplary issue-based essays, where valid and reliable variables were identified and then tested against the range of issues they could apply to.

Reasons why social issues arise

Poor attitude

Emotional instability

Pressure from society

Addiction

Lack of education

Economic reasons

Conflict

Inequality

There are three major reasons
why people _____

1

2

3

Reasons:

Add evidence to one of the reasons

Reason paragraph

LEAD IN: There are three main reasons why people graffiti.

REASON # 1: The first is because they get pressured by their friends to do it. They might not want to do something illegal but they are too embarrassed to say no. **REASON # 2:** Another reason is that they might be angry with a particular place or person, so they spray rude words all over the building where that person works to show how angry they are. **REASON # 3:** A final reason is because they want to use the graffiti to give them power and control. Some gang members write tags on walls to warn other gangs not to go on to their territory.

EVIDENCE: In Fremantle, the Gypsy Joker Biker Gang has a clubhouse and all the buildings around it have tags on them to warn others not to come close.

Possible
consequences
of social issues

Personal / health

Environmental

Economic

Social

There are many serious consequences
when people _____

1

2

3

Consequences:

Add evidence to one of the consequences

Consequence paragraph

LEAD IN: There are many serious consequences when people graffiti property. **CONSEQUENCE # 1:** The paint that people use to graffiti walls is hard to remove and it costs the council a lot of money to get cleaners to scrub it off.

CONSEQUENCE # 2: If they cannot get the paint off, then the walls will be permanently damaged. **EVIDENCE:** Last year, some young guys spray painted a beautiful old church in Melbourne, and the stains are still there even though they have tried to use every thing to clean it.

CONSEQUENCE # 3: Finally, tourists don't really want to visit parts of the city that have had graffiti painted all over them. It makes the places feel unsafe.

Solutions
to social
issues

Education

Punishment

Prevention

Creative solutions

Some solutions to solve the problem
of _____ have been
identified.

1

2

3

Solutions:

Add evidence to one of the solutions

Solution paragraph

► **LEAD IN:** Some solutions to solve the problem of graffiti have been identified. **SOLUTION # 1:** Those people who create the mess could be made to clean it up. They should be given the job of making everything clean again. **SOLUTION # 2:** Someone from the council should go around to schools and teach the students how bad graffiti is so that they learn how to respect their environment. **SOLUTION # 3:** Finally, they could build a big wall somewhere in the city where people of all ages could go and paint their own graffiti without being illegal. This might stop them from doing it on public property. **EVIDENCE:** In Berlin, there is a “Graffiti Wall” where the German kids can do whatever they want on it, and there isn’t very much other graffiti in Berlin

Conclusion

Topic Sentence:

_____ is a big problem in society today.

Many reasons + serious consequences + valuable solutions

Final personal comment - can be an “I” statement = personal voice

Conclusion paragraph

LEAD IN: Graffiti is a big problem in society today.

SUMMARY: There are many reasons why people graffiti including peer pressure and power. There can be serious financial and social consequences. However, there are some solutions such as educating people that will hopefully reduce the amount of graffiti that is seen in cities.

PERSONAL STATEMENT: I hate seeing beautiful buildings so badly damaged by graffiti and hope we can all help to prevent it from happening.