

Detailed Unit Plans and Assessment Rubric

Year 4 Writing Unit – Information Report							
General Capabilities	Literacy	Numeracy	ICTs	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Intercultural Understanding
Cross-Curricular Priorities	Aboriginal and Torres Strait Islander Histories and Cultures			Asia and Australia's Engagement with Asia		Sustainability	
Achievement Standards	English By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice. They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonics, morphological and punctuation knowledge. They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and morphologically complex words using clearly formed patterns, using phonics, morphological and grammatical knowledge.						
Content Descriptors	Identify how texts achieve their purposes, AC94ELA04.1 Understand that complex texts are created in a variety of ways, including through characters and events, and how texts reflect contexts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and morphologically complex words using clearly formed patterns, using phonics, morphological and grammatical knowledge.						

English Learning Sequence	
This unit has a total of 20 lessons. It is assumed that two lessons and that each of these lessons would take approximately	
Lesson	Information Reports
Introduction to What is an Information Report?	

English Learning Sequence		
This unit has a total of 20 lessons. It is assumed that two lessons would be taught each week and that each of these lessons would take approximately 1 hour to complete.		
Lesson	Information Reports	Resources
I	Introduction – What is an information report? Tuning in In groups of 3 – 4, give students a selection of books or printed texts. Ask students to sort the items into categories. Allow students to decide how many categories to create and choose their own criteria/heading for deciding which items belong in which category. Make sure that students understand that all the items grouped together in a category must all have at least one feature that is the same. (e.g. students may decide to sort items into three categories: texts about animals, texts about people, and texts about the environment, or students may decide on two categories: texts we are interested in reading, texts we are not interested in reading, etc.) Have groups share their sorted texts and explain their reasoning. Show your students your own sorted texts. Ask students how they think you have categorised the texts. What do they notice is the same about all of the texts in a category? Together with students, identify that the texts are sorted into "imaginative" texts and "information and facts" texts. Explain that the proper word for imaginative texts is "fiction" and the proper word for texts which are factual is "non-fiction." Ask students to now re-group their own selection of texts into fiction and non-fiction categories. Collect each group's set of fiction texts, leaving them with the non-fiction texts. Ask students to place a post-it note on each text. Just from the title, ask students to predict and write on a post-it card sort of information they might find in each text. Ask, was this easy or hard to do from just the title? Why might that be? Explain that all information reports contain factual information on a specific topic (usually stated in the title) and are written to communicate these facts to an audience.	- A variety of fiction and non-fiction books or printed texts for students to sort in groups. Aim for at least six books to sort for each group. (Each group can have the same items, if desired) - Example piles of texts sorted into fiction and non-fiction categories. - Post-it notes for each group - World Biomes Poster - Biomes of the World Video: https://www.youtube.com/watch?v=0d3d4G2G0k0 On https://www.youtube.com/watch?v=0d3d4G2G0k0

Writing		Emerging	
Writing	With explicit prompts, you are able to write the text in an information report, using some content of statements such as title and headings.	With explicit prompts, you have written a short report.	With explicit prompts, you have written a short report.
	With explicit prompts, you have written a short report.	With explicit prompts, you have written a short report.	With explicit prompts, you have written a short report.
	With explicit prompts, you have written a short report.	With explicit prompts, you have written a short report.	With explicit prompts, you have written a short report.
Editing	With explicit prompts, you are able to edit your work to correct sentence errors such as punctuation and spelling of multisyllabic words. You are beginning to identify grammatical errors.	With prompts, you are able to edit your work to correct sentence errors such as punctuation and spelling of multisyllabic words. You are beginning to identify grammatical errors.	With prompts, you are able to edit your work to correct sentence errors such as punctuation and spelling of multisyllabic words. You are beginning to identify grammatical errors.
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Information Report For Year 4

RS Peters



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