By unit/lessons: primary school example

Level 3 Writing Planner  
Weeks 1–4 Term 3 2022

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| **Level 3 Content Descriptions** | **Level 4 Content Descriptions** |
| LANGUAGE | |
| Understand that paragraphs are a key organisational feature of written texts [(VCELA259)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA291)  Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters [(VCELA260)](http://rspcavic.org/health-and-behaviour/microchipping/)  Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement [(VCELA261)](https://www.car.com.au/)  Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense[(VCELA262)](http://reference.yourdictionary.com/word-definitions/what-is-the-definition-of-supporting-detail.html)  Understand how to use letter–sound relationships and less common letter combinations to spell words[(VCELA263)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA263) | Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives [(VCELA290)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA259)  Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases [(VCELA292)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY299)  Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts [(VCELA293)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA293)  Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families [(VCELA295)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA262)  Recognise homophones and know how to use context to identify correct spelling [(VCELA296)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA296)  Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech [(VCELA291)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA260) |
| LITERACY | |
| Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose [(VCELY266)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY300)  Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation [(VCELY267)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY267)  Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size [(VCELY268)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA290)  Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements [(VCELY269)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA292) | Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features [(VCELY299)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA261)  Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure [(VCELY300)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA295)  Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity [(VCELY301)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY301)  Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements [(VCELY302)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY268) |

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| **Level 3 Achievement Standards** | **Level 4 Achievement Standards** |
| **Writing**  Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge letter–sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters. They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size. | **Writing**  Students use language features to create coherence and add detail to their texts. They make use of their increasing knowledge of phonics, and they understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create well-structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning. |

Overview

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| **Genre** | **Purpose** | **Organisation** | **Language features** | **Assessment** |
| Information Reports | To give factual information about a topic | Introduction – a general opening statement introducing the topic (often this involves a classification, e.g. ‘A dog is a canine’) and explaining what it is.  Series of paragraphs each explaining a different aspect or feature of the topic. Each paragraph should begin with a topic sentence. | * Sub-headings (optional) * Specialised vocabulary and technical terms * Third person (passive) * Timeless present tense * Using factual and precise adjectives, verbs (including relating to build definitions or classify) and adverbs * Compound sentences containing more than one fact and use of conjunctions | There are many opportunities for formative assessment. Some of these are highlighted in red font throughout the four week program.  Attached: Information Report – Summative Assessment Rubric |

Assessment and reporting overview

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| **Formative** | **Summative** |
| * Information Report: create a poster/written piece based on the students pre-understanding of the genre (Week 1) * Annotated samples and posters around room (Week 1) * Data Chart: progressive understandings and sentences constructed from the data chart (Week 2) * Conferencing with Peer & Teacher (Week 3) * Ongoing conferencing during stages of writing – assess against rubric, self-assessment by student | * Pre-assessment: students write a short information report without teacher guidance. Assessed to determine student needs and plan for differentiated learning. * Published information report on chosen animal as pet and an invention to help keep this pet – teacher assessed using rubric (Week 4) |

**LEVEL 3 WRITING PLANNER TERM 3 2017**

**WEEK 1**  45 mins per session

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| **Session focus** | **Resources** | **Whole class focus** | **Independent or teacher lead groups** | **Sharing group (feedback)** |
| **Session 1:**  **Getting started** | Variety of information reports related to animals as pets  Attached: ‘Domestic Dogs’ example  Attached: ‘Domestic Dogs’- Information Report annotated example | Provide students with a range of information reports – do not reveal genre  End of session:   * explain to students they will be creating an information text about an animal as a pet and one invention that helps to keep this pet * list possible topics * discuss possible publishing formats briefly: Poster, PowerPoint, Leaflet/Brochure, Report, but all will be created digitally – these will be addressed in more detail in Week 3 | Students work in groups to look at features (highlight and annotate)  What are the similarities and differences?  What are the features?  Try to determine genre | Share findings and reveal genre and create class poster on features of information reports  Display annotated samples and posters around room |
| **Session 2:**  **Planning/Research** | Data Chart  Possible websites:   * [RSPCA Victoria](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY269) * [Central Animal Records](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY266) | Show students data chart that they will be using to create their own information text  Researching on the internet and adding information to data chart in dot points  Highlight that information must be recorded in OWN WORDS and be understood by the student | Students begin to research their chosen animal and invention on the internet – recording information on their data chart | Share how they approached their research and broke it down to OWN words  Share an interesting fact |
| **Session 3: Planning/Research** |  | Revisit data chart and model thinking:   * Have I got enough information to write a paragraph on this section? * What can I do if I don’t? | Students continue to add information to data chart. | What did you add and why? |
| **Session 4:**  **Writer’s Notebook** |  | Writer’s Notebook |  |  |

**WEEK 2**

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| **Session focus** | **Resources** | | **Whole class focus** | | **Independent or teacher lead groups** | | **Sharing group (feedback)** |
| **Session 1:**  **Features and preparation for composing** | |  | | Turning dot points intosentences – model the thinking (think aloud) from class data chart | | Students practise creating sentences from dot points using examples such as:   * Dogs are canines * Feeding rabbits * Keeping chickens   Students then create a series of sentences from their personal data chart  (**Not** composing paragraph – practising skill) | What did you find challenging about this task?  What helped you?  How will this assist us in writing our own report? |
| **Session 2:**  **Composing** | |  | | Refer to data chart and sentences from previous session.  Model composing introductory paragraph  Model referring to the first column of the Data Chart to compose the introductory paragraph of the whole class information report. Emphasise use of third person and timeless present tense.  *Introduction – a general opening statement introducing the topic and explaining what it is* | | Students compose their introductory paragraph using the first column of their data chart  Students regroup on the floor – turn and talk – sharing their text with a partner – receiving feedback  Choose some students to share with whole class and receive feedback | Share some introductory paragraphs  How did receiving feedback from someone else help? |
| **Session 3:**  **Composing** | |  | | Exploring what is a topic sentence  *‘A topic sentence essentially tells what the rest of the paragraph is about. All sentences after it have to give more information about the sentence, prove it by offering* [*facts*](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY302) *about it, or describe it in more detail’*  Model referring to the Data Chart to compose the second and third paragraph of the whole class information report  Focus on topic sentences – first sentence for each section | | Students compose second and third paragraphs including topic sentences  (For sharing students write topic sentence on piece of paper and put into a ‘hat’) | Students read a topic sentence from the hat and discuss what the paragraph might be about |
| **Session 4:**  **Writer’s Notebook** | |  | | Writer’s Notebook | |  |  |

**WEEK 3**

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| **Session focus** | **Resources** | **Whole class focus** | **Independent or teacher lead groups** | **Sharing group (feedback)** |
| **Session 1:**  **Composing** |  | Remind students of importance of topic sentence  Model referring to the Data Chart to compose the remaining paragraphs of the whole class information report (not conclusion)  Focus on using topic specific vocabulary | Play the topic sentence game: write a series of dot points on board – create a topic sentence for the facts  Give points for the best topic sentences  Students complete remaining mid-section of information report draft | Share draft so far: feedback focussing on whether there is enough information prior to conclusion |
| **Session 2:**  **Composing** |  | Model referring to the Data Chart to compose the remaining paragraphs of the whole class information report (no conclusion).  Focus on using topic specific vocabulary | Students complete remaining mid-section of information report draft | Share draft so far: feedback focussing on whether there is enough information prior to conclusion |
| **Session 3:**  **Publishing format** | Display a range of published information reports such as information sheets, brochures, poster | Discuss different publishing formats: Poster, PowerPoint, Leaflet/Brochure, Report, stressing that all Information Reports are to be created digitally | Students explore the different types of formats, looking at the advantages and disadvantages of each format  Students identify the range of sources for accessing diagrams and importance of labels | Share discussions and thoughts about the format that may be selected |
| **Session 4:**  **Writer’s Notebook** |  | Writer’s Notebook |  |  |

**WEEK 4**

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| **Session focus** | **Resources** | **Whole class focus** | **Independent or teacher lead groups** | **Sharing group (feedback)** |
| **Session 1:**  **Revising/editing** |  | Dictionary race: Each child has a dictionary (or partners) teacher randomly chooses a word and the children race to find it in their dictionaries  The first child to find it reads out the definition  They then get to choose the next word to search for!  Model   * Checking that each sentence in the information report makes sense * Adding or deleting information where necessary. * Checking punctuation and capital letters * Checking that timeless present tense and third person are used consistently | Students edit and revise their information report concentrating on the same aspects modelled to the class  *Students should also ensure that only facts have been included in the report, no opinion* | Why is it important to revise/edit? |
| **Session 2:**  **Editing/revising** |  | *Place a series of sentences on the board and ask students to replace words with words from their* dictionary  Revisit strategies discussed previous session to edit and revise  Model looking up a word in the dictionary and discuss selecting a new word that still makes sense in the sentence | Students continue editing and revising process  When complete conference with a partner before teacher | What did you revise and why? |
| **Session 3:**  **Publishing** |  | Revisit publishing formats | Students decide on publishing format and begin to publish | How are you going to publish? |
| **Session 4:**  **Publishing** |  | Revisit publishing requirements | Students finish publishing |  |

A student work sample, titled 'Domestic dogs example'. There is an annotated picture of a dog and five paragraphs of text about domestic dogs.

Annotated example of an information report

**D**

**omestic Dogs**

A dog is a canine

.

Dogs have four legs. They can have

short or long hair. Dogs also have two ears and a tail.

Domestic

dogs live with people.

They can live in the

house or in the backyard. Dogs usually live in a dog

house to keep them warm when they sleep if they live

outside.

To look after

a dog people need to

feed them at least

twice a day.

It

is

best to feed them once in the morning

and once in the evening. Dogs also

need

grooming

regularly and they need lots of exercise. It is best to

try and walk a dog at least once a day.

Dogs can eat lots of things

.

Most domestic dogs eat dog

food that can be bought at the supermarket. Canned

dog food is usually made up of meat, vegetables and fat.

Dogs also eat dry biscuit

s and meat.

A good person to own a dog is someone who has a big

backyard for the dog to run around in.

It is also good

for kids to own dogs so they can learn responsibility.

Older people are also good to own a dog because it

keeps them company.

CLASSIFICATION

Introduces the topic

and describes what the

thing is, in this case

what the animal is

Each paragraph begins

with a topic sentence to

focus the

reader’s

attention on what the

paragraph will be mainly

about



Timeless

Present

Tense

DESCRIPTIVE

PARAGRAPHS

Each paragraph

describes different

aspects of the topic

being written about

Third

person

Information about

what is needed to

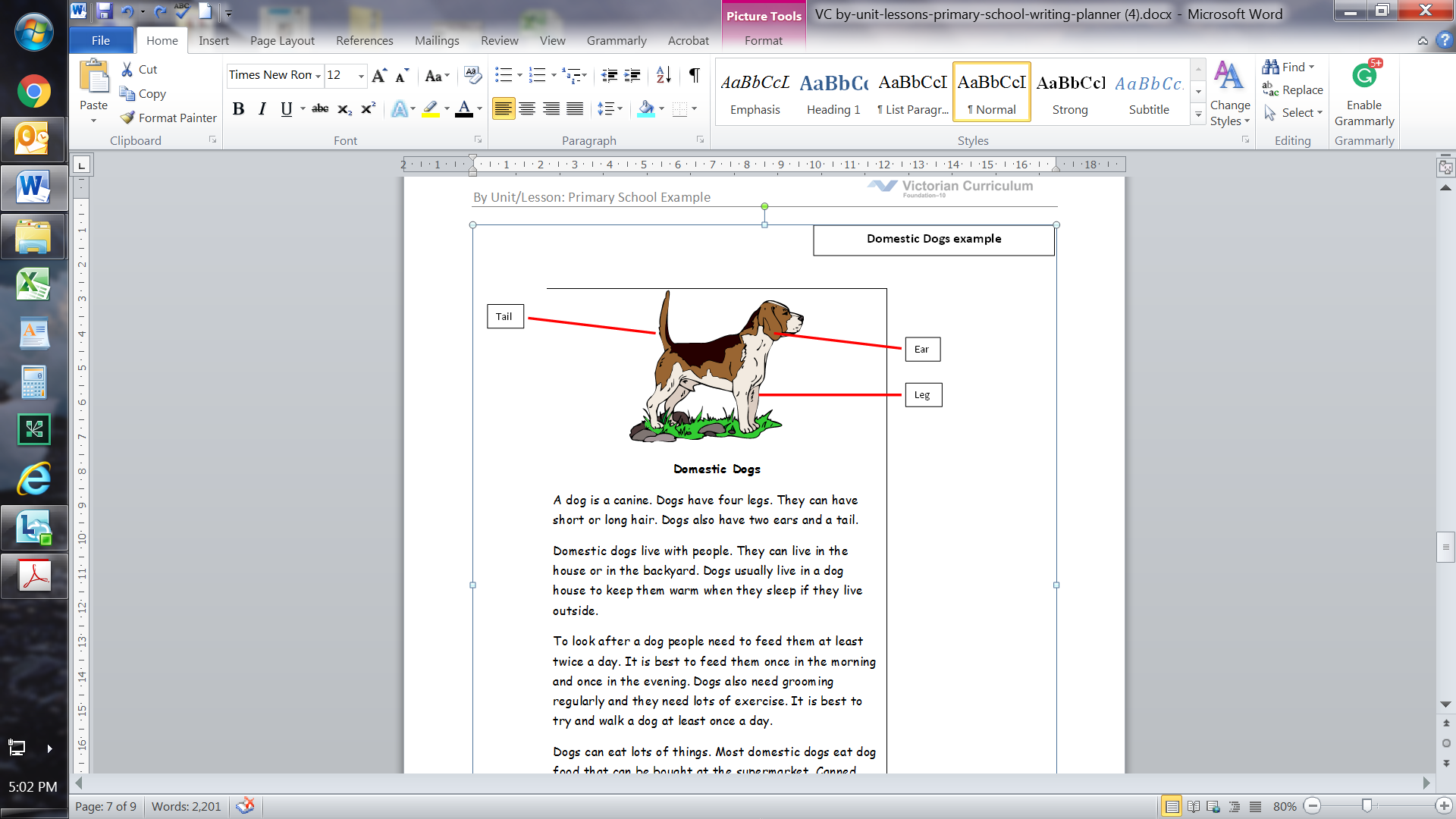
help keep a pet.

**Domestic Dogs**

**–**

**Information Report**

**Annotated example**



Assessment rubric example

LEVEL 3 WRITING ASSESSMENT TASK

INFORMATION REPORT Summative assessment rubric

**Name:**

THE TASK: Students were asked to write an information report on an animal as a pet and highlight what is required to keep this pet. They worked through the 5 stages of writing (planning, composing, recording, revising, and publishing). Students learnt that an information report is a non-fiction text which describes facts about a topic to provide the reader with detailed information about that topic. They researched information on their chosen topic.

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|  | **Not demonstrated** | **Sometimes** | **Yes** |
| **PLANNING** |  |  |  |
| Included adequate details in dot points for each section of the Data Chart |  |  |  |
| **COMPOSING** |  |  |  |
| First paragraph introduces the topic. |  |  |  |
| Each paragraph begins with a topic sentence |  |  |  |
| Each paragraph clearly describes an aspect of the topic |  |  |  |
| Varied sentence beginnings |  |  |  |
| Used a variety of simple sentences |  |  |  |
| Used a variety of extended sentences |  |  |  |
| Developed ideas clearly with supporting details |  |  |  |
| **RECORDING** |  |  |  |
| Full-stops used correctly |  |  |  |
| Capital letters used at the start of sentences |  |  |  |
| Capital letters used at start of the names of people and places |  |  |  |
| Paragraphs are used correctly to discuss different aspects of the topic |  |  |  |
| **REVISING (draft stage)** |  |  |  |
| Identified and underlined own spelling errors |  |  |  |
| Corrected all identified spelling errors independently |  |  |  |
| Information Report makes sense to the reader |  |  |  |
| Used timeless present tense consistently |  |  |  |
| Used third person consistently |  |  |  |
| Identified parts where more detail was required, and added appropriate information to make it more interesting for the reader |  |  |  |
| **PUBLISHING** |  |  |  |
| A layout appropriate to an Information Report has been used |  |  |  |
| Draft has been accurately transferred to published copy |  |  |  |
| Effectively used spellchecker to correct spelling |  |  |  |
| Glossary or diagram has been included |  |  |  |