

Suggested Teaching Components

- Write using the text structure and language features of a description, in literary and factual contexts (characters, places, phenomena, theories historical, contemporary and fictional)
- Use appropriate vocabulary
- Write demonstrating some overall cohesion and coherence, e.g. cohesive paragraphs, opening and closing sentences, use of topic sentences, development of macrotheme
- Use appropriate tone, e.g. formal or informal
- Set out work in a fluent and legible style using appropriate layout
- Establish relationship between text and image
- Use research skills to gather information from a variety of reading texts before writing a text
- Use the writing process to plan, draft, redraft

Suggested Themes, Topics and/or Experiences

All curriculum areas, literature themes, people, places, events, environment, arts and technology, New Zealand and world history

Suggested Assessment Tasks (May be linked to Unit and Achievement standards in ESOL, English and other curriculum areas)

- Write a description from a topic sentence or a visual text (may include graphics) - a place, phenomenon, theory, in historical, contemporary and fictional contexts
- Write a literary description of a character or setting in a literary text (novel, play, film, short story)

Note. Many of the teaching activities can also be used as assessments

Sample Strategies**Teacher directed**

- Build field knowledge using visual and written text, e.g. semantic maps
- Brainstorm and discuss language features emphasising adjectival phrases/clauses
- Identify text structure and language features
- Discuss variety of purposes, e.g. factual, literary

Joint/guided

- Complete cloze/dictagloss exercises based on various language features; discuss cohesion
- Write a descriptive paragraph at concrete level based on a picture prompt/topic sentence
- Write a descriptive text from a topic sentence using abstract concepts based on interaction of characters, setting and events
- Compare/contrast concrete and abstract descriptive texts
- Use a graphic outline - Same - Different charts to compare elements of two texts (fictional or factual)

Independent

- Extend appropriate personal word bank with emphasis on adjectival and adverbial phrases and clauses
- Write a description of a significant person or place from student's previous background
- Write a description of, e.g. a building, a setting from a literary text, a landmark
- Write a description from a topic sentence