

Suggested Teaching Components

- Develop appropriate vocabulary
- Follow the text structure and language features of an argument
- Understand the purpose of an argument
- Understand and respond to events from an argument either orally or in writing
- Use a range of skills and strategies appropriate to the text, e.g. skimming, scanning, flowcharts
- Develop awareness of techniques used by writers to create certain effects and position the reader

Suggested Themes, Topics and/or Experiences

All curriculum topics, environment, human rights, current issues, growing up, saying no, school issues, migration, unemployment, family, advertising, government, technology

Suggested Assessment Tasks

- Complete comprehension activities
- Respond to a poster illustrating an issue
- Complete a 3 level guide

Sample Strategies**Teacher directed**

- Build field knowledge
- Model reading emphasising pronunciation, intonation etc., in a variety of texts, e.g. advertisements, letters to the editor
- Demonstrate purpose, structure and language features emphasising words of modality, emotive words and words linking cause and effect
- Distinguish between fact and opinion
- Develop word banks and vocabulary chains

Joint/guided

- Collect and read texts about the same issue, categorise into point of view
- Identify and highlight arguments and elaboration; emphasise connectives
- Reinforce understanding of point/elaboration through various activities
- Sequence texts; match split clauses
- Construct word banks of conjunctions

Independent

- Complete clozes, e.g. connectives
- Complete comprehension activities, e.g. three level guide, true/false questions
- Use proforma (writing frames) to identify arguments and elaboration of points made
- Respond to a poster illustrating an issue