**Procedure – Stage 2**

|  |  |
| --- | --- |
| **Outcomes** |  |
| **WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.** | ***Joint and Independent Writing*** * *uses other texts as models for aspects of writing such as text organisation, grouping of information under headings*
* *identifies key words and phrases*
* *uses some effective planning strategies*
* *demonstrates self-editing skills*
* *understands and creates notes for relevant writing purposes*
* *shows evidence of careful revision, editing and proofreading in final draft*
* *uses computers to draft and edit writing*
* *contributes to joint text-construction activities*
* *writes a wider range of text types*
* *structures text types in appropriate stages*
* *writes fuller descriptions of people, animals, objects, places*
* *writes more involved recounts*
* *writes longer, more complex procedures*
* *writes more extended descriptions of each feature in an information report*
* *writes information reports that include information about different parts of things and their components*
* *writes a range of literary texts*
* *writes simple poems*
* *writes simple sequential explanations*
* *writes simple responses to short stories, television programs*
* *expresses a point of view in writing with some supporting arguments*
* *writes questions and sends them by e-mail to an identified expert on a topic of interest*
* *creates simple hyperlinked text, eg HyperCard stack.*
 |
| **WS2.10 Produces texts clearly, effectively and accurately using the sentence structure, grammatical features and punctuation conventions of the text type.** | ***Grammar and Punctuation*** * *builds word families in preparation for writing*
* *identifies nouns, verbs, adjectives and adverbs in own writing and how these add to the meaning of the text*
* *uses accurate tense and number in verb groups, eg they come, she comes*
* *uses present tense in factual texts such as information reports and procedures*
* *uses past tense in recounts and narratives*
* *combines clauses by using a variety of conjunctions, eg when, because*
* *uses a variety of time connectives in recounts and narratives*
* *uses conjunctions to construct cause–effect relationships, eg so, if, but, because*
* *uses modal verbs and adverbs in text types to indicate shades of meaning, eg possibility, probability, obligation*
* *identifies theme and beginning focus of clause and discusses how choice of theme affects meaning*
* *uses correct punctuation in published version of own writing, eg capital letters, full stops, question marks and commas uses apostrophes for contractions in written dialogue.*
 |
| **WS2.11 Uses knowledge of letter–sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.** | ***Spelling*** * *spells high frequency words correctly in own writing*
* *uses known letter patterns when attempting to spell unknown words*
* *writes words containing less common digraphs and letter combinations*
* *uses knowledge of familiar letter patterns when attempting to spell unknown words*
* *identifies possible spelling errors in own writing, eg by circling or underlining doubtful words*
* *discusses strategies used for spelling difficult words*
* *deletes or adds words, adds information and rereads work to clarify meaning*
* *self-corrects words that do not look right*
* *uses spell check as one strategy for checking spelling.*
 |
| **WS2.13 Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes.** | ***Purpose*** * *talks about own writing*
* *uses the terms ‘drawing’ and ‘writing’ accurately*
* *indicates purpose of own writing*
* *recognises a range of text types, eg simple narrative, simple recount, simple procedure*
* *communicates the purposes of familiar written texts*
* *communicates the purposes of drawings, photographs and other graphic texts*
* *assists other children to locate print from models in classroom to use in writing.*

***Audience*** *• talks about the person to whom they are writing a message, eg friend, teacher, aunty.* ***Subject Matter*** *• talks about what they would like to write about with teacher prompt, eg pictures, school events.* |
| **WS2.14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.** | ***Text Structure*** *• recognises and discusses the organisational structure of a range of literary and factual texts.* ***Grammar*** * *recognises the subject, verb and object of a clause*
* *recognises different types of adverbial phrases and discusses how they give additional information*
* *identifies nouns, verbs, adjectives and adverbs in own writing and talks about their function in making meaning*
* *identifies action verbs and talks about how they are used in narrative and recount to develop a story*
* *talks about how different types of adjectives have been used to add information in own writing*
* *indicates how different types of verbs have been used in own stories, eg action verbs, saying verbs, thinking verbs, feeling verbs*
* *talks about the use of tense (past, present, future) in literary texts*
* *reviews own writing for use of noun groups in building information, eg in an information report*
* *recognises common errors in writing such as lack of agreement between subject and verb, eg he done it*
* *recognises theme of clauses (beginning focus for information), eg Kim opened the door.*

***Conventions*** * *talks about the use of commas, dashes etc to indicate the relationship between parts of sentences*
* *talks about the need to use quotation marks with quoted speech*
* *recognises and corrects the spelling of some common words.*
 |
| **WS2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.** | ***Handwriting*** * *produces standard handwriting movements and patterns*
* *concentrates on lower-case and some upper-case letters*
* *holds writing implements in a way that allows them to make marks on the page*
* *tries to employ correct pencil grip*
* *maintains correct body position for writing*
* *starts at the top of every upper-case letter, lower-case letter and number, except ‘d’ and ‘e’ (which start in the middle) and knows that no letter starts from the bottom*
* *holds writing implement with only thumb, index and middle fingers*
* *recognises the same letter in both lower and upper case.*

***Using Computers*** * *experiments with using the computer mouse and keyboard and other specialised equipment*
* *produces own name*
* *produces some letters other than those in own name*
* *produces commonly used words*
* *moves the cursor using the mouse and keyboard and other specialised equipment*
* *associates the pressing of a key with the appearance of a character on the screen*
* *turns the computer on and off*
* *identifies the cursor on the screen*
* *recognises letters on the keyboard*
* *uses computer software programs to create texts*
* *types simple sentences.*
 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Outcome*** | **Organisers** | **Criteria** | **Limited Achievement** | **E** | **Basic Achievement** | **D** | **Sound Achievement** | **C** | **High Achievement**  | **B** | **Outstanding Achievement**  | **A** |
| ***W2.9***  | Independent Writing  | ***Writes a procedure*** | Writes with little structure or purpose. | Requires assistance to create a procedure that includes a goal, materials and a few steps. | Independently writes a procedure that includes a goal, materials needed and steps.  | Independently writes a procedure with attention to detail and in logical steps.. | Independently writes a procedure with great attention to detail and optional information eg variations or cautions.  |
| ***Planning and editing***  | Reliant on teacher for all planning and editing | Attempts to plan with significant teacher support using a scaffold. Reliant on teacher for all editing. | Independently plans and sequences texts using a scaffold. Recognises errors in own writing with teacher assistance. | Independently plans. Proofreads and edits own work to improve text. Text is mostly grammatically accurate. | Independently plans. Consistently produces texts that show evidence of significant improvements, editing and proofreading. |
| ***WS2.10***  | Grammar | ***Uses correct*** ***sentence structure*** |  |  | Use of short and concise steps.  | Steps start with an action verb. | Use of detailed steps and extensive use of effective verbs and adverbs. Steps written as commands |
| Tense | ***Accurate tense & number in verb groups.*** | Attempts to include verbs in text. | Uses different types of verbs.  | Writes in correct tense and does not switch between tenses. Includes some action verbs, adverbs and appropriate adjectives. | Consistently uses correct tense.  | Always uses correct tense. |
| Cohesion | ***Cohesive devices*** | Does not attempt to link the text through the use of connectives or other cohesive devices. | No Sub- heading present | Uses sub-headings for some of the text | Correct use of sub-headings | Correct use of sub-headings |
| *Punctuation* | **Uses correct punctuation in published versions of own writing.** | Often writes without capital letters and full stops. | Attempts some capital letters and full stops. | Uses basic punctuation correctly most of the time. | Uses most punctuation correctly. | Uses punctuation correctly. |
| ***WS2.14***  | Text Structure  | ***Organisational*** ***structure of*** ***exposition*** | Lack of structure in the text. | Has an orientation and some events. | With a plan as a guideline uses correct textual features | Uses correct textual features. | Uses the correct textual features depending on the type of procedure this may change (eg: ingredients or materials) |
| *WS2.11* | Spelling | ***Spelling*** | Attempts to spell using letter combinations and blends. | Spells some high frequency words correctly. Spell unknown words phonetically. | Spells most high frequency words correctly.Uses knowledge of word parts, base words and spelling words to spell unknown words. | Spells all high frequency words correctly.Consistently uses knowledge of word parts, base words and spelling words to spell unknown words. | Spells all high frequency words correctly and also spells more difficult words. |

**Year 3 & 4 Procedure Assessment Item 2012**

The day prior to the assesment item follow a simple recipe and make something with the class.

Ideas include:

* pikelets
* banana smoothies
* salad sandwhiches
* Honey and conrflake dews

On the day of the assessment ask students to write out the procedure for making the food you did as a class item yesterday. However you want them to IMPROVE the recipe. What can they add to it to make it tastier – when will they need to add it?