# Literacy - Information Reports

|  |
| --- |
|  |
| **Year Level** |
| Stage Three – Year 5/6 |
| **Unit Duration** |
| Weeks 1 – 5 |
| **Stage Statement (Extract)** |
| Students who have achieved Stage 3 have a sound basic knowledge of how to use English. This enables them to experiment with their talking, listening, reading and writing on different topics for an increasing range of purposes and a variety of audiences.  Students structure their written texts coherently according to the social purpose of the text type. They write well-structured sentences and use a variety of grammatical features effectively. They try to adjust their writing to meet readers’ needs and plan, review and proofread their writing. They can construct texts for different purposes and audiences, using computer technology. They spell most common words accurately and use a variety of strategies to spell less common words. They consistently use correct punctuation and write in a fluent, legible style. |
| **Purpose** |
| Information reports are used to present information about something. They generally describe an entire class of things, whether natural or constructed, for example: mammals, the planets, rocks, plants, computers, countries etc. |
| **Structure** |
| Information reports are usually organized to include:  - a general statement identifying the subject of the information report, perhaps defining and classifying it;  - description (‘bundles’ of information relating to features, characteristics, behavior or types). |
| **Unit Foundation** |
| **Syllabus Outcomes** |
| **Writing** |
| ***WS3.9: Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.***  - considers and audience’s likely knowledge of a topic and provides helpful explanations or definitions, E.g. glossary  - plans writing through discussion with others and my making notes, lists or drawing diagrams  - writes paragraphs that contain a main idea and elaboration of the main idea  - contributes to joint construction activities  - writes detailed reports with increasing technicality  - uses topic sentences to guide readers  - undertakes research to extend knowledge of subject matter  - records information from a variety of sources.  ***WS3.10: Uses knowledge of sentence structure, grammar and punctuation to edit own writing.***  - prepares banks of words for particular purposes  - uses a variety of conjunctions and connectives to connect groups of words and clauses  - uses correct punctuation when writing, in particular publishing  - identifies and corrects errors in writing, in regard to spelling, punctuation and grammar  ***WS3.13: Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.***  - responds to the writing of others with specific and constructive comments about the organizational patterns of the text  - explores options for influences readers in writing  - discuss how language choices engage the reader  - discusses language choices for building topic information  ***WS3.14: Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers’ and viewers’ understanding of texts.***  - analyses own texts for effective use of joining/linking words, eg. conjunctions, connectives  - structures effective paragraphs with topic sentences to create and present an effective information report  - re-reads and edits own writing to ensure the correct structure of an information report has been followed and makes adpations when necessary. |
| **Reading** |
| ***RS3.5: Reads independently an extensive range of texts with increasing content demands and responds to themes and issues***  - reads extended informational texts for research and investigative purposes  - interprets a variety of factual texts  - accesses and interprets a wider range of internet/computer texts and graphics  - understands more complex information reports  ***RS3.6: Uses a comprehensive range of skills and strategies appropriate to the type of text being read.***  - uses knowledge about texts to predict the kinds of words likely to be included  - uses several strategies for finding information in texts  - identifies relevant and valid sources for research  - summarises key information  ***RS3.7: Critically analyses techniques used by writers to create certain effects, to use language creatively to position the reader in various ways and to construct different interpretation of experience.***  - identifies the structure of an information report  - explains how the structure of an information report is related to its social purpose  - recognizes that texts could have been written or produced differently  - reports on different interpretations of a text after a group discussion  ***RS3.8:* Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features influence readers’ and viewers’ understanding of texts.**  - identifies different types of information reports  - explains the use of different tenses in different text types, E.g. present tense in information reports  - explains the reasons for the use of passive voice in information reports  - identifies the purpose and structure of information reports |
| **Talking and Listening** |
| ***TS3.1:* Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.**  - joins in group or individual interactions  - listens to information reports with supporting graphics  - explores ides and topics in a group  ***TS3.2:* Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.**  - engages in formal and informal conversations with a wide range of people  - uses a variety of ways to seek relevant information  - uses group interaction strategies to work cooperatively  - speaks with clarity and uses appropriate intonation, volume and pauses when presenting  - uses gesture, posture, facial expression, tone of voice, pace of speaking to engage the interest of an audience |
| **Resources** |
| **-** Student work books  - KWL Chart  - Poster for Information Report structure  - Permanent marker  - A range of Information Reports on a variety of topics  - List of possible countries for independent writing task  - Fact file of information on the London 2012 Olympic Games  - Resources (books, websites, fact files) for student independent research.  - Self Editing checklist  - Accessibility to computers  - Information report suitable for cut up text activity |

|  |  |  |
| --- | --- | --- |
| **Assessment Plan** | | |
| **Assessment Timeline** | | |
| **Before learning activities begin** | **While students work on learning activities** | **After learning activities end** |
| * Questioning * Brainstorming * KWL – What I Know, What I would like to know, What I have learnt | * Collection of work samples * Anecdotal notes * Participation in class discussion * Observation | * Published independent writing task * Sharing of information report to class (Talking and Listening) * Marking Rubric – Information Report * KWL – What I Know, What I would like to Know, What I have learnt |

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Teaching and Learning Sequences (each sequence may extend beyond one lesson)** | **Assessment** |
| **WS3.9**  **WS3.13**  **WS3.14**  **RS3.5**  **RS3.6**  **RS3.7**  **RS3.8**  **TS3.1**  **TS3.2** | ***Introduction***  - To discover what students already know about ‘Information Reports’, as a whole class brainstorm the main structure and features of the text type. Prompt students to identify the social purpose of an information report, discussing the range of topics that may be written about and where they might find this particular text type.  - Have students read a variety of information reports. Focus on how added features such as picture, diagrams, graphs, tables and other visual images can enhance the presentation of information.  - Record variations in how information is presented in each text. | Class discussion  Observation  KWL Chart? |
| **WS3.9**  **WS3.13**  **WS3.14**  **RS3.5**  **RS3.8**  **TS3.1**  **TS3.2** | ***Purpose and Structure – Learning about the text type (Modelled)***  - Divide students into groups and give each group an information report on the same topic from a different source.  - Have students record the source, purpose, intended audience, factual information for each text, and consider similarities and differences between the information presented.  - As a class annotate an information report. Ask them to identify the features of an information report: classification followed by description, topic sentence in paragraphs, topic usually in first position of sentence.  - Present this structure in poster format. Have students copy this into their English workbooks for future reference. | Student work samples  Observation  Discussion |
| **WS3.9**  **WS3.10**  **WS3.13**  **WS3.14**  **RS3.5**  **RS3.6**  **TS3.1**  **TS3.2** | ***Joint Construction of Text – (Modelled ---- Guided)***  - Read information on the London 2012 Olympic Games  - As a class, jointly construct an information report on the 2012 London Olympic Games.  - Create a word bank of vocabulary related to the topic and ask students to distinguish between everyday language and topic specific/technical terms.  - Begin writing:   1. Heading 2. Introductory paragraph – general statement about a ‘class’ of things (tells us what the report is going to be about) 3. Paragraphs containing bundles of information that expand upon the general statement in paragraph one. Always has an introductory sentence to ‘set the scene’ for the information to be presented.   - Throughout the construction of the text, draw focus to the grammatical features of the text type:   * Use of general nouns. Eg. *hunting dogs*, rather than particular nouns, *our dog*. * Use of relating verbs to describe features * Some use of action verbs when describing behavior Eg. Athletes *perform* to their greatest ability * Use of timeless present tense to indicate usualness Eg. The Olympic Games are held every four years. * Use of technical terms * Use of paragraphs with topic sentences to organize bundles of information. * Repeated naming of the topic as the beginning focus of the clause. (Ensure students utilise different sentence beginnings in order to avoid repetition).   - Once the information report has been jointly constructed, students copy into their English workbooks.  - When students have copied into their workbooks, ask them to highlight, in different colours,   * Topic sentences in each paragraph * Technical terms   - Ask students to identify any areas within the text that may be made more effective through the use of further description or use of adjectival phrases. Ask students to share their ideas to the class in an open forum. | Student participation in joint construction of text  Student work samples  Questioning  Observation |
| **WS3.9**  **WS3.13**  **WS3.14**  **RS3.5**  **RS3.6**  **RS3.7**  **RS3.8**  **TS3.1**  **TS3.2** | **Reconstruction of Text**  - In pairs, students are given an envelope containing a ‘basic’ information report that has been cut into strips.  - Students are asked to reconstruct the text, keeping in mind the structure of an information report, using the poster created in the first sequence as stimulation.  - Once students have constructed the report correctly, they are asked to read the information report in pairs and brainstorm ways in which the information report could be made ‘better’. Prompt students to think about the use of language, description, technical terms etc.  - Students add to or re-write the information report using their knowledge of effective grammatical and language features.  - Students share their adapted reports.   * What makes your adapted information report ‘better’? * In what ways have you changed it and why? | Student work samples  Observation  Questioning  Participation in small group work |
| **WS3.9**  **WS3.10**  **WS3.13**  **WS3.14**  **RS3.5**  **RS3.6**  **TS3.1** | **Sourcing Information – Preparing to Research**  - In the following lessons, students will begin independent planning and writing on a country that is participating in the London 2012 Olympic games.  - Students will draw a ‘country’ from a hat (5 selections which will be jointly decided on as a whole class)  - As a class, brainstorm a list of relevant facts that should be included in students information reports.  - Discuss:   * Where and how will I find this information? * What are appropriate sources to use to find this information? * How do I reference where I got this information from? * How do I rewrite information that I have found in my own words?   - Students will prepare a plan in their workbooks outlining:   * The information they want to include about their country in their information report * A plan of where they will find their information (prompt students to use more than one source) | Participation in class discussion  Observation  Student work samples  Anecdotal notes |
| **WS3.9**  **WS3.10**  **RS3.5**  **RS3.6** | **Researching and Organising Information**  - Students will begin research for their independent writing task.  - Focus: planning and preparing.  - Students are to develop a plan for their independent writing task that will be checked off and refined before drafting begins. Focus on structure, topics and purpose. | Observation of student research skills  Student writing plan |
| **WS3.9**  **WS3.10**  **WS3.13**  **WS3.14** | **Independent Construction of Text**  - Students use their pre-produced plans and knowledge of the structure of an information report to begin independent construction of text. | Observation |
| **WS3.9**  **WS3.10**  **WS3.13**  **WS3.14** | **Editing and Publishing**  - Students use the ‘self-editing’ checklist to edit their work.  - Once the writing sample has been checked, students move to publishing their work either on the computer or hand written.  - Students should also consider the layout and presentation   * Where to place diagrams or pictures etc. | Student work samples  Observation  Anecdotal notes |
| **WS3.9**  **WS3.10**  **WS3.13**  **WS3.14**  **TS3.1**  **TS3.2** | **Presentation and Sharing**  - Students continue publishing their independent writing sample.  - Once it has been completed, students will orally share their piece of writing with the class. | Student work samples  Writing task rubric  Student presentation of task (Talking and Listening) |

|  |
| --- |
| **Reflection and Evaluation** |
|  |