

EBOOK CODE: REAU1134



Years 5-7



Multi-Level Literacy

Catering for the diverse range of literacy levels in upper primary

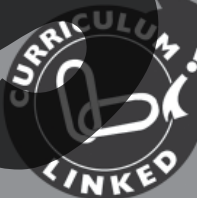
Book 1



Persuasive Texts

Explanatory Texts

Reports



Key Features of a Persuasive Text
Purpose: to convince the reader using
language and style.
Structure: title, and
Introduction: arguments are
presented in paragraphs in order of
importance with convincing evidence and
counter arguments. Conclusion: restate
the position and summarises key points
Key Features of an Explanatory Text
Purpose: defines and states what
will be explained. Description: an



By Jodie Schicker

Contents

Teachers' Notes	4
Australian Curriculum Links	4
Persuasive Text – Too Much Sport	
Teachers' Notes	5
Student Information Page – Level 1	6
Activity – Level 1	7
Student Information Page – Level 2	8
Activity – Level 2	9
Activity – Levels 1 & 2	10
Persuasive Text – Concerts Are A Waste Of Money	
Teachers' Notes	11
Student Information Page – Level 1	12
Activity – Level 1	13
Student Information Page – Level 2	14
Activity – Level 2	15
Activity – Levels 1 & 2	16
Explanatory Text – Skateboarding	
Teachers' Notes	17
Student Information Page – Level 1	18
Activity – Level 1	19
Student Information Page – Level 2	20
Activity – Level 2	21
Activity – Levels 1 & 2	22
Explanatory Text – Volcanoes	
Teachers' Notes	23
Student Information Page – Level 1	24
Activity – Level 1	25
Student Information Page – Level 2	26
Activity – Level 2	27
Activity – Levels 1 & 2	28
Report – Redback Spider	
Teachers' Notes	29
Student Information Page – Level 1	30
Activity – Level 1	31
Student Information Page – Level 2	32
Activity – Level 2	33
Activity – Levels 1 & 2	34
Report – Venus Flytrap	
Teachers' Notes	35
Student Information Page – Level 1	36
Activity – Level 1	37
Student Information Page – Level 2	38
Activity – Level 2	39
Activity – Levels 1 & 2	40
Word Bank	41
Answers	42-43

Teachers' Notes

Multi-Level Literacy - Book 1 is the first book in a two part series and has been specifically designed to use with students in upper primary. It has been structured to be age appropriate and of high interest for its target age group.

Both books in this series will assist teachers to cater for a diverse range of literacy levels in the classroom. They will allow differentiated learning to run parallel in the classroom without the need for high levels of preparation. The activity sheets marked Level 1 are for more able students and the sheets marked Level 2 are for less able students in the class.

This blackline master resource can be used to prepare students for state and national standardised testing and is closely linked to the Australian English Curriculum.

The three text types which are modelled in this book are persuasive texts, explanatory texts and reports. The content focuses on developing students' reading skills and strategies, and encourages students to identify components and the structure of different text types so that they can use these as a framework for their own writing. Students are also given the opportunity to respond to different text types and engage with the content.

Australian Curriculum Links

This resource is linked to the Australian Curriculum in English in the three strands of Language, Literature and Literacy. The links below are covered across the breadth of the texts and activities within this book.

YEAR LEVEL	LANGUAGE	LITERATURE	LITERACY
5	ACELA1501 ACELA1502 ACELA1504 ACELA1507 ACELA1508 ACELA1512	ACELT1609 ACELT1610 ACELT1611 ACELT1612	ACELY1698 ACELY1699 ACELY1701 ACELY1702 ACELY1703 ACELY1704 ACELY1705
6	ACELA1517 ACELA1518 ACELA1520 ACELA1522 ACELA1523 ACELA1524 ACELA1525	ACELT1613 ACELT1615 ACELT1616 ACELT1618 ACELT1800	ACELY1711 ACELY1712 ACELY1713 ACELY1714
7	ACELA1531 ACELA1532 ACELA1534 ACELA1536 ACELA1537	ACELT1620 ACELT1621 ACELT1622 ACELT1625	ACELY1719 ACELY1721 ACELY1722 ACELY1723 ACELY1724 ACELY1725



Key Features of a Persuasive Text:

Purpose:	to persuade the reader using logical arguments.
Title:	clear and concise.
Introductory Statement:	states position and briefly outlines arguments within text.
Arguments:	arguments are presented in paragraphs in order of strength with supporting evidence and details.
Rebuttal:	provides argument/evidence against possible counter arguments.
Conclusion:	restates the position and summarises key points.

Language:

- Use of emotive and high modality language.
- Subjective vocabulary.
- Present tense.
- Use of rhetorical questions.
- Use of first or third person.

Specific Activities and Teaching Ideas:

- Discuss and highlight the features of the genre.
- Ask students to place themselves on a sliding scale re their own stance on the statement, "There is too much sport in schools" before and after reading the text.
- Read the text in small groups and then discuss the generic features in relation to the text.
- Ask students to label the various sections of the text to reinforce generic features of the text.
- Cut and jumble the text and ask students to re-order.
- Use highlighter pens to identify the language features of the text such as the high modality language and emotive statements.
- Ask students to complete activity pages with required degree of teacher support.
- Develop a T chart to show the arguments for and against sport in schools.
- Brainstorm ideas for counter arguments/rebuttals.
- Students to complete the extra activity at their own level and publish work to desired level.
- Teacher may model the writing process with students of lower literacy levels or provide students with necessary support.

Related Activities:

- Role play an interview between the Principal and Mrs Duncan.
- Write a couple of paragraphs for the school newsletter outlining the benefits of sport.
- Design posters which promote fitness in schools.
- Conduct a survey and graph the results to show students'/parents' opinions on the amount of sport in schools.
- Create a chart to demonstrate the amount of time spent on sport in the school at different age levels and summarise the data.
- Research daily temperatures to estimate the ideal time for fitness each term.
- Find and discuss education authority guidelines for sport in schools, e.g. time, type of activity, frequency etc.

Read this text by I.M. Greedy (Manager of Ivan's CD shop).

Concerts are frequently held by singers and pop groups in most major cities. The cost of purchasing concert tickets can be very expensive with the price per ticket usually well over a hundred dollars. Many teenagers use their limited money to purchase concert tickets when they should be buying CDs instead. CDs are a far better choice for many reasons: they are cheaper, last longer and are portable. Teenagers must reconsider their wasteful spending on concerts.

Firstly, for the price of one concert ticket, teenagers could purchase more than three CDs. In addition, they can keep these CDs forever, whereas concerts are short-lived. If you desperately love a particular singer or group as some teenagers claim to, then wouldn't you rather buy all of their albums instead of attending just one of their concerts? Teenagers usually only have a small amount of money so it is ridiculous for them to be spending so much of it on expensive concert tickets.

Also, when teenagers listen to a CD they are able to control the volume of the music. At concerts the music is incredibly loud and can even affect their hearing. Many people complain that they are unable to hear properly for a few hours after being at a concert. If teenagers love a particular song then they can replay it over and over again on a CD but at a concert it cannot be guaranteed that they will even get to hear their favourite song which is extremely disappointing! It is far more sensible for teenagers to buy a CD and listen to their favourite music at a volume that they enjoy for hours or even years, than attend a short concert.

Furthermore, CDs are portable as they can be taken anywhere. Concerts, on the other hand, are held in large stadiums and literally thousands of tickets are sold. Imagine paying over a hundred dollars for a ticket and then barely even being able to see the stage! Who wants to pay to look at the back of someone else's head even if the music is good? Surely most teenagers would prefer to listen to their favourite music whenever and wherever they wish on a CD rather than being squashed into an arena with thousands of other people.

Some teenagers might argue that the experience of seeing a singer or group perform is worth paying the price of a ticket. However, they should consider whether they are actually getting a true live performance. Don't they realise how many major 'stars' just lip-synch to pre-recorded music? It is outrageous that people can pay over a hundred dollars for a ticket to watch someone move their lips in time to a CD. It would be cheaper to just buy a DVD of the concert instead!

Clearly, buying CDs is a far better choice for teenagers than buying concert tickets. They are far less expensive, more convenient and portable and can be used again and again. Teenagers who unwisely decide to buy concert tickets are wasting their money.



After reading the persuasive text on page 12, complete the questions and activities below.



1. What does the author believe teenagers should spend their money on?

2. Identify two reasons that the author gives for concert tickets being a waste of money.

3. What are two advantages of CDs described by the author?

4. Summarise the main arguments given in this text.

Argument 1 _____

Argument 2 _____

Argument 3 _____

Argument 4 _____

5. What are the two most commonly used pronouns in this text?

6. Decide whether you agree or disagree with the author. Give one reason for your decision.

7. Persuasive texts often use generalisations to strengthen their viewpoint. Decide whether the following statements from the text are fact or generalisation.

Many major stars lip-synch at concerts.

FACT GENERALISATION

Most concerts are held in large stadiums.

FACT GENERALISATION

You can barely see the stage at concerts.

FACT GENERALISATION

Loud music can affect your hearing sometimes.

FACT GENERALISATION

You can keep CDs forever.

FACT GENERALISATION

Teenagers usually only have a small amount of money.

FACT GENERALISATION

Concert tickets are expensive.

FACT GENERALISATION

CHALLENGE...

- In persuasive texts, rhetorical questions can be used to engage and persuade the reader. List the three rhetorical questions used by the author of this text on the back of this page.
- Use your exercise book to design a poster advertising a concert for your favourite singer or group. Try to use persuasive language and advertising features that will encourage people to buy the tickets.

Read the explanatory text below.

Skateboarding is a sport that has existed since the early 1900s. Skateboards were once very basic. Roller skates were attached to planks of wood to make them. Today skateboarding has developed into a high profile, extreme sport.

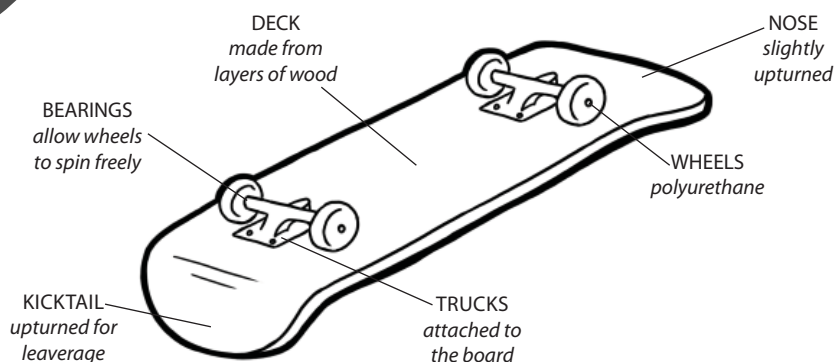
In the late 1950s Californian surfers experimented with skateboarding by securing roller skate wheels to surf boards, and 'surfing the streets' became a new phenomenon. However, skateboarding really grew in popularity when the first professional skateboards were manufactured in 1963. These early skateboards were quite dangerous with baked clay wheels and little grip, leading to many accidents and even a few deaths, and as a result by the mid-1960s the sport of skateboarding began to decline.

Eventually, in 1973 a smooth plastic known as polyurethane was utilised to make skateboard wheels. These plastic wheels provided greater skateboard control and safety. An upturned back end, known as a kicktail was added to the back of the board and this allowed users to invent new tricks. These new design features resulted in the return of skateboarding.

During the 1970s and 1980s many changes were made to the basic skateboard design including the shape, length and width of the board and wheels. Skateboarding developed into two distinctive main styles known as street and ramp skating. Street skating uses urban obstacles such as stairs, hand rails and kerbs for tricks while ramp skating uses shaped ramps and inclines to perform tricks.

Modern skateboard makers now use the latest materials and technology to produce greater speed, stability and versatility. Modern skateboards have six main components: a kicktail, nose, deck, wheels, trucks and bearings. Each of these components can be changed or adapted to suit the boards use for either street or ramp skating.

Skateboarding has developed over time to become a world-wide sport with many competitions offering high prize money and lucrative sponsorship deals. It also remains a popular pastime for many children in Australia and around the world.



After reading the text on Page 18, complete the questions and activities below.

1. When did skateboarding begin?

2. Why did Californians call skateboarding 'surfing in the streets'?

3. What is polyurethane and how did it change skateboarding?

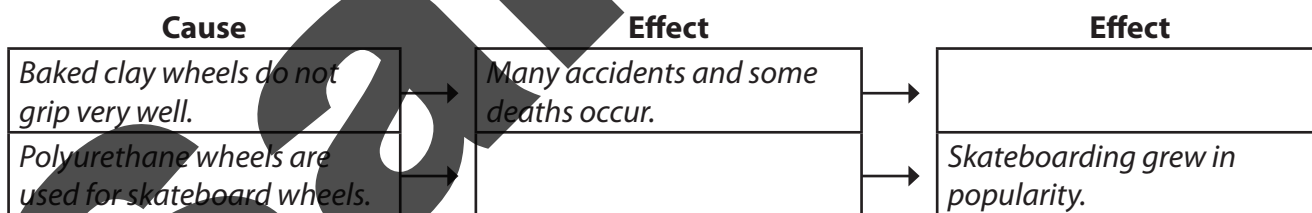
4. In what year were the first professional skateboards manufactured?

5. How does a 'kicktail' change the way that a skateboard is used?

6. Explain the difference between the two main types of skateboarding.

7. Which part of the skateboard allows the wheels to spin better?

8. Complete the cause and effect chart.



9. Find antonyms to match the words from the text.

a. *incline* _____

d. *early* _____

b. *dangerous* _____

e. *greater* _____

c. *many* _____

f. *stable* _____

10. Give three examples of subject-specific vocabulary that has been used in the text.

CHALLENGE...

- On a blank piece of paper draw the outline of a deck and design your own skateboard graphics to go on the deck.
- On the back of this sheet draw a timeline to show how skateboarding has changed and developed.