

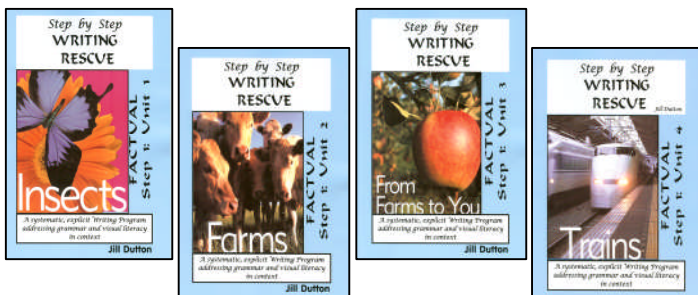
Step by Step WRITING RESCUE FACTUAL

Elevate student writing standards and improve teaching pedagogy with an explicit, systematic writing program!

Naplan criteria explicitly addressed

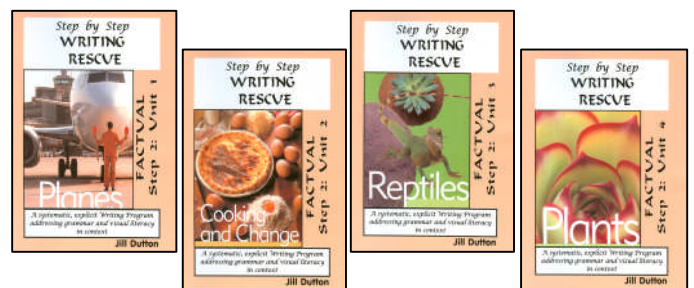
Step 1

Teaching/Learning booklets
(Year/grade 1 – 3)



Step 2

Teaching/Learning booklets
(Year/grade 3 – 4)



Step 3

Teaching/Learning booklets
(Year/grade 4 – 5)



Step 4

Teaching/Learning booklets
(Year/grade 5 – 6 / middle years)



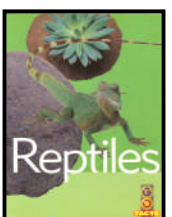
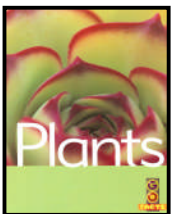
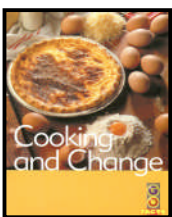
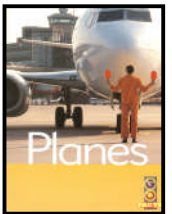
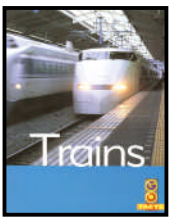
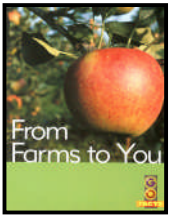
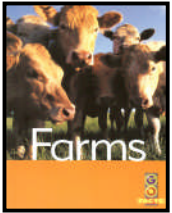
All units address *grammar knowledge* for writing factual texts, using the context of highly motivational, authentic **FACTUAL TEXTS!**

Contact the author: mobile - 0423 484 436

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visit the website: www.writingrescue.com.au

Factual texts (big books) included in the package!



Step 1: Brief texts with simple sentence structure:

Step 1 focuses on learning to write factual texts using accurate simple sentence structure**by learning about:**

Different types of verbs (action, relating, thinking, feeling and saying verbs)
The function of a verb in a simple sentence
The function of the subject in a sentence
Nouns
Prepositions
Technical vocabulary associated with the topic
Full stops and capital letters for sentence punctuation

Step 2: Simple texts with some descriptive written language features:

Step 2 focuses on learning to write factual texts using descriptive language features within simple and compound sentences..... **by learning about:**

Different types of adjectives to extend noun groups
The grammatical components of a noun group (article, adjective/s, noun)
Technical vocabulary associated with the topic
The use of a comma in a series
Sentence punctuation
Maintaining consistent tense
Correct pronoun referencing
The independent clause
Combining independent clauses with conjunctions
The structure of compound sentences

Step 3: Detailed descriptive texts with more demanding written language features:

Step 3 focuses on learning to write factual texts using descriptive language features incorporating a variety of conjunctions within compound and complex sentences.....**by learning about:**

Adjectival & adverbial phrases and clauses
Technical vocabulary associated with the topic
A variety of conjunctions to combine independent clauses
Dependent clauses
The structure of a complex sentence
The use of a comma to separate parts of a sentence (clauses)
Conjunctions and connectives
'Chunking' to organise texts

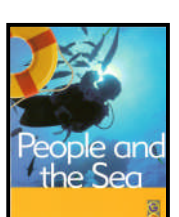
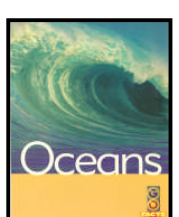
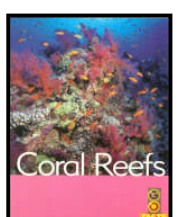
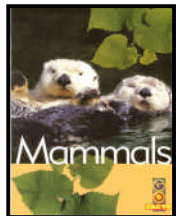
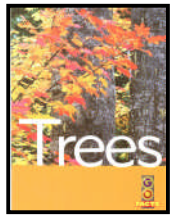
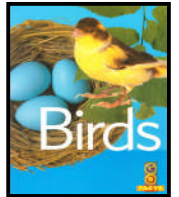
Step 4: Extended descriptive texts with increasingly challenging written language features

Step 4 focuses on learning to write factual texts using different types of phrases and clauses as detailed descriptive language features within compound and complex sentences **by learning about:**

Adjectival & adverbial phrases and clauses
Creating images within description – similes
Technical vocabulary associated with the topic
Paragraphing under sub-headings to organise information
Modality and evaluative language
Structuring different types of complex sentences

VISUAL LITERACY FOCUS!

Gathering information from photos, tables, fact boxes, diagrams, labels etc



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It's all done for you....Teaching/Learning program, teacher modelling scaffolds, grammar appendices, student worksheets, assessment proformas

All Teaching/Learning Programs - fully reproducible

Teaching/learning strategies

LEARNING ABOUT

noun groups and technical words as descriptive language features, conjunctions and compound and complex sentences

Learning about noun groups:

- Explain that a noun group is a group of words representing who or what is involved. It may include an article, adjectives and nouns that are linked together.
- Display **Grammar Appendices K & L** (Articles & Noun groups).
- Illustrate the concept using the following examples. Ask students to identify the noun group and name each component (not all noun groups have an article).
 - Large, flat (describing adjectives) **leaves** (noun).
 - The (article) **hardy** (describing adjective) **conifer** (classifying adjective) **tree** (noun).
 - Tropical (classifying adjective) **rainforests** (noun) grow in **hot, wet** (describing adjectives) areas **near the** (article) **Equator** (noun).
- Demonstrate and highlight to students where the comma is placed to separate a list of adjectives within a noun group.

Learning about the use of a comma to separate lists (or a series of words):

- State that commas are also used to separate lists of nouns and verbs.
- Display **OHT 3** and model the placement of a comma in a series.

Teaching/learning strategies

LEARNING TO

write using noun groups and technical words as descriptive language features within compound and complex sentences

Learning to organise information through joint text construction:

- Discuss the purpose of an information report and compare with the purpose of other texts with which students are familiar.
- Explain to students that they are going to write their own information report about 'Trees'.
- Display **OHT 4** (Information report framework).
- Explain that the framework on the OHT is there as a guide to plan the structure for an information report. Talk students through the functions of a: heading, sub-heading, illustration and label.
- Explain to students that they are going to help you make some notes as this is only a plan. (You will not be writing full, correctly structured sentences)
- Ask students to suggest some key words and/or phrases that should be included in the introductory section. Remind them that this section needs to be a general statement to introduce the topic and usually classifies the subject.
- Ask students to refer to the word banks and use the knowledge they have gained from the focus text to suggest sub-headings under which they might group/chunk information.

All teacher modelling scaffolds, grammar appendices & student worksheets fully reproducible!

What is a mammal?

Brown bears eat meat but also eat fruits and seeds.

Black panthers are meat eaters.

Elephants use their large ears to keep cool.

Exotic cat gave us their information

Large orchids, like this poor orchid, can have hundreds of leaves.

Prepositions

Trains travel along the tracks.

Trains pull up at each other.

Passengers travel on the cars.

Passengers step off the train.

People stand on the platform.

Electrical wires run above the tracks.

The lights are in the front of the train.

People wait at the train station.

There are windows on each car.

Trains

Coral reefs

Most coral reefs grow in shallow zones.

Marine life is plentiful on coral reefs.

Large barrier reefs are made up of thousands of smaller individual reefs.

Did you know? Australia's Great Barrier Reef is the largest structure made by nature. It is so big it can be seen from outer space.

Cows be Milk

1. Cows are milked.

2. The milk is processed.

3. The milk is delivered to stores.

Valid Assessment: on-going assessment proformas provided

- explicit criteria reflecting the intention of the teaching/learning experiences
- assessment embedded into everyday teaching and learning

The grammar scope & sequence of the **Step by Step WRITING RESCUE (Factual)** package links directly with the **Step by Step WRITING RESCUE (Literary)** package already used successfully in 100's of schools,.

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Step by Step WRITING RESCUE (Factual): ORDER FORM

| | |
|---|---|
| School details: School: _____ Address: _____ _____ State: _____ Postcode: _____ Phone: _____ Fax: _____ Contact person: _____ | ORDERS Packages / components available on approval Post: Jillian Dutton PO Box 378 Port Macquarie NSW 2444 email: jill.dutton@bigpond.com Enquiries: 0423 484 436 ABN: 47 369 984 438 |
|---|---|

Step by Step WRITING RESCUE (Factual) – Package includes all books listed below

| Teaching/Learning booklets | ISBN | Unit Price (inc' GST) | Focus texts | Unit Price (inc' GST) |
|--|-------------------|-----------------------|---|-----------------------|
| Step 1 | | | | |
| Step 1 Teaching/Learning booklets | | | Step 1 Focus texts (Big books) | |
| Unit 1 Insects | 978-0-9804318-1-0 | \$29.95 | Insects <i>by Katy Pike</i> | \$35.95 |
| Unit 2 Farms | 978-0-9804318-2-7 | \$29.95 | Farms <i>by Paul McEvoy</i> | \$35.95 |
| Unit 3 From Farms to You | 978-0-9804318-3-4 | \$29.95 | From Farms to You <i>by Paul McEvoy</i> | \$35.95 |
| Unit 4 Trains | 978-0-9804318-4-1 | \$29.95 | Trains <i>by Ian Rohr</i> | \$35.95 |
| Step 2 | | | | |
| Step 2 Teaching/Learning booklets | | | Step 2 Focus texts (Big books) | |
| Unit 1 Planes | 978-0-9804318-5-8 | \$29.95 | Planes <i>by Ian Rohr</i> | \$35.95 |
| Unit 2 Cooking and Change | 978-0-9804318-6-5 | \$29.95 | Cooking and Change <i>by Paul McEvoy</i> | \$35.95 |
| Unit 3 Reptiles | 978-0-9804318-7-2 | \$29.95 | Reptiles <i>by Paul McEvoy</i> | \$35.95 |
| Unit 4 Plants | 978-0-9804318-8-9 | \$29.95 | Plants <i>by Paul McEvoy</i> | \$35.95 |
| Step 3 | | | | |
| Step 3 Teaching/Learning booklets | | | Step 3 Focus texts (Big books) | |
| Unit 1 Birds | 978-0-9804318-9-6 | \$29.95 | Birds <i>by Paul McEvoy</i> | \$35.95 |
| Unit 2 Flowers | 978-0-9804319-0-2 | \$29.95 | Flowers <i>by Paul McEvoy</i> | \$35.95 |
| Unit 3 Trees | 978-0-9804319-1-9 | \$29.95 | Trees <i>by Paul McEvoy</i> | \$35.95 |
| Unit 4 Mammals | 978-0-9804319-2-6 | \$29.95 | Mammals <i>by Paul McEvoy</i> | \$35.95 |
| Step 4 | | | | |
| Step 4 Teaching/Learning booklets | | | Step 4 Focus texts (Big books) | |
| Unit 1 Sea Life | 978-0-9804319-3-3 | \$29.95 | Sea Life <i>by Katy Pike, Garda Turner</i> | \$35.95 |
| Unit 2 Coral reefs | 978-0-9804319-4-0 | \$29.95 | Coral reefs <i>by Katy Pike, Garda Turner</i> | \$35.95 |
| Unit 3 Oceans | 978-0-9804319-5-7 | \$29.95 | Oceans <i>by Katy Pike, Maureen O'Keefe</i> | \$35.95 |
| Unit 4 People and the Sea | 978-0-9804319-6-4 | \$29.95 | People and the Sea <i>by Sharon Dalgleish, Garda Turner</i> | \$35.95 |

| Qty | Description | Unit price (inc' GST) | Postage& Handling (inc' GST) | Total payable |
|--|-------------------------|-----------------------|------------------------------|-----------------|
| 1 | Complete package | \$900.00 | \$20.00 | \$920.00 |
| To order parts of the program, clearly mark the required components above. | | | \$20.00 | |

Additional student copies of focus texts are available for purchase. (Not included in the above package)

| | | | |
|---------------|--|------|--|
| Step 1 titles | <i>Insects; Farms; From Farms to You; Trains</i> | \$50 | |
| Step 2 titles | <i>Planes; Cooking and Change; Reptiles; Plants</i> | \$50 | |
| Step 3 titles | <i>Birds; Flowers; Trees; Mammals</i> | \$50 | |
| Step 4 titles | <i>Sea Life; Coral Reefs; Oceans; People and the Sea</i> | \$50 | |

☐

Tick this box if required on approval (Cost of returning the package to be met by the school)

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