**Procedure – Stage 2**

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| **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.* |

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| ***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?