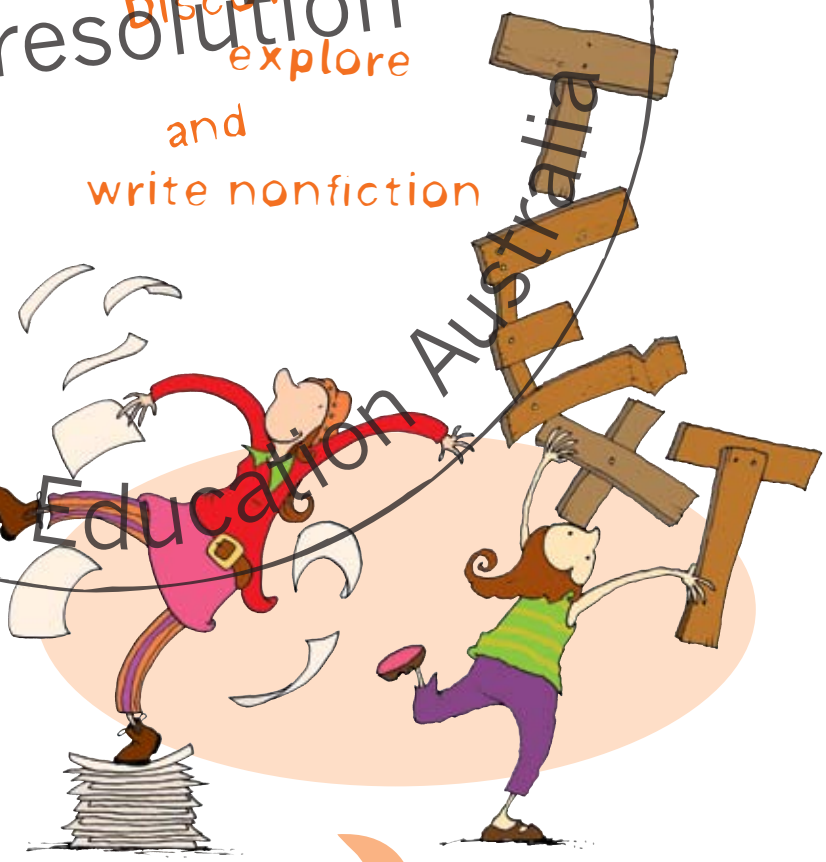
AGES 5-8

NONFICTION TEXT TYPES

All you need to TEACH...

NONFICTION TEXT TYPES

Discover, explore and write nonfiction



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NONFICTION TEXT TYPES

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Ages 5–8

Discover, explore and write nonfiction

Katy Collis

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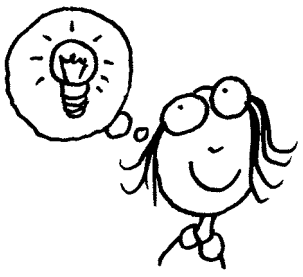

All the

Teaching Tips You Need

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Teaching Nonfiction Text Types

This book contains essential lists, checklists, text models, writing frames and more to support you and your students as they explore, discover and write nonfiction text types. Dip in, take what you need, or adapt to fit your own individual writing classroom.

Exploring Nonfiction Text Type Models

Before students write a chosen nonfiction text type, they need to understand its purpose, structure and language features. On pages 14 to 22 you'll find **a text model for each nonfiction text type**. These are 'pure' examples and have been written to contain all the main features suitable for ages 5-8. Photocopy the model in your chosen text type and give it to students. Have them read the model and then in small groups or as a whole class identify the features. They can record their findings on the **exploring text type worksheets** (pages 45 to 53). These worksheets can then be stored in students' writing folders for reference during independent writing time.

After the students have analysed the texts, you could annotate the text models and display them on the wall. The **summary tables** on pages 6 to 10 can be used as a ready reference to the structure and features of each text type.

Working in Groups

On pages 54 to 69 you'll find **writing frames for the basic text type structures** needed for ages 5-8. Use these during modelled writing lessons and for joint construction activities. Then have copies available in the classroom for students to use when they draft their own writing.

The **student checklists** on pages 35 to 43 are a quick and easy way for students to take control of their work. A blank line has been left on each one so you can add your own criteria if you wish. Have students check off the statements once they have drafted their writing. This will allow them to see if they have met the criteria for the text type or for the trait. They could then attach the checklists to their writing and refer to them in conferences, using the information when discussing revision ideas.

Assessing Nonfiction Writing With Rubrics

Writing has always been difficult to assess in a measurable, positive, meaningful and objective way. Rubrics help solve the problem. Rubrics are lists of levelled criteria, skills, concepts or understandings related to a specific task or process. They offer specific measurable and observable criteria in a continuum. They act as developmental maps on which you can plot the progress of your students, or where students can plot their own progress. Rubrics establish clear expectations for students, and help them to direct themselves and set their own goals. Because there is an entry point for all students, all students can be successful.

On pages 24 to 32 you'll find a **rubric for each nonfiction text type**. Each one has space to add criteria for traits depending on your focus. Use these in conferences and to set goals for students' future learning. Separate columns are provided so that observed criteria can be ticked by the student for self-evaluation, or by the teacher. Future goals can be set and recorded on the line underneath the rubric. Because the rubric is structured as a continuum, students can see where they are headed and, with your help, select goals from that list of criteria.

A blank rubric has also been included on page 33, so you and your students can construct your own. Rubrics are even more powerful when students understand, own and control them.

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The Nine Nonfiction Text Types or Structures

Most writing in the real world combines several text types. A response text might contain descriptive elements as well as arguments to support a point of view. An information report might include a description and an explanation flow chart. However, separating out the 'pure' text types or individual structures and explicitly naming their features can help students gain a better understanding. They can then recognise the structures when they come across them in other texts, and use the structures in their own writing.

The **summary tables** below can be used as a guide to the content and structure of the pure text models on pages 14 to 22.

As your students explore and write text types, use the specific terminology listed here to name the structural and language features. You and your students will then have a common language and be able to talk to each other with clarity. Your students will also be familiar with the terminology when they come across it in the assessment rubrics.

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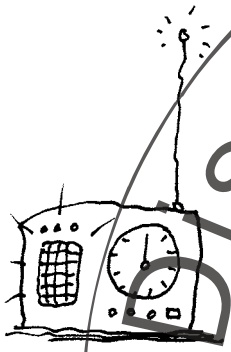
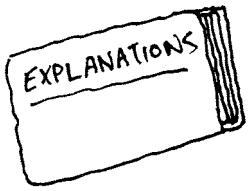
Description

Purpose	To describe or give details about the characteristics of a particular thing
Structure	**1** Opening statement to introduce the subject **2** Details about the subject **3** Final comment (optional)
Visual elements	Can include a labelled diagram or photo
Language and grammar features	nouns adjectives verbs
Where you'll find this text	Descriptions are usually part of a longer text. ◎ diaries ◎ biographies ◎ reviews ◎ historical reports ◎ scientific reports ◎ police reports

Discussion

Purpose	To look at different points of view about an issue
Structure	**1** Statement of topic or issue **2** Arguments for **3** Arguments against
Language and grammar features	general nouns, e.g. *muscles* pronouns thinking verbs, e.g. *think* conjunctions, e.g. *because*
Where you'll find this text	 Spoken: • conversations • meetings • talk-back radio • current affairs television programs Written: • essays • reports • newspapers • magazines

Explanation

Purpose	To tell why things are or how things happen To explain the steps of a process
Structure	**1** General statement to identify the topic (can include a how or why question) **2** Series of facts in the order that they happen **3** Concluding statement (optional)
Visual elements	Often includes diagrams or flow charts
Language and grammar features	nouns action verbs time sequence words, e.g. *then, next* technical language
Where you'll find this text	 • scientific, technical and historical topics • books • magazines • television programs

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Exposition—Argument

Purpose	To argue for or against a point of view
Structure	**1** Statement of point of view **2** Arguments in a logical order **3** Reinforcement of point of view, or recommendation
Language and grammar features	general nouns, e.g. computer games technical language action verbs high modality words, e.g. *should*
Where you'll find this text	Spoken: • lectures • speeches • debates • talk-back radio Written: • letters to the editor • editorials • essays

Exposition—Persuasion

Purpose	To persuade people to act in a particular way
Structure	**1** Opening to attract attention **2** Series of arguments to support the subject (not supported by evidence)
Language and grammar features	nouns verbs adjectives emotional language high modality can be biased questions, statements, commands slogans
Where you'll find this text	• advertising • junk mail • pamphlets • environmental print • conversations

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Information Report

Purpose	To present factual information in general terms
Structure	**1** Opening general statement **2** Statements about the topic, usually in paragraphs **3** Finishing-off statement Can include a glossary
Visual elements	Can include diagrams, photos, graphs or illustrations
Language and grammar features	general nouns, e.g. *bones* technical or topic-specific language passive voice, usually third person relating verbs, e.g. *have* word chains
Where you'll find this text 	◉ encyclopedias ◉ reference books ◉ magazines and newspapers ◉ internet

Procedure

Purpose	To tell how to do something
Structure	**1** Statement of goal of the activity **2** Materials needed, listed in order of use (optional) **3** Series of steps, listed in order
Visual elements	Can be pictures of some or all of the steps, or of the final product
Language and grammar features	nouns, e.g. *toothbrush* action verbs, e.g. *squeeze, brush* adverbs, e.g. *gently* commands, e.g. *keep going*
Where you'll find this text 	◉ instruction manuals ◉ craft books ◉ in games ◉ on medicine bottles ◉ cooking and gardening television shows ◉ conversations giving directions

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Recount

Purpose	To retell events in sequence To tell what happened
Structure	**1** Orientation gives the setting (tells who, what, where and when) **2** Series of events, recorded in time order **3** Conclusion with a personal comment
Visual elements	Can include time lines
Language and grammar features	nouns adjectives action verbs past tense adverbial phrases, e.g. *last Monday*
Where you'll find this text	Spoken: conversations television and radio current affairs programs Written: letters biographies diaries newspapers results of scientific experiments

Response

Purpose	To summarise a text To tell your thoughts or feelings about something
Structure	**1** Background information about the text or subject **2** More information (this can include the writer's feelings) **3** Opinion or recommendation
Language and grammar features	nouns adjectives action verbs saying and thinking verbs persuasive language present tense (can change to past if historical setting)
Where you'll find this text	book reviews film reviews art reviews theatre reviews conversations They may be spoken (on television or radio) or written (in magazines or newspapers).

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The Five Stages in the Writing Process

These stages reflect the process writers go through as they write any text type.

1 **Prewriting** involves discussing and brainstorming to gather thoughts and ideas about a topic, and to define the purpose and audience.

2 **Drafting** is the first attempt at writing. The writer gets their ideas down on paper and shapes them according to the chosen text type.

3 **Revising** involves fine-tuning. The writer improves their work. They might clarify ideas, check the organisation, consider voice, check word choice or review sentence fluency.

4 **Proofreading** is the mechanical stage. The writer double-checks conventions.

5 **Publishing** provides motivation for revising and proofreading. The writer shares their work.

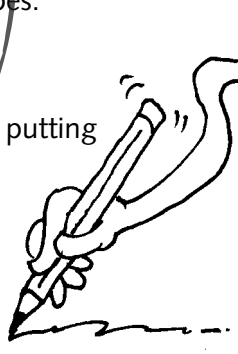
Remember — the writing process is messy and not necessarily linear! Writers move in and out, backwards and forwards through the stages. They can have more than one piece of writing in progress at a time. And they do not take every piece of writing through every stage to the published form.

The Seven Traits of Good Writing

There is more to teaching writing than text types and process. Text types give students an overall structure for their writing. Process gives students a way to get the words on paper. But traits help them develop their writing. There are seven main components or traits of good writing: ideas, organisation, voice, word choice, sentence fluency, conventions and presentation — see page 12.

Thinking about traits can help students understand text types or structures. The form each trait takes will vary from text type to text type. The writing will be organised differently in a procedure than in an information report. And word choice will be quite different in a persuasion than in a description. On pages 70 to 80 you'll find **worksheets focusing on specific traits of good writing**. These can be used across the text types.

First Purpose, Then Process, Then Traits



With text types, process *and* traits to consider, the writing classroom can feel overwhelming. But putting the three models together is easy. Encourage students to use the following simple steps:

1 First think, 'What is my purpose and audience?' This will give you the text type.

2 Next, decide what stage you are up to in the writing process.

3 Finally, look to the traits to support that stage and help use the text type effectively.

The following table is a guide only. Writers can think about any of the traits at any of the writing stages. However, certain traits do most logically fit with certain stages.

Purpose? Audience?	Stage	Writing trait/s that support it
TEXT TYPE	Pre-writing	Ideas and details
	Drafting	Ideas and details Organisation Word choice
	Revising	Word choice Voice Fluency
	Proofreading	Conventions
	Publishing	Conventions Presentation

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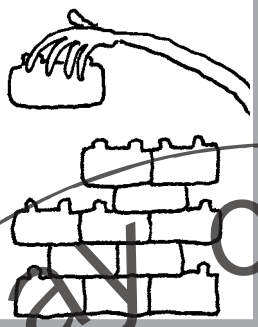
Traits of Good Writing

Ideas and details

Building blocks

The meaning and development of the message is clear.

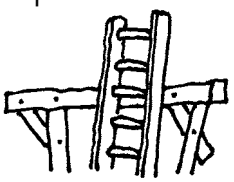


- Identify the purpose
- Decide what to say
- Focus on the main point
- Get rid of fluff
- Add important details

Organisation

The framework

The structure is coherent, with sequencing and idea development.

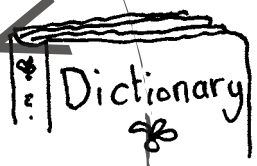


- Put things in order
- Write an introduction
- Write a conclusion
- Link ideas together in a way that matches the purpose (text type)

Word choice

The paint

Precise, rich or colourful words are used in a natural way to effectively convey the message.



- Find the right words
- Avoid 'tired' words
- Don't try to impress
- Use natural, everyday words well
- Match words to purpose and audience

Voice

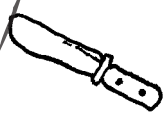
The microphone

You can hear the author in the writing.

- Put yourself in your writing
- Like your topic and show it
- Think of your audience
- Match your voice to the purpose

Conventions

Good manners



Conventions are used to guide the reader. Punctuation, spelling, capitalisation, paragraph breaks, grammar and usage are all mechanically correct.

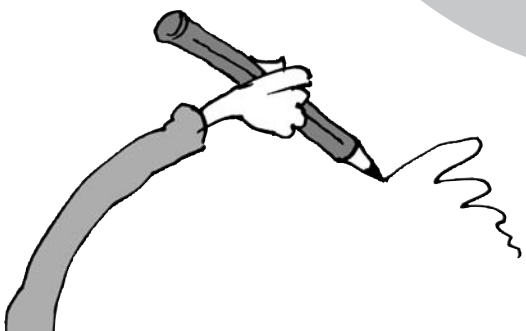
- Proofread
- Use tools such as a dictionary

Fluency

The music

The writing flows together. It is easy and enjoyable to read.

- Think about the sound of the words
- Read the writing aloud
- Create sentences that flow
- Vary sentence length
- Vary sentence beginnings



Presentation

Time to show off

The page looks good. It is welcoming. Margins, bullets, frames, illustrations, fonts/handwriting and so on are all appropriate

- Put everything in the right place
- Make it easy to read
- Share

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All the

Text Models

You Need

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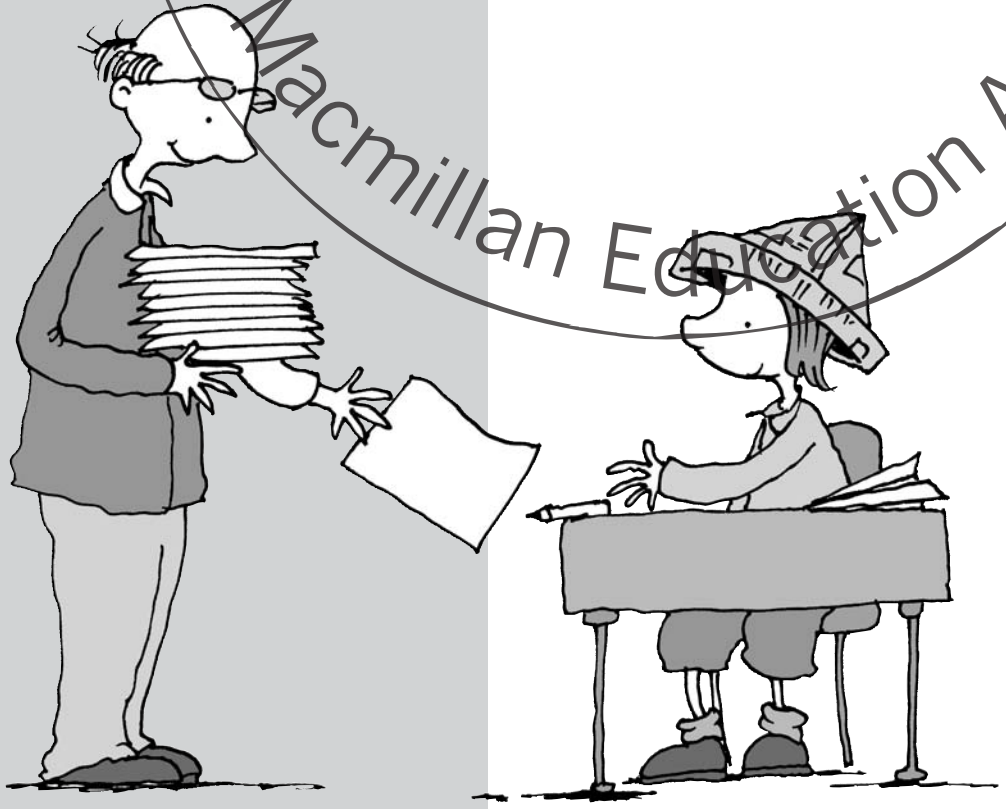
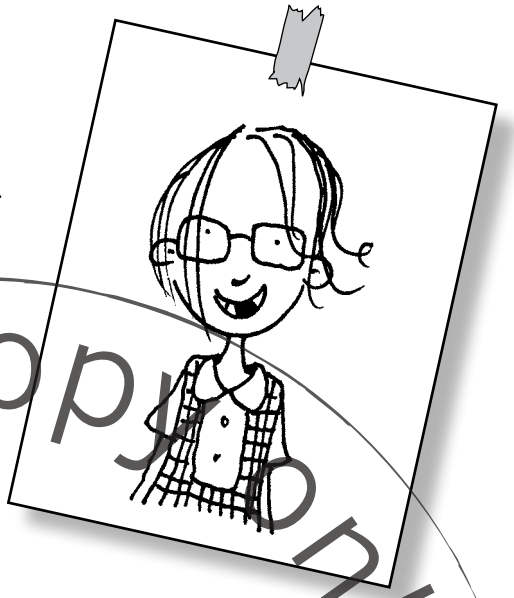


BLM 1

Dear Diary,

My name is Gemma and I am seven years old.



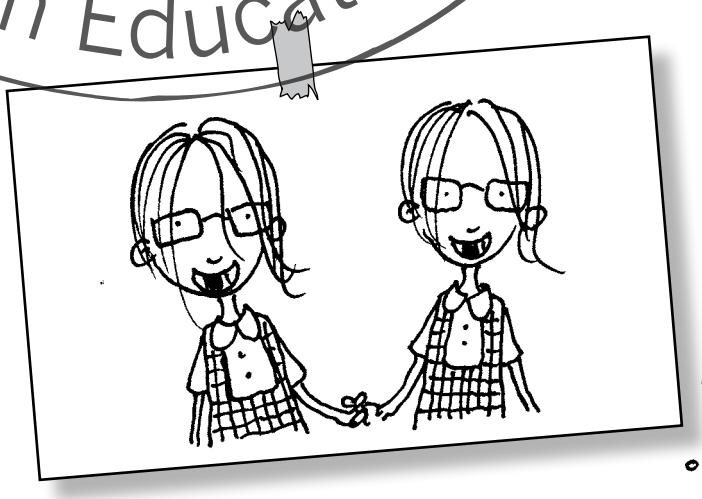
I have black hair. It is short and a little wavy.

My eyes are brown.

I wear glasses to read, but not to play.

When I smile, you can see that I have lost my two front teeth.

Nobody looks exactly like me . . . except my identical twin!



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Text Type: Description **Form:** Diary

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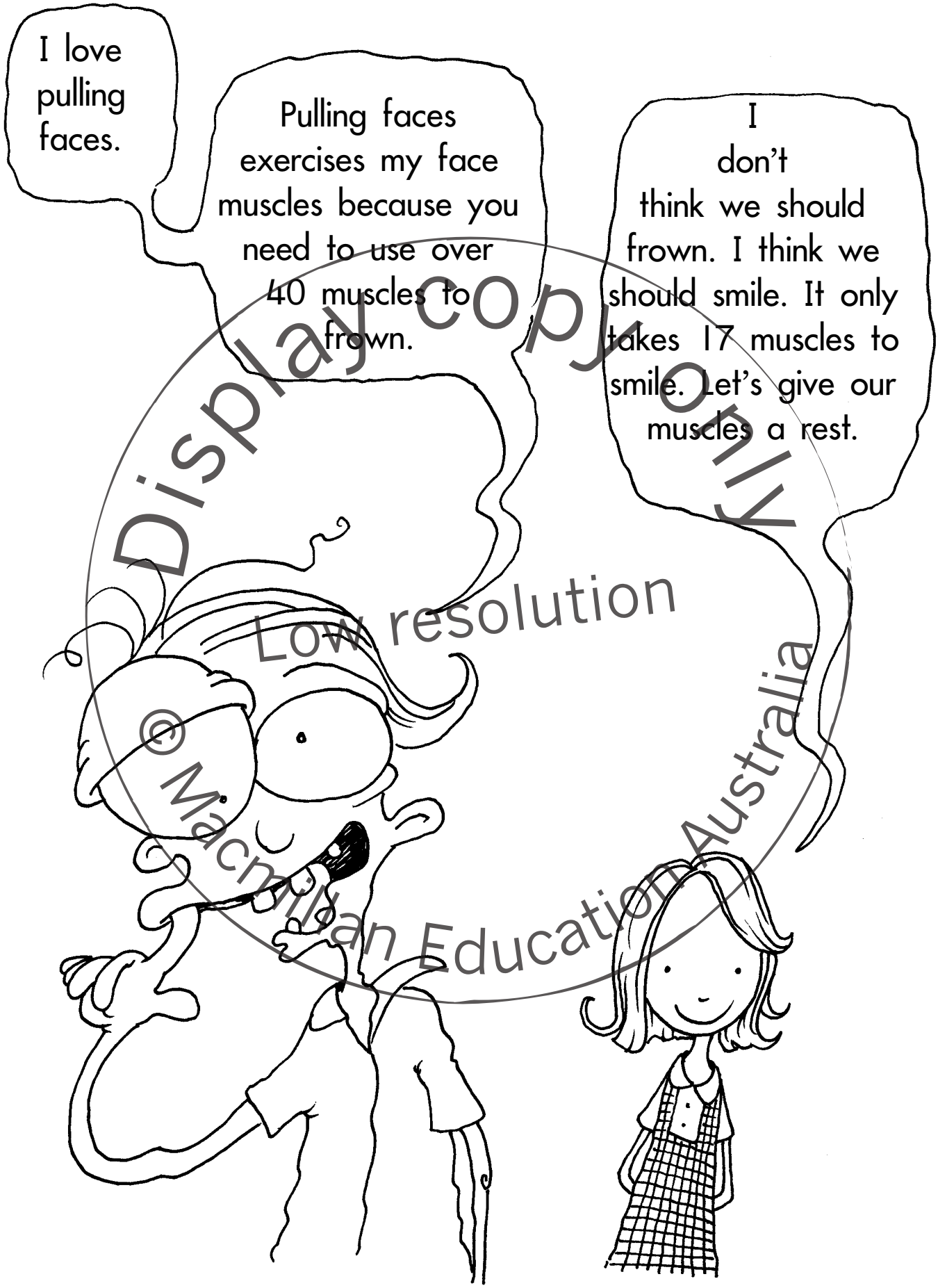

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Text Type: Discussion **Form:** Conversation

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How Does Your Body Get Fuel?

Cars fill up at the petrol station. Your body gets fuel from food and drink.

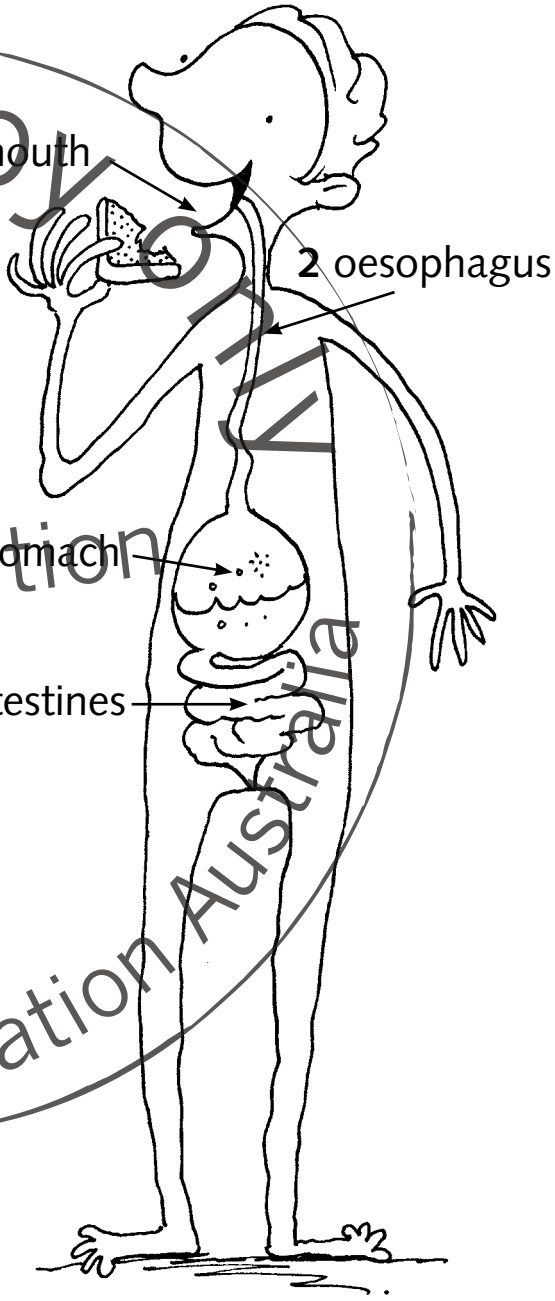
1 You take a bite and chew the food into small pieces.

2 After you swallow, the pieces of food slide down a tube (the oesophagus) into your stomach.

3 In your stomach, the food is squeezed and squashed into a sort of soup.

4 Then the soup travels through another long tube (the intestines). As the food travels, your body absorbs what it needs.

Digestion



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The leftovers your body can't use are pushed along until they come out of your bottom when you use the toilet.

Text Type: Explanation **Form:** Science book

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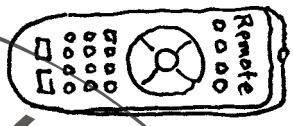
I believe children should turn off the television or computer and play active games instead.



1

Your body is designed to move. It needs exercise to keep it strong and healthy.

2

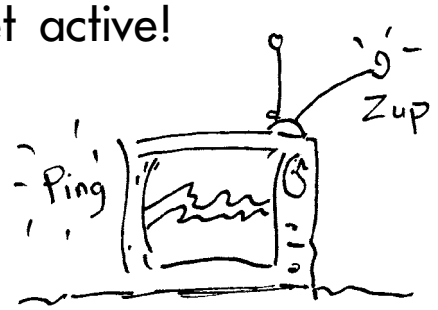
If your body is not strong, you might get sick or your bones might break.

3

Watching television and using a computer are sit-down activities. The more time you spend doing them, the less time you have left to be active.

4

So you should make a healthy move. Turn off the screen and get active!



5

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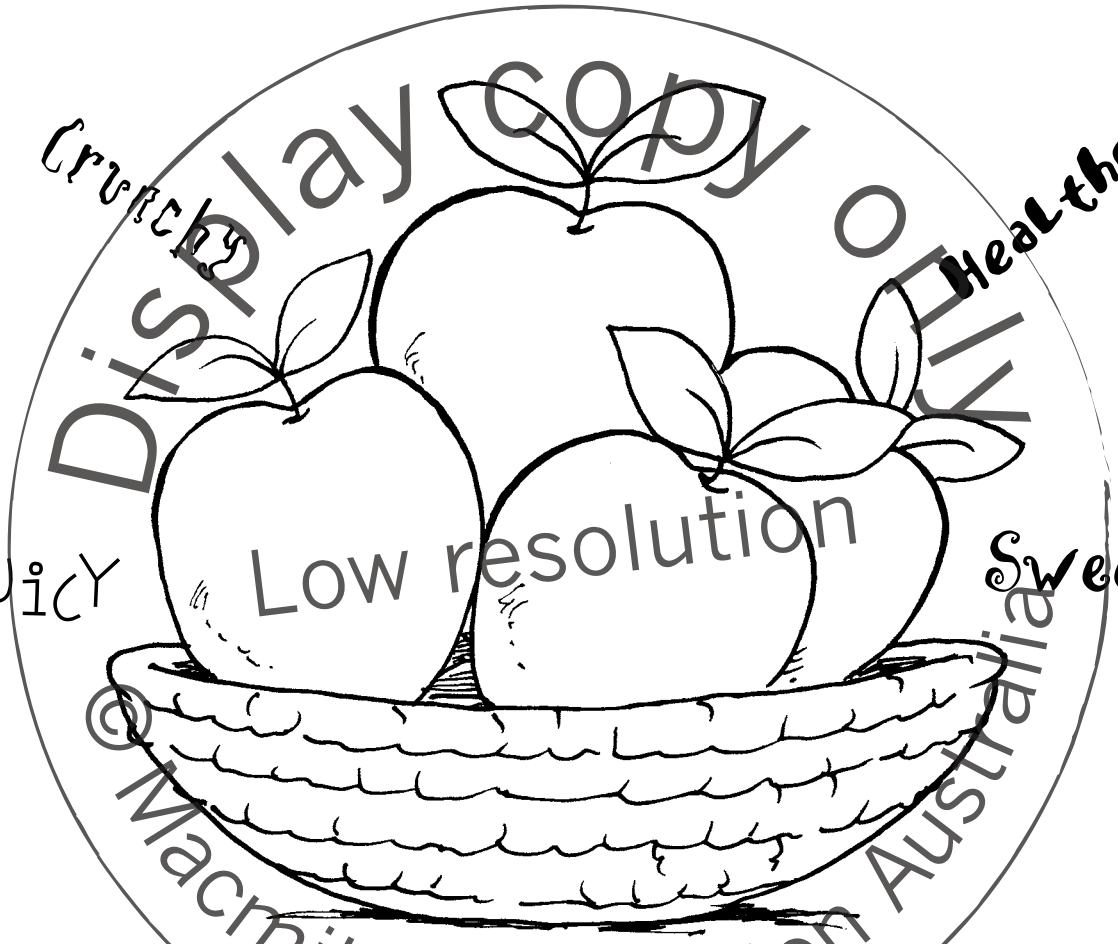
Text Type: Exposition — Argument **Form:** Speech palm cards

NEW! APPLES

THE TASTE SENSATION THAT'S SWEEPING THE NATION!



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- Cleans your teeth with every bite
- It's as healthy as you can get
- Comes perfectly packaged in its own skin

DON'T BE LEFT OUT!

PACK ONE IN YOUR LUNCH BOX TODAY!

Text Type: Exposition — Persuasion **Form:** Advertisement

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Bones

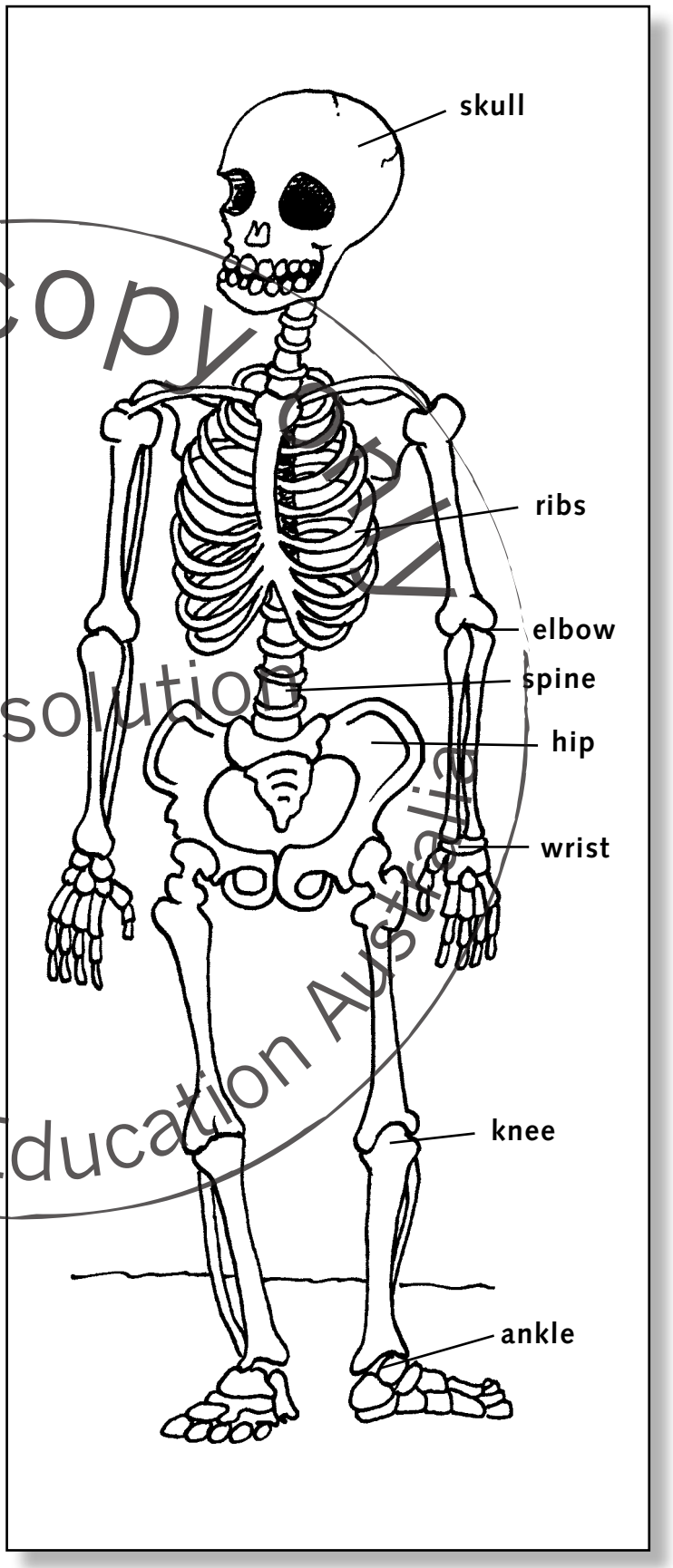
Feel your elbow. Can you feel something hard under the skin? That's a bone.

You have 206 bones inside your body. They all fit together to make your skeleton.

Your skeleton holds your body up. If you didn't have a skeleton, you wouldn't be able to stand up.

Your skeleton also protects soft and important parts of your body like your heart and lungs. If you didn't have a skeleton, you would have to wear armour to play!

How many bones can you feel?



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Text Type: Information report **Form:** Book

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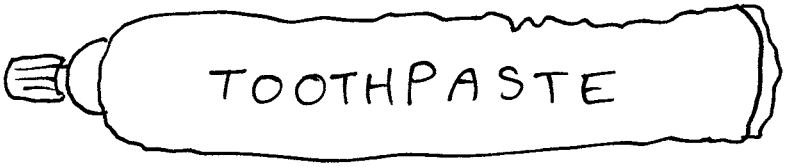
How to Clean Your Teeth

What you need

toothbrush

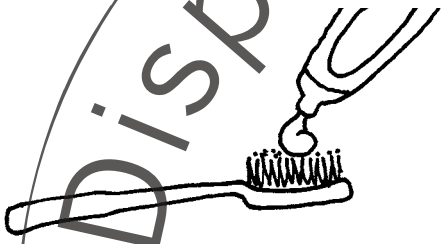
toothpaste

cup of water



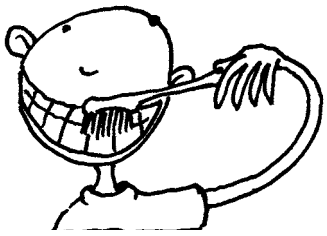
What to do

1 Squeeze a bit of toothpaste about the size of a pea onto the toothbrush.



2 Wet the toothbrush under the tap.

3 Gently brush one small group of teeth at a time. Move the brush in small circles. Brush the outside of the teeth, the inside of the teeth, the chewing surfaces, and in between the teeth.



4 Repeat on another small group of teeth. Keep going until all your teeth have been brushed.

5 Gently brush your tongue.

6 Take a sip from the cup of water. Swish the water around your mouth and spit out.

Brush twice a day for two minutes. It will help if you play a favourite song while you brush!

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Text Type: Procedure **Form:** Leaflet

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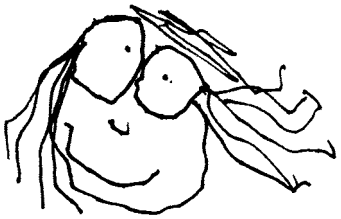


Friday, 13th May

Dear Nan,

Last Monday I was playing on the monkey bars with my friend Zac. I did two-zee's. That's when you grab every second bar. Then I was hanging by my feet. It was fun.

Then the bell rang and I got a fright. I slipped. I landed with a crash right on my left arm. I was screaming. It hurt.

Zac ran to the office to get help. I'm glad he was there.

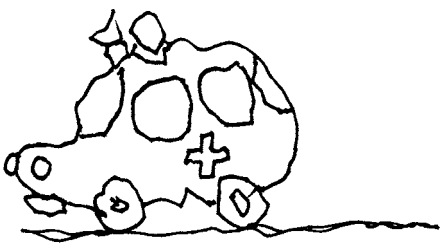
An ambulance came and took me to the hospital. At the hospital they x-rayed my arm. It was broken.

The doctor put a plaster cast on it. She said the plaster will stop my arm from moving while new bone grows to fill in the break.

Everyone at school has signed my cast, but I can't wait to get it off. It's hard swinging on the monkey bars with just one arm!

Lots of love from,

Kitty



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BLM 9

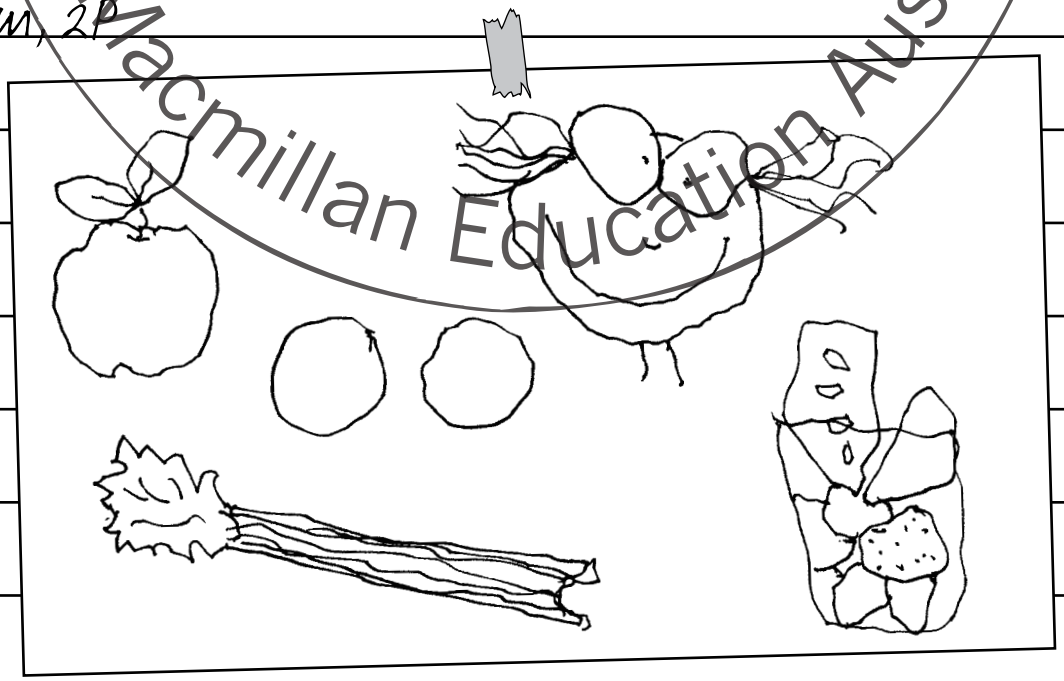
Our Healthy Canteen

Have you heard about the canteen's new menu? It's all healthy.

The canteen now sells fresh fruit and vegetables instead of lollies. There is something different each day. Yesterday the canteen had apples, melon balls, fruit salad and carrot or celery sticks. I tried a cup of fresh fruit salad. It was delicious.

I give our healthy new canteen the thumbs up! You should try it too.

Sam, 2P



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Text Type: Response **Form:** Newsletter review

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All the

Assessment Rubrics You Need

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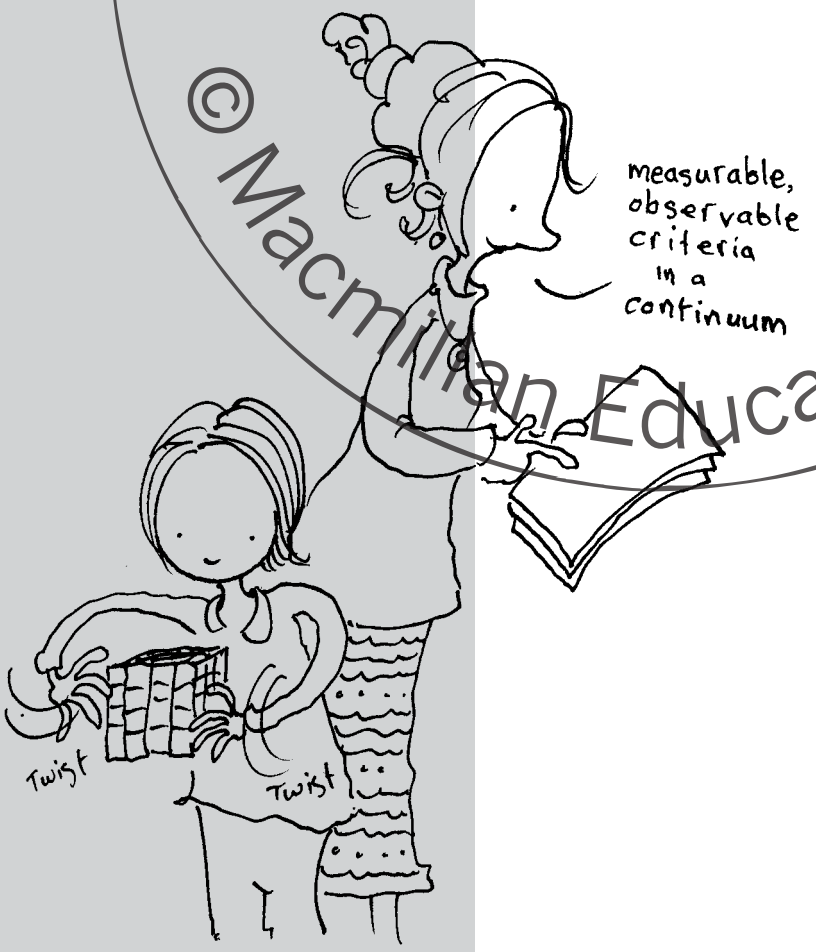

Assessment Rubric

Description

BLM 10

Student name: Date: Title of writing piece:

What did you learn? Tick each statement. Make sure you have proof in the writing.

S = Student T = Teacher

		S	T		S	T		S	T
STRUCTURE	Contributes to a joint description writing activity Writes a sentence about one feature			Writes an opening statement to introduce the subject Writes simple sentences Includes two or more details			Writes an opening statement to introduce the subject Groups sentences logically in paragraphs Includes several details Writes a final comment		
LANGUAGE	Uses noun groups Uses adjectives			Uses pronouns, *e.g. it, she* Uses adjectives to give more information about nouns			Uses nouns, noun groups and pronouns Uses adjectives Uses verbs		
Visual elements	Chooses words to label drawings			Draws a picture and adds suitable labels			Draws a picture and adds suitable labels		
Traits									

My next goal: _____

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Assessment Rubric **Discussion**

Student name: Date: Title of writing piece:

What did you learn? Tick each statement. Make sure you have proof in the writing.

S = Student T = Teacher

		S	T		S	T		S	T
STRUCTURE	Contributes argument for or against in joint writing activity			Writes an opening statement of the topic or issue Lists at least one argument for and one argument against			Writes an opening statement of the topic or issue and includes background information Writes arguments for and against, with some supporting reasons Writes a conclusion or recommendation		
LANGUAGE	Uses sentence starter to express an opinion, e.g. *I think . . .*			Uses general nouns, e.g. *muscles* Uses conjunctions, e.g. *because* Uses thinking verbs, e.g. *think, believe*			Uses the beginning of sentences to focus attention on the subject Uses modality, e.g. *should, perhaps*		
Traits									

My next goal: _____

BLM 11

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Assessment Rubric

Explanation

BLM 12

Student name: Date: Title of writing piece:

What did you learn? Tick each statement. Make sure you have proof in the writing.

S = Student T = Teacher

		S	T		S	T		S	T
STRUCTURE	Writes a title Contributes to joint explanation texts			Writes a title related to the topic Writes at least two events in an explanation sequence			Writes a title as a 'How' or 'Why' question, e.g. *How does your body get fuel?* Writes sentences sequencing the ideas in a logical order Writes a concluding statement with one added interesting fact		
LANGUAGE	Uses some technical language			Uses general nouns Uses technical language related to the topic Uses at least one time sequence word, e.g. *then, next* .			Uses action verbs, e.g. *slides* Uses a variety of time sequence words		
Visual elements	Attempts to draw a diagram Chooses words to label drawings in a flow chart or cycle diagram			Draws a labelled diagram			Draws a diagram to help plan an explanation Draws a flow chart or cycle diagram		
Traits									

My next goal: _____

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Assessment Rubric **Exposition — Argument**

Student name: Date: Title of writing piece:

What did you learn? Tick each statement. Make sure you have proof in the writing.

S = Student T = Teacher

		S	T		S	T		S	T
STRUCTURE	With help, writes an opinion and one supporting argument			States own point of view Writes at least one supporting reason			Writes a statement of position Writes two or more arguments with extra information Writes arguments in a logical order		
LANGUAGE	Uses sentence starter to express an opinion, e.g. *I think . . .*			Uses thinking verbs, e.g. *think, believe* Use connectives, e.g. *if, because* Uses action verbs, e.g. *play*			Uses connectives to order arguments, e.g. *firstly, secondly* Uses high modality, e.g. *must*		
Traits									

My next goal: _____

BLM 13

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Assessment Rubric

Exposition — Persuasion

BLM 14

Student name: Date: Title of writing piece:

What did you learn? Tick each statement. Make sure you have proof in the writing.

S = Student T = Teacher

		S	T		S	T		S	T
STRUCTURE	With help, writes an opening statement and one supporting argument			Writes an opening statement Writes at least one argument to support the opening statement			Writes an opening statement that stands out and attracts attention Writes two or more arguments with extra information to support the opening position Writes a call to action, telling reader what they should do, e.g. *buy one today!*		
LANGUAGE	Uses nouns			Uses emotional language Uses high modality, e.g. *must* Uses technical words			Writes a slogan or jingle Includes at least one question or command		
Traits									

My next goal: _____

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Assessment Rubric **Information Report**

Student name: Date: Title of writing piece:

What did you learn? Tick each statement. Make sure you have proof in the writing.

S = Student T = Teacher

		S	T		S	T		S	T
STRUCTURE	With help, writes a description			Writes an opening statement Writes sentences about the topic Includes information on one or more aspects of the topic			Writes an opening statement Writes sentences about the topic organised in paragraphs Includes information on more than two aspects of the topic Groups information under headings		
LANGUAGE	Adds labels to diagrams Uses general nouns			Uses general nouns, e.g. *bones* Uses language specific to the topic Uses relating verbs, e.g. *have*			Uses technical language specific to the topic Uses passive voice Uses word chains		
Visual elements	Makes an attempt at drawing an illustration			Includes an illustration with a caption or labels			Includes at least one diagram, chart, map or graph Experiments with layout and headings		
Traits									

My next goal: _____

BLM 15

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Assessment Rubric

Procedure

BLM 16

Student name: Date: Title of writing piece:

What did you learn? Tick each statement. Make sure you have proof in the writing.

S = Student T = Teacher

		S	T		S	T		S	T
STRUCTURE	With help, lists steps Orders steps using numbers			Writes a goal for the activity Lists materials needed Writes a simple procedure with at least two steps in order			Writes a goal for the activity Lists materials needed in order of use Adds details to steps Writes steps in logical order		
LANGUAGE	Uses nouns, e.g. *toothbrush* Uses action verbs			Uses commands, e.g. *keep going* Uses action verbs, e.g. *squeeze* Uses language to suit topic			Uses adverbs to tell manner, e.g. *gently* Uses adverbial clauses, e.g. *if . . .*, *so that . . .*		
Visual elements	Sequences pictures to show steps in a procedure			Draws pictures of some of the steps			Draws pictures of all of the steps		
Traits									

My next goal: _____

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Assessment Rubric **Recount**

Student name: Date: Title of writing piece:

What did you learn? Tick each statement. Make sure you have proof in the writing.

S = Student T = Teacher

		S	T		S	T		S	T
STRUCTURE	With help, writes events in sequence			Writes an orientation Writes a sequence of events in time order Writes a personal comment			Writes an orientation that tells who, what, where and when Writes an extended sequence of events in time order Elaborates on events Writes a conclusion with an evaluation		
LANGUAGE	Uses past tense Uses action verbs			Uses words that express feelings Uses verbs in past tense Uses connectives to sequence events in time			Uses a variety of words to indicate time order Uses adverbs and adjectives to add descriptions Uses reported speech		
Visual elements							Experiments with layout and visuals		
Traits									

My next goal: _____

BLM 17

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Assessment Rubric

Response

BLM 18

Student name: Date: Title of writing piece:

What did you learn? Tick each statement. Make sure you have proof in the writing.

S = Student T = Teacher

		S	T		S	T		S	T
STRUCTURE	Expresses an opinion			Writes a short response Includes a basic description Includes at least one comment or opinion			Writes an introduction giving background information Adds more detail in paragraphs Includes feelings Writes a final recommendation or judgement		
LANGUAGE	Uses nouns Uses thinking and saying verbs			Uses nouns and adjectives Uses persuasive language Uses past tense			Uses persuasive language Uses subject of response as clause or sentence theme		
Traits									

My next goal: _____

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Assessment Rubric **Text Type** _____

Student name: Date: Title of writing piece:

What did you learn? Tick each statement. Make sure you have proof in the writing.

S = Student T = Teacher

		S	T		S	T		S	T
STRUCTURE									
LANGUAGE									

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My next goal: _____

BLM 19

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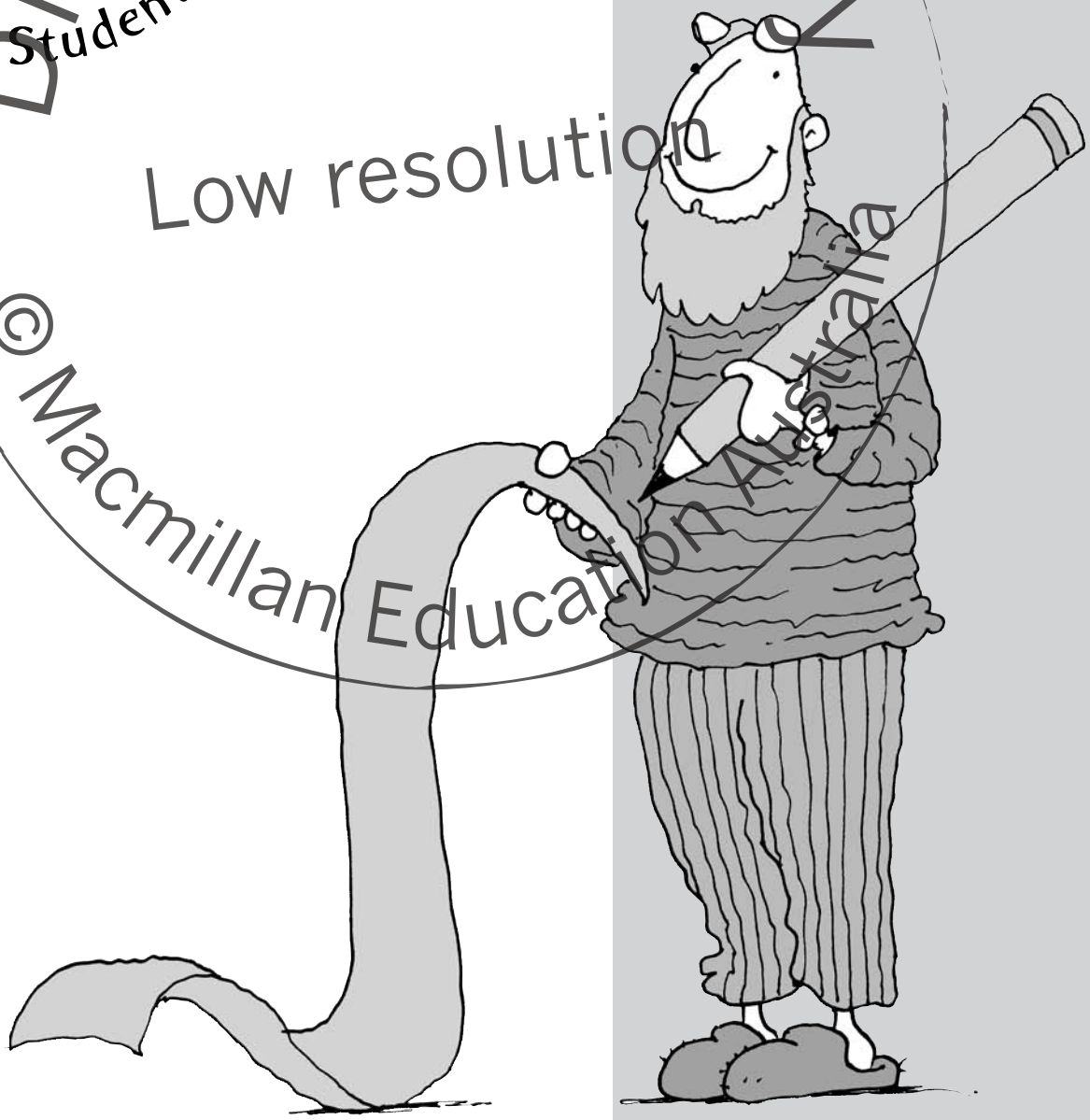
All the

Checklists

Your Students Need



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Description Checklist

Name _____

My purpose was to:

❒ Describe or give details about something

I remembered to include:

❒ Opening statement to introduce the subject

❒ Details about the subject

❒ Final comment (optional)

❒ _____

Discussion Checklist

Name _____

My purpose was to:

❒ Look at different points of view about an issue

I remembered to include:

❒ Statement of topic or issue

❒ Arguments for

❒ Arguments against

❒ _____

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Explanation Checklist

Name _____

My purpose was to:

- ❒ Tell how or why something happens
- ❒ Explain the steps something goes through

I remembered to include:

- ❒ General statement to identify the topic (can include a how or why question)
- ❒ Series of facts in the order that they happen
- ❒ Concluding statement (optional)
- ❒ Diagrams or flow charts
- ❒ _____

Exposition (Argument) Checklist

Name _____

My purpose was to:

- ❒ Argue for or against a point of view

I remembered to include:

- ❒ Statement of point of view
- ❒ Arguments in a logical order
- ❒ Reinforcement of point of view, or recommendation
- ❒ _____

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Exposition (Persuasion) Checklist

Name _____

My purpose was to:

❒ Persuade people to act in a particular way

I remembered to include:

❒ Opening to attract attention

❒ Series of arguments to support the subject (not supported by evidence)

❒ Emotional language

❒ _____

Information Report Checklist

Name _____

My purpose was to:

❒ Present factual information in general terms

I remembered to include:

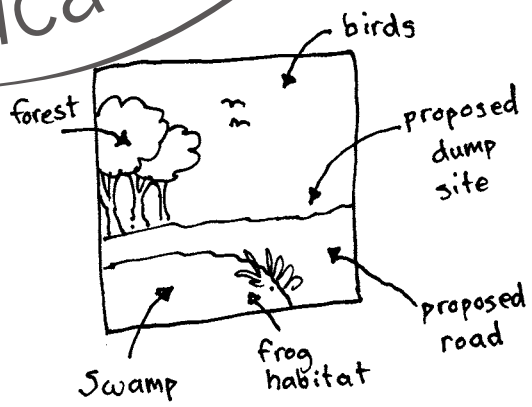
❒ Opening general statement

❒ Statements about the topic, in paragraphs

❒ Finishing off statement

❒ Diagrams, photos, graphs or illustrations

❒ _____



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Procedure Checklist

Name _____

My purpose was to:

❒ Tell how to do something

I remembered to include:

❒ Statement of goal of the activity

❒ Materials needed, listed in order of use (optional)

❒ Series of steps, listed in order

❒ Pictures of some or all of the steps

❒ _____

Recount Checklist

Name _____

My purpose was to:

❒ Retell events in sequence

I remembered to include:

❒ Orientation that gives the setting (tells who, what, where and when)

❒ Series of events, recorded in time order

❒ Conclusion with a personal comment

❒ Time line (optional)

❒ _____

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Response Checklist

Name _____

My purpose was to:

- ❒ Summarise a text
- ❒ Tell my thoughts or feelings about something

I remembered to include:

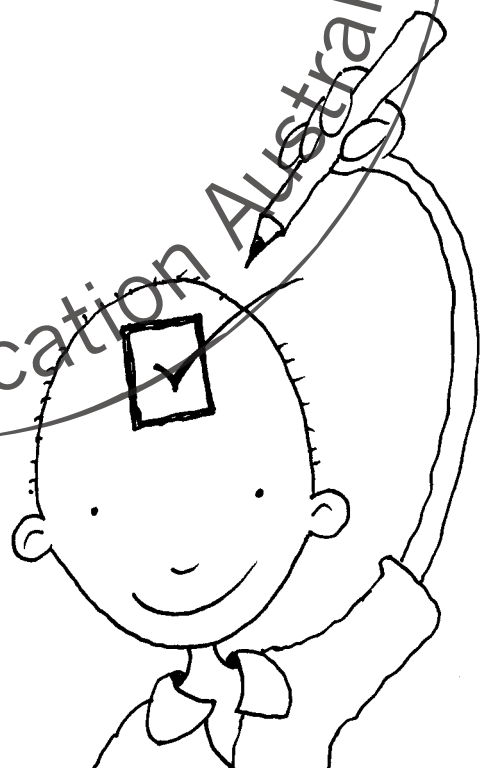
- ❒ Background information
- ❒ More information (including my feelings)
- ❒ Opinion or recommendation
- ❒ _____

Ideas and Details Checklist

Name _____

I remembered to:

- ❒ Have a clear message
- ❒ Include details to support my main idea
- ❒ Show that I understand my topic
- ❒ _____



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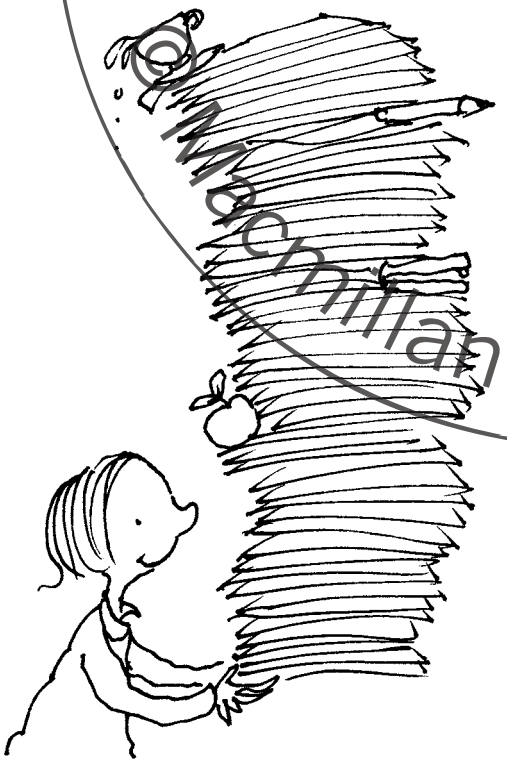
Organisation Checklist

Name _____

I remembered to:

- ❒ Choose a text type to match my purpose and audience
- ❒ Create a title
- ❒ Tell things in a good order
- ❒ _____

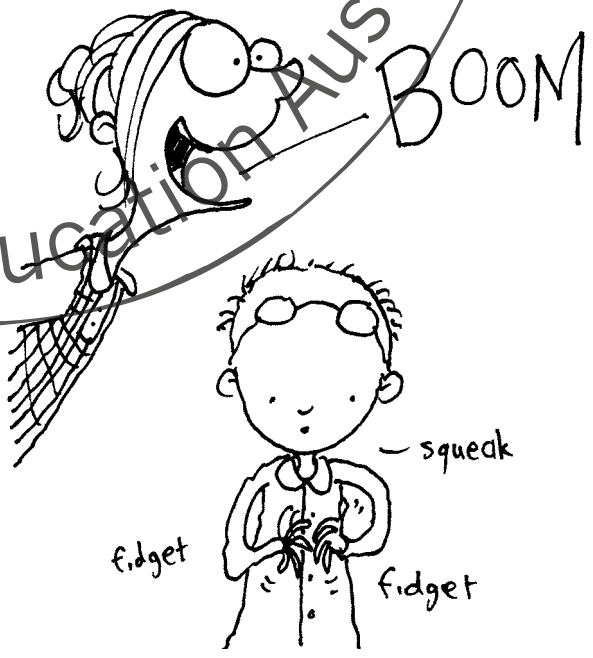


Voice Checklist

Name _____

I remembered to:

- ❒ Be brave and sound like *me*
- ❒ Choose a voice to suit the purpose and audience
- ❒ Show that I really *like* this writing
- ❒ _____



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Word Choice Checklist

Name _____

I remembered to:

- ❒ Use words that match my topic
- ❒ Use some new words
- ❒ Put just the right word in just the right place
- ❒ _____

Inside...
words bounce.
I turn them
upside down.

When I speak...
they all emerge...
right-way-round.

Fluency Checklist

Name _____

I remembered to:

- ❒ Use sentences
- ❒ Begin my sentences in different ways
- ❒ Check that my writing is easy to read
- ❒ _____

I'll begin my sentence...
I'll start my sentence...
My sentence beginning will...

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Conventions Checklist

Name _____

I remembered to:

- ❒ Use my best spelling
- ❒ Leave spaces between words
- ❒ Use correct capitals and full stops
- ❒ _____

Presentation Checklist

Name _____

I remembered to:

- ❒ Use my best handwriting
- ❒ Use margins, numbers and bullets to help guide the reader
- ❒ Add pictures
- ❒ _____

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The Writing Process Checklist

Name _____

Date I began writing this piece _____

Title _____

_____

Text type _____

Purpose _____

_____

Audience _____

_____

Step 1 Prewriting

❒ I know my purpose and audience.

❒ I have gathered my thoughts and ideas.

Step 2 Drafting

❒ I have made a first attempt.

Step 3 Revising

❒ I have read my writing to a friend.

❒ I have read my writing to my teacher.

❒ I have improved my writing.

Step 4 Proofreading

I have polished my writing and checked:

❒ Spelling

❒ Punctuation

Step 5 Publishing

❒ I have shared my writing.

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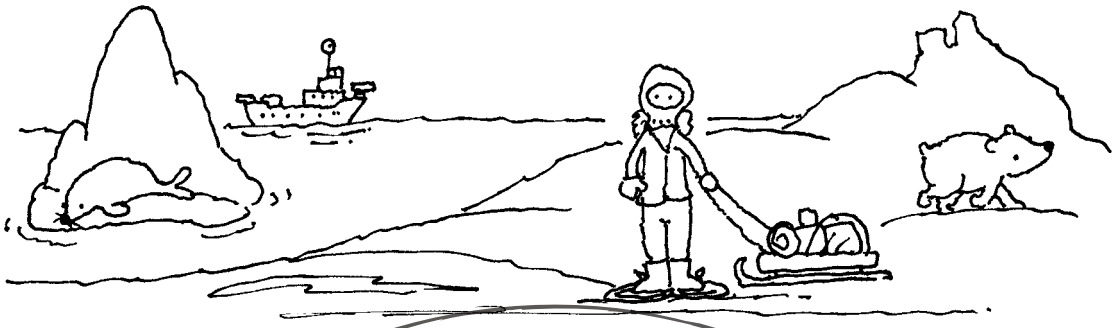
Exploring Descriptions



Read a description. Write down all the things you notice.

Title
What is the purpose?
How is the description organised?
What kinds of words are used?

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Text Type: Description

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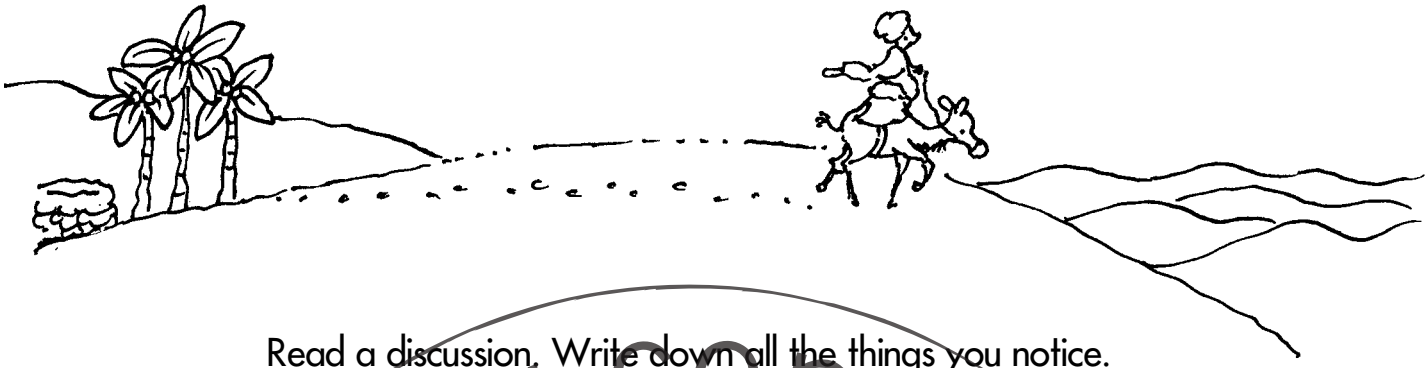
BLM 30 Name Date

Exploring Discussions



Read a discussion. Write down all the things you notice.

Title
What is the purpose?
How is the discussion organised?
What kinds of words are used?

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Text Type: Discussion

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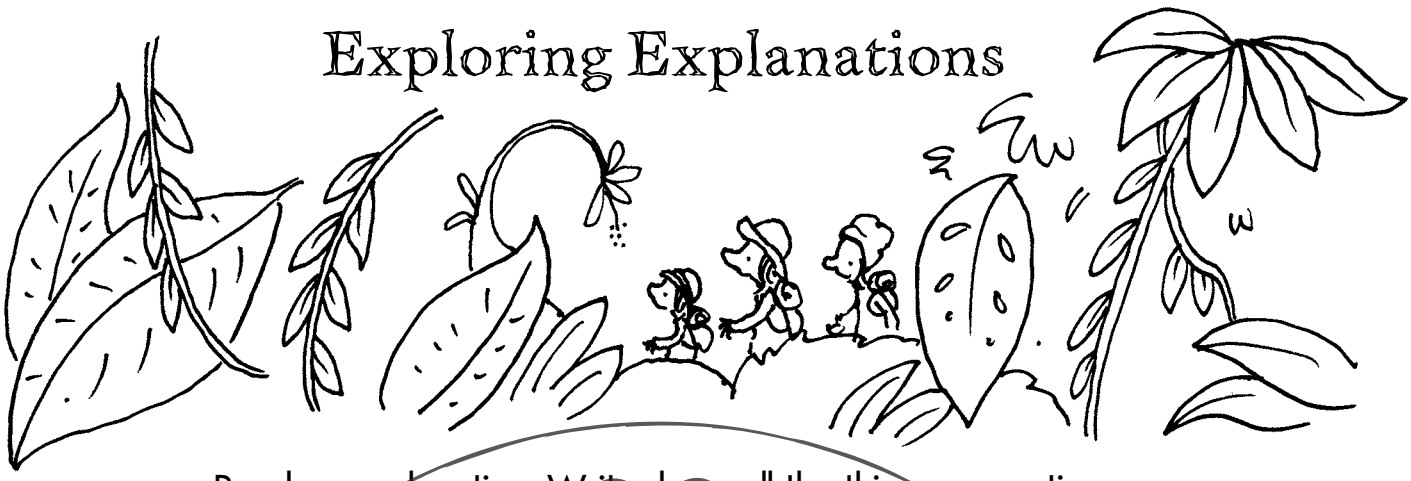
Exploring Explanations



Read an explanation. Write down all the things you notice.

Title
What is the purpose?
How is the explanation organised?
What kinds of words are used?

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Text Type: Explanation

BLM 32 Name Date

Exploring Arguments

Read an argument. Write down all the things you notice.

Title
What is the purpose?
How is the argument organised?
What kinds of words are used?

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Text Type: Exposition — Argument

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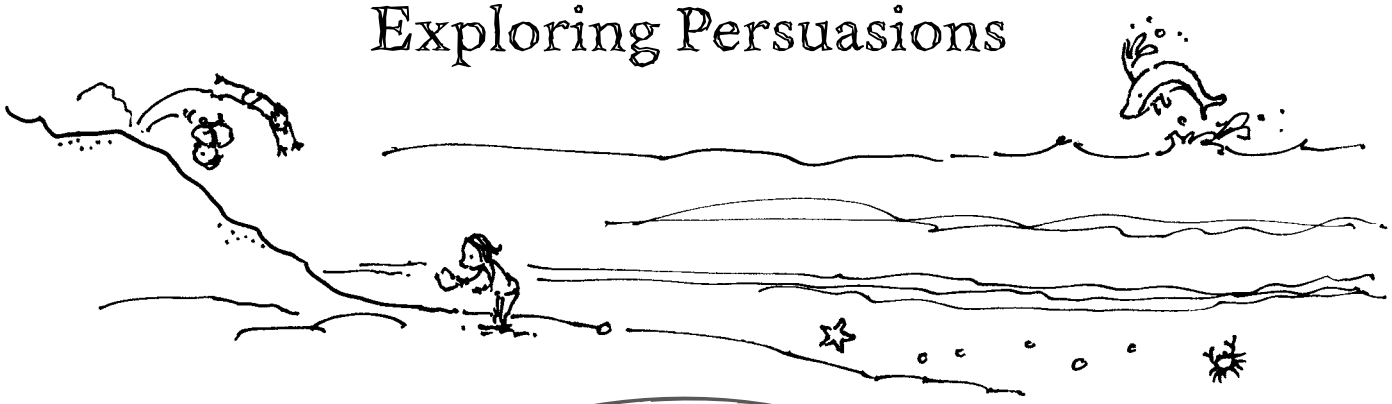
Exploring Persuasions



Read a persuasion. Write down all the things you notice.

Title
What is the purpose?
How is the persuasion organised?
What kinds of words are used?

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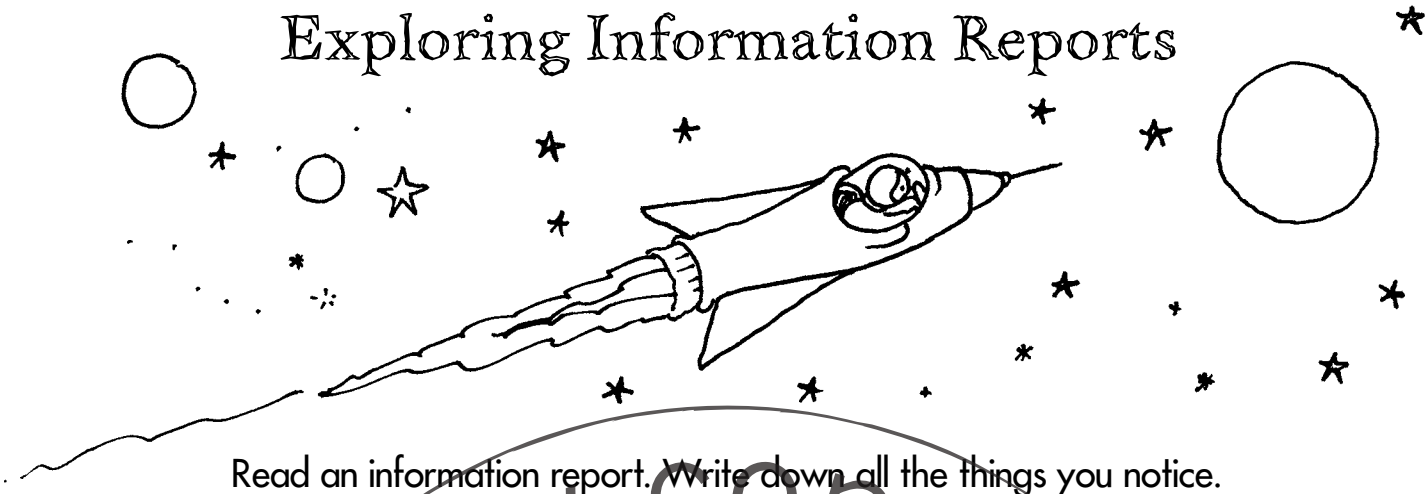
BLM 34 Name Date

Exploring Information Reports



Read an information report. Write down all the things you notice.

Title
What is the purpose?
How is the information report organised?
What kinds of words are used?

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Text Type: Information Report

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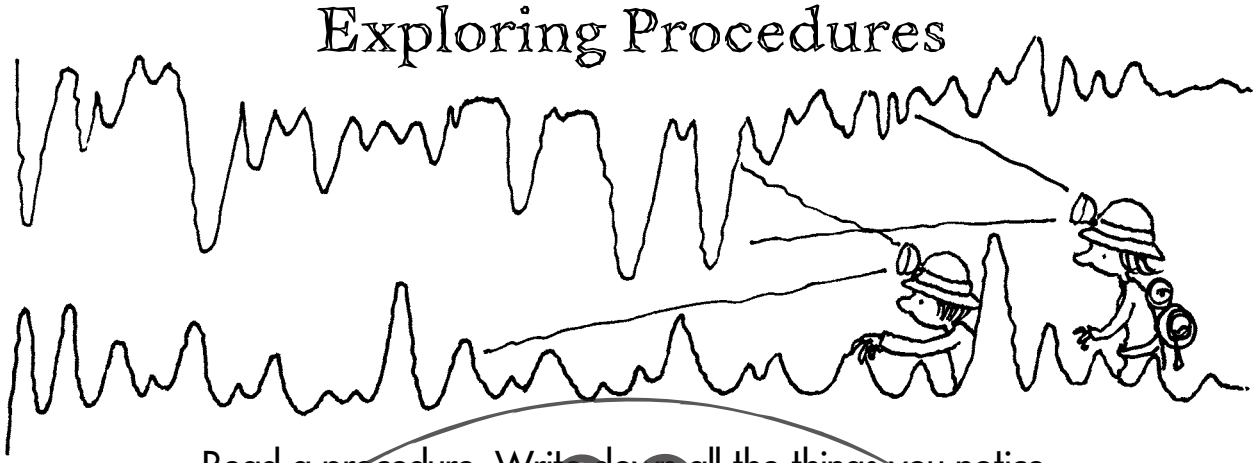
Name Date

Exploring Procedures



Read a procedure. Write down all the things you notice.

Title
What is the purpose?
How is the procedure organised?
What kinds of words are used?

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Text Type: Procedure

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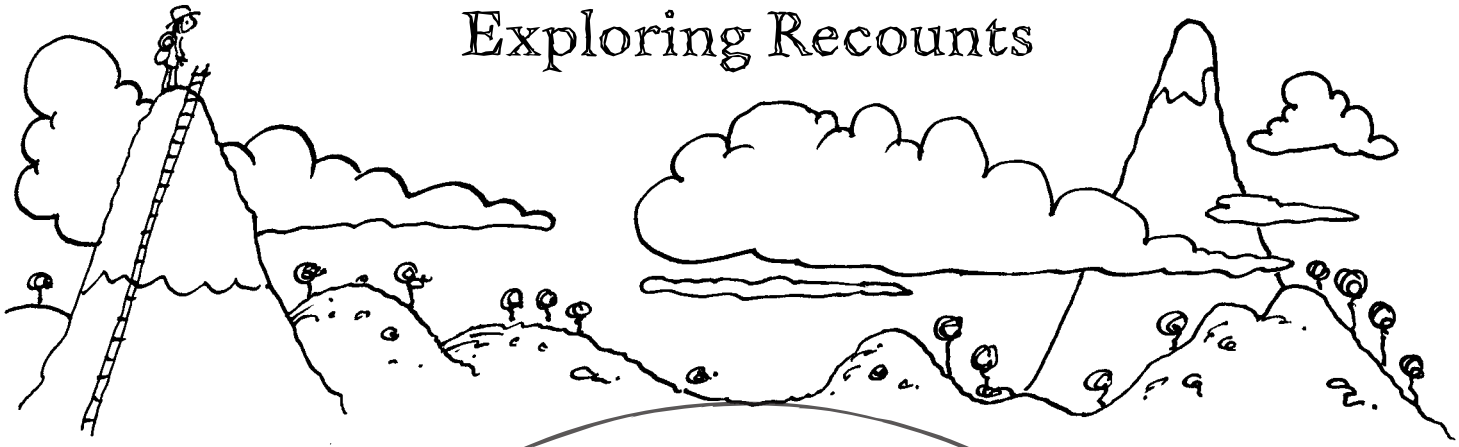
BLM 36 Name Date

Exploring Recounts



Read a recount. Write down all the things you notice.

Title
What is the purpose?
How is the recount organised?
What kinds of words are used?

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Text Type: Recount

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Name Date

Exploring Responses

Read a response. Write down all the things you notice.

Title
What is the purpose?
How is the response organised?
What kinds of words are used?

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Text Type: Response

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BLM 38 Name Date

Describe your best friend, a member of your family, or a character in a book you have read.

Introduce the subject

Details about the subject

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Final comment

Text Type: Description

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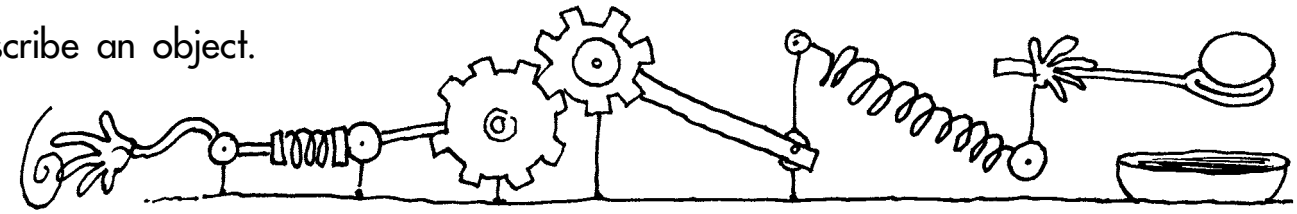
Name Date **BLM 39**

Describe an object.



The object I have chosen to describe is _____

It is made of _____

_____

because _____

_____

It is used _____

_____

_____

_____

(Draw your object in the box. Add labels.)

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Text Type: Description

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BLM 40 Name Date

Topic

What is good about it

What is bad about it

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Text Type: Discussion

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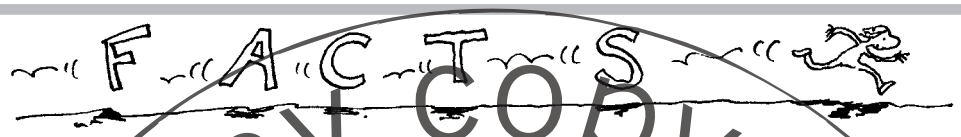
Name Date **BLM 41**

Explain how or why something happens.

Heading question _____ ?

General statement to identify the topic



Series of facts in the order that they happen

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Text Type: Explanation

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BLM 42 Name Date

Write or draw in each box. Then cut out the cards and put them in order. Use them to help you remember your speech.

1 My point of view	2 Argument one
3 Argument two	4 Argument three
5 Argument four	6 What I think you should do

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Text Type: Exposition — Argument

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Name Date **BLM 43**

Write a poster to convince people to buy something.

Include the name of the product in large writing.

Name

List the features of your product.

Use some technical language.

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Use some emotional language.

Love

Include a picture.

Include a slogan.

Text Type: Exposition — Persuasion

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BLM 44 Name Date

Topic heading

Opening (Tell what the report is about.)

Statements about the topic

Finishing-off sentence

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Name Date **BLM 45**

Write an information report about an animal.

Topic heading

Opening (What kind of animal is it? Which larger group of animals does it belong to?)

Statements about the topic

Appearance (What does it look like? What different parts does it have?)

Habitat (Where does it live?)

Food (What does it eat?)

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Finishing-off sentence (Any other interesting facts?)

On the back of the sheet, plan an illustration, diagram or map.

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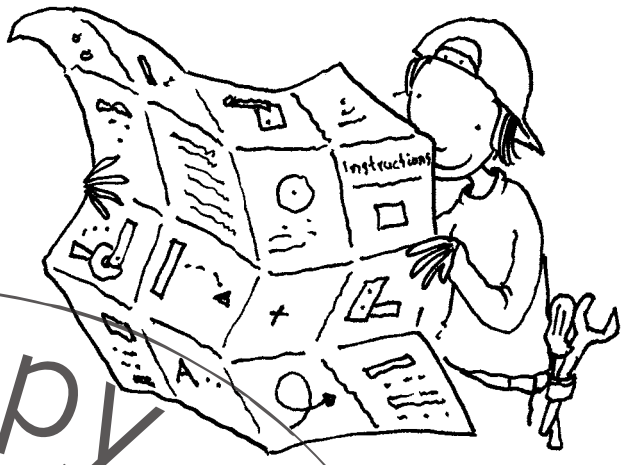
BLM 46 Name Date

How to _____

List of materials



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Steps

1

2

3

4

5

Text Type: Procedure (Instructions)

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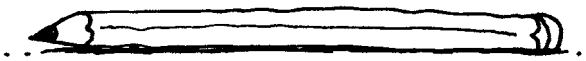
Name Date **BLM 47**

Write a set of instructions for a game.



Name of game: _____

Number of players: _____

Goal of the game (What do you need to do to win?)

Equipment

How to play (What are the rules?)

1

2

3

4

5

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Text Type: Procedure (Instructions)

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BLM 48 Name Date

Write directions to get from one part of the school to another.

Goal:

To get from _____

to _____

Start _____

Turn _____

Keep walking until _____

_____

Then _____

When you reach _____

_____

Finally _____

_____

_____

_____

_____

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Text Type: Procedure (Directions)

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Name Date **BLM 49**

Recipe for _____

List of ingredients

Method

1

2

3

4

5

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Serves _____

Text Type: Procedure (Recipe)

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BLM 50 Name Date

Recount

Orientation (What is this recount about?)

First

After that

Finally

What do I think about it?

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Text Type: Recount

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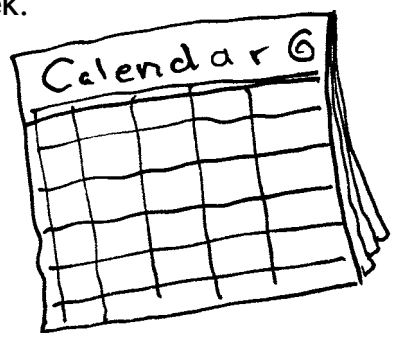
Name Date **BLM 51**

Write a letter about something that happened last week.



_____
Date

Dear _____,

Orientation (Tell who, what, where and when.)

Event

Event

Event

Personal comment

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_____
Signing off

_____
Your name

Text Type: Recount (Letter)

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BLM 52 Name Date

Write a response to a place you have visited.

I went to _____.

Background information about the place

More information (Include your feelings about these things.)

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What you think or recommend

Text Type: Response

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Name Date **BLM 53**

Write a response to a book you have read.

My book is called _____.

The author is _____.

The book is about

More information

The main character is

This is a drawing of my favourite part.

I liked this part because

What you think or recommend

I think

Text Type: Response (Review)

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BLM 54 Name Date

What I Know

Topic:_____

What I know

What I need to know

Where I'll go to find out

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Text Type: Any **Trait:** Ideas and details

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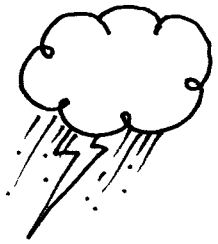
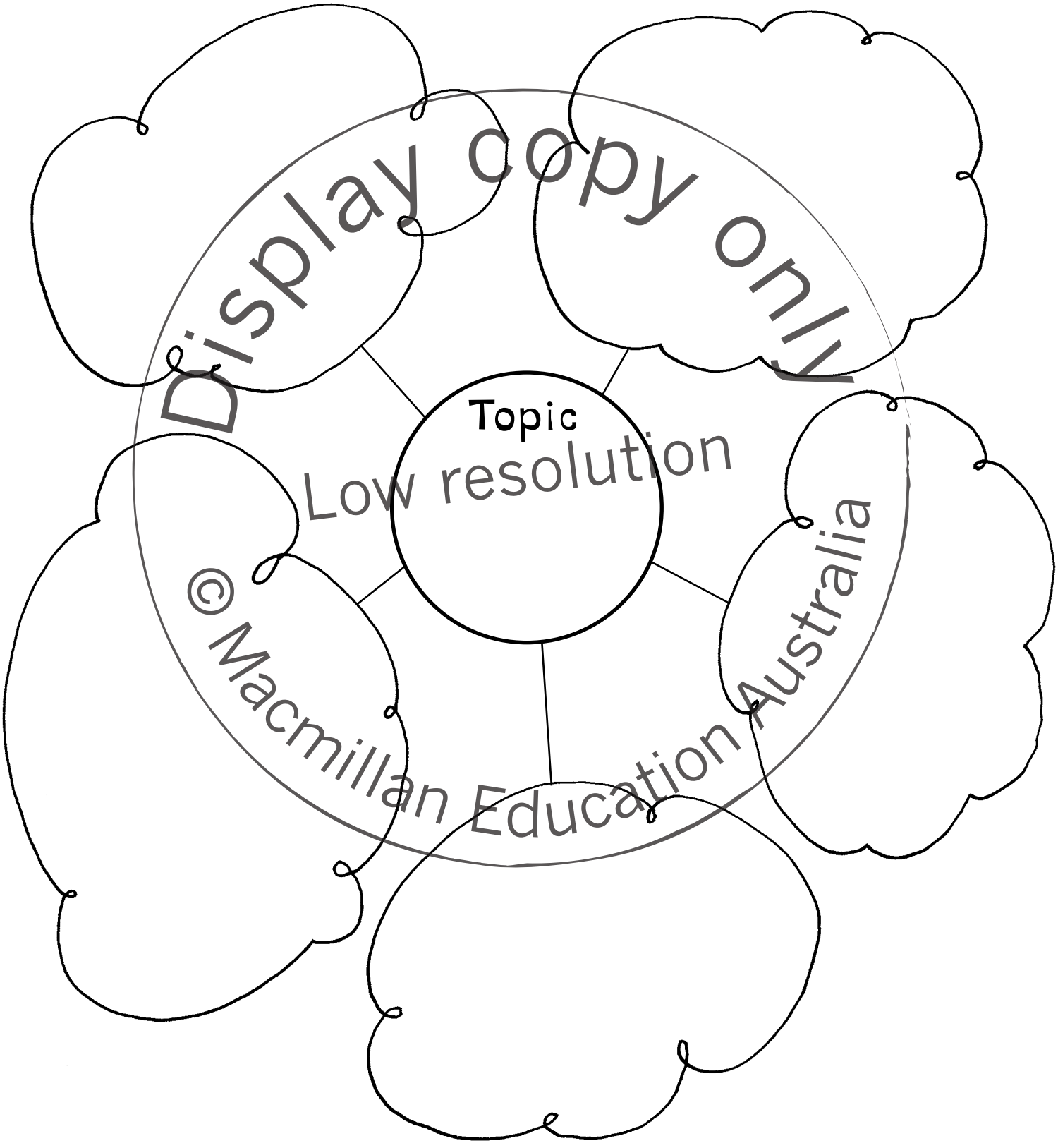
Name Date

Brainstorming Clouds



Write your topic in the middle. Then write words or ideas about your topic in each cloud.



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Text Type: Any **Trait:** Ideas and details

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BLM 56 Name Date

Dash Fact Research

Divide your topic into four headings that you want to find out about.

Gather quick facts about your topic to go in each box.

Use your own words. Do not use full sentences. Just *dash* the facts down.

Topic: _____

Heading _____	Heading _____
Heading _____	Heading _____

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Text Type: Any **Trait:** Ideas and details

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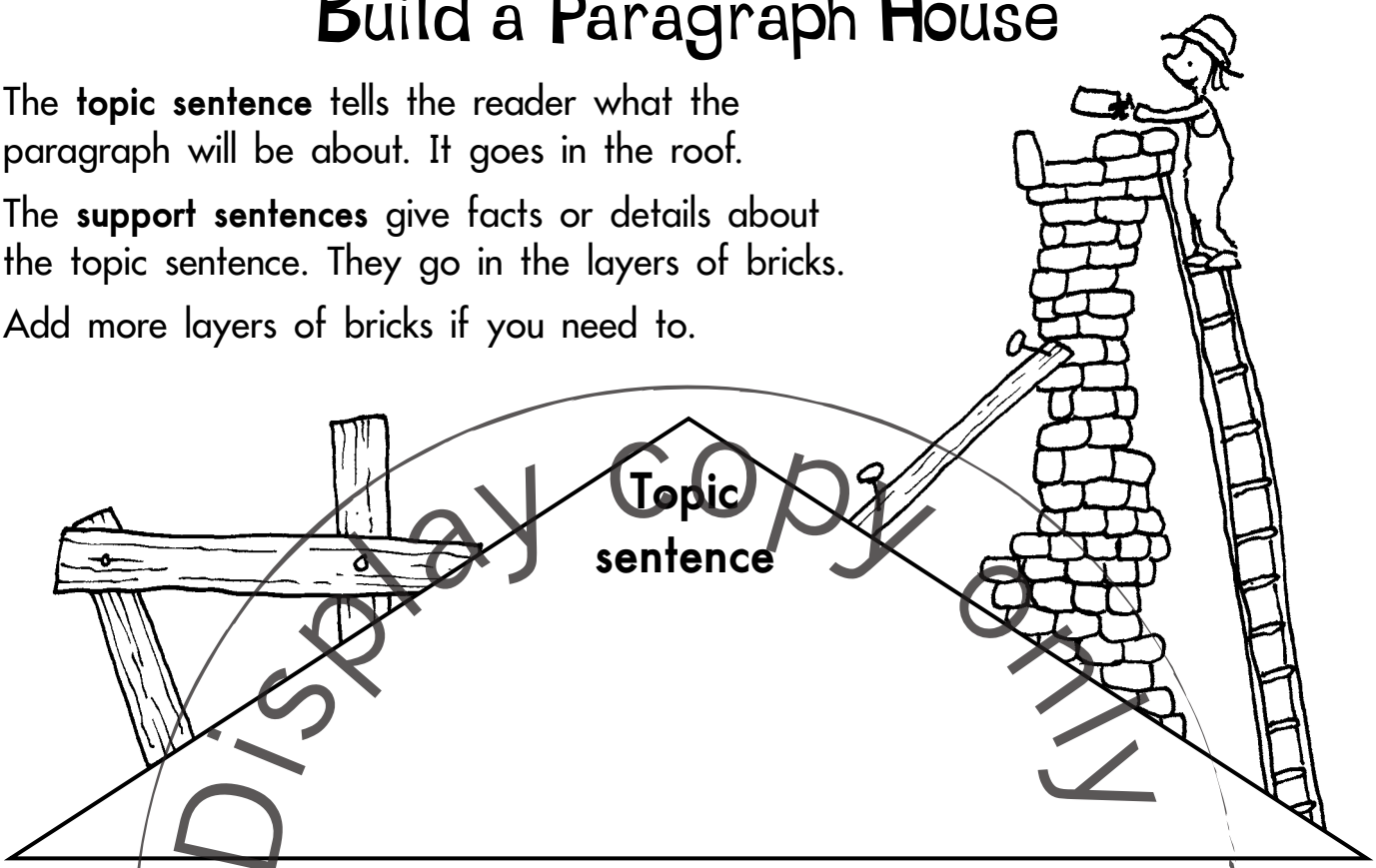
Name Date

Build a Paragraph House

The **topic sentence** tells the reader what the paragraph will be about. It goes in the roof.

The **support sentences** give facts or details about the topic sentence. They go in the layers of bricks.

Add more layers of bricks if you need to.



Support sentence 1

Support sentence 2

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BLM 58 Name Date

Hear My Voice

1 Work with a partner.

2 Take turns to spend five minutes talking about the topic you are writing about. Talk about what you find interesting or surprising. Your partner will listen and can ask questions.

3 When your turn to speak ends, write down as many of the words you used as you can. Ask your partner to help you remember them. Did you say something that you really liked? Write it down.

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4 Now trying writing about your topic. Use the same voice you did when you were talking to your friend.

Note to teacher: Time students and tell them when to switch roles. Allow time in between for students to write their voice notes.

Text Type: Any **Trait:** Voice

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Name Date **BLM 59**

Tired Words

Re-read your draft writing. Are there any tired words? Write one tired word in each circle. Now think of as many new words as you can that are more active or interesting. Write these words in the boxes.

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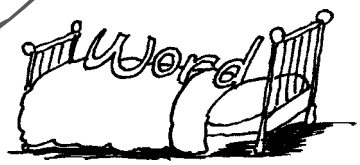
Choose one new word to replace each tired word.
How do these new words change your writing?



Note to teacher: Adapt the sheet by asking students to look for specific types of words to suit the text type you are studying, for example verbs in an explanation text or adjectives in a description.

Text Type: Any **Trait:** Word choice

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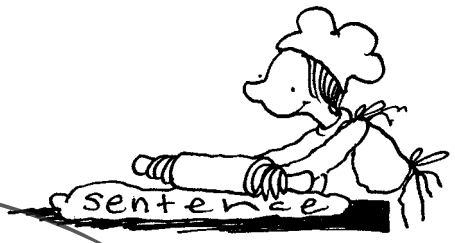
BLM 60 Name Date

Stretchy Sentences

Interesting writing has a mix of long sentences and short sentences.

Draw boxes around the sentences in your draft writing.

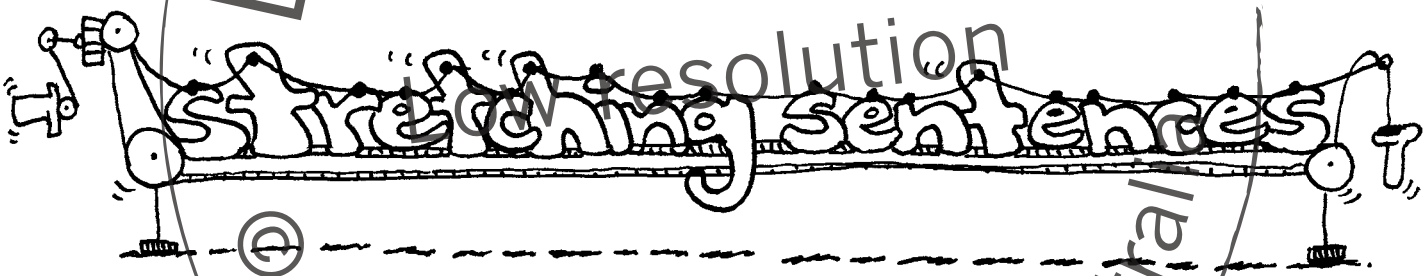


Title of draft: _____

Are the boxes different sizes? ❒ yes ❒ no

Do the boxes make an interesting pattern? ❒ yes ❒ no

If you ticked a 'no' box, you need to revise for fluency.



Try stretching some sentences.

Start with a short sentence from your draft. Write it on the first line. For each new line, add or change one word to make the sentence more interesting. Which version do you like best?

1 _____

2 _____

3 _____

4 _____

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Text Type: Any **Trait:** Fluency

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Name Date

Proofreading Chart

Use these marks to show where changes need to be made in your draft writing. Add other marks your teacher would like you to use.

Mark	What it means	Example
/ ٩	Take it out	That's a ø bone. ٩
∧	Put it in	206 You have bones inside your body. ∧
⊙	Add a full stop	That's a bone ⊙
≡	Make a capital letter	how many bones can you feel? ≡
/ (lc)	Make a lower-case letter	Feel your Elbow. (lc)
[(n.p.)	Begin a new paragraph	They all fit together to make your skeleton. [Your skeleton holds (n.p.) your body up.
(sp)	Wrong spelling	Your (sketon) holds (sp) your body up.

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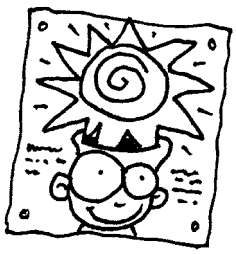
BLM 62 Name Date

Poster Planner



Poster topic: _____

Audience (Who do you want to read your poster?)

_____

What do you want to include on your poster? (Text, photo, diagram . . .)

Write the headings you will use for the different sections.

Experiment with different handwriting or font styles. Circle the one you will use.

Experiment with different border ideas. Circle the one you will use.

On the back of the sheet, sketch the layout for your poster.

Note to teacher: A poster presentation particularly suits persuasion, explanation, information report and procedure texts.

Text Type: Any **Trait:** Presentation

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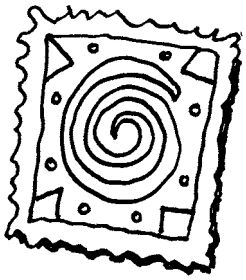
Name Date

Postcard Presentation



Write your final text on the postcard. Cut out the postcard. Turn it over. Draw and colour a picture of the subject of your text.

To

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Note to teacher: Don't limit postcard presentations to just recount texts. Postcards work really well for other text types too, for example information reports (try animals) or response texts (try places or events). Even procedures could work (try directions to a place). Bind the postcards into class books.

Text Type: Any **Trait:** Presentation

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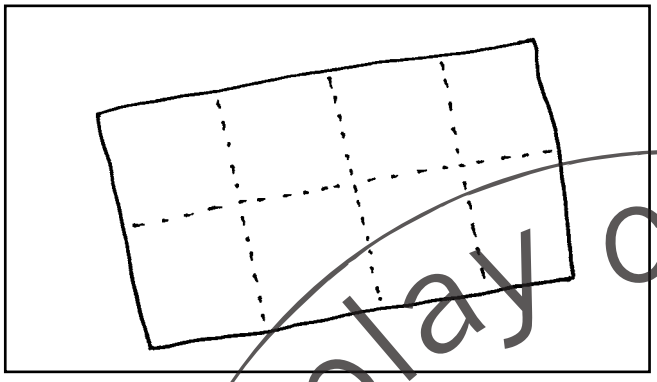
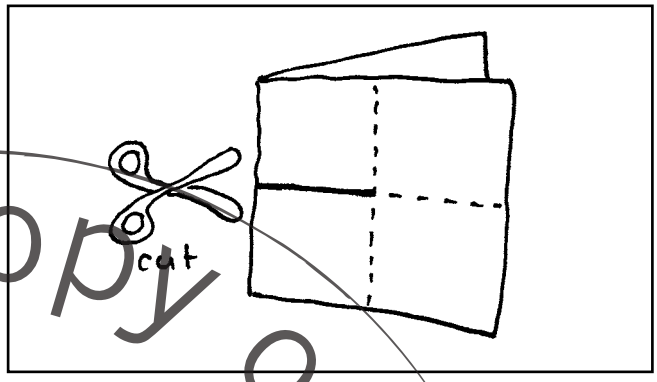
BLM 64 Name Date

How to Make an Origami Book

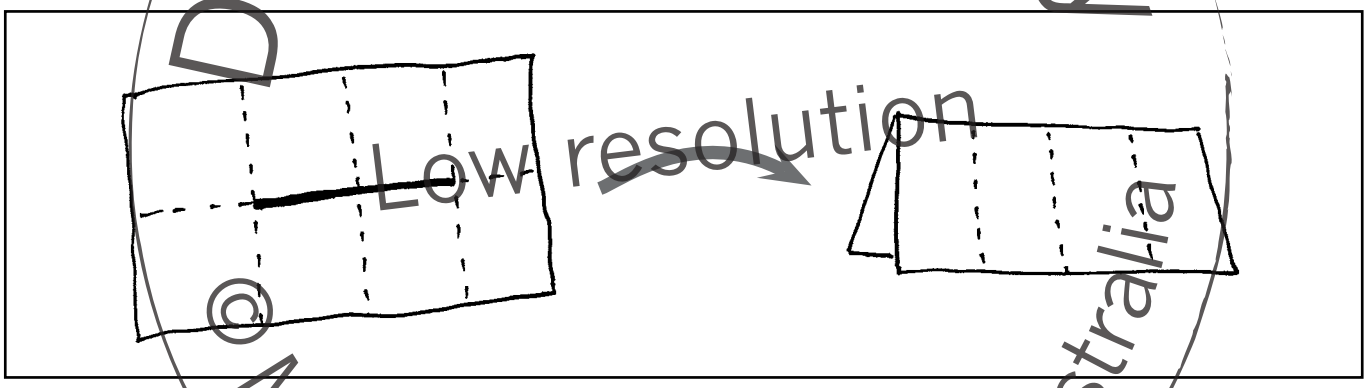
Here is one way to present your final work: publish it in a tiny book. This origami book does not need any staples or glue.



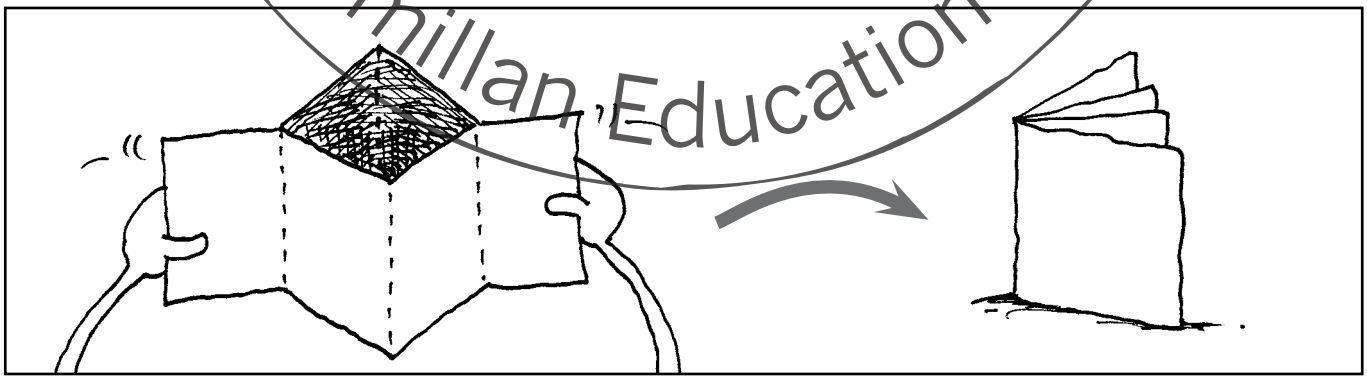
1 Fold a piece of paper into 8 sections and open it out again.



2 Fold the left edge to the right edge. Cut along the solid line.



3 Open the paper and fold the top edge to the bottom edge.



4 Push in the ends to make a cross. Flatten the book.

Now decorate the cover and publish your writing on the pages.

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All you need to TEACH...

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Nonfiction Text Types

All you need to teach . . . Nonfiction Text Types contains essential lists, text models, writing frames, checklists and more to support you and your students as they explore, discover and write nonfiction text types.

Teaching Tips — including information on the nine nonfiction text types, the five stages in the writing process and the seven traits of good writing

Text Models — examples of each nonfiction text type, written to contain all the main features needed by ages 5-8

Assessment Rubrics — lists of levelled criteria to help you assess students' writing, and students to set their own goals

Student Checklists — students can check that their draft meets the criteria for the text type or trait

Worksheets — including writing frames for all the basic text type structures.

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- Description
- Discussion
- Explanation
- Exposition—Argument
- Exposition—Persuasion
- Information Report
- Procedure
- Recount
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