The Duck with a Broken Wing

One day Father Duck took her ten little ducklings down to the water.

Father Duck went too.

Then Father Duck saw a big dog and he ran away from the ducklings.

Father Duck made his wing go down. His wing looked broken.

The dog saw Father Duck, but he did not see the ducklings.

The dog ran after Father Duck.

Father Duck's wing was not broken and he flew away.

Elsie Nelley  Debbie Croft  Annette Smith  Patricia Ciuffetelli
Suggested Teaching Pathways for Whole-Class, Small-Group, and Independent Reading and Writing

Exemplars for Teaching Writing
Whole-Class Modelled and/or Shared Reading and Writing
*A Can be used on interactive whiteboards, data projectors, or PCs.

Interactive Writing Pro Formas
Whole-Class and Small-Group Modelled and/or Shared Writing
*Construction of text types focusing on text structure and language features

Levelled Exemplar Texts
Whole-Class, Small-Group and/or Individual Shared, Guided and/or Independent Reading

Student Assessment and Activity Pages
Whole-Class, Small-Group and/or Individual Guided and/or Individual Writing
*Text type writing scaffold pages
*Self-assess and edit pages
*Text type activity pages
*Blackline Masters packaged with Teachers’ Resource

Independent Writing

Whole-Class and Small-Group Sharing
*Sharing published writing
*Oral presentations
*Sharing new learning
*Providing constructive feedback

Teachers’ Resource Books
Feature explicit links to all components to support whole-class, small-group, and independent reading and writing.
Contents

Section 1: Introduction Overview
- What is PM Writing?
- Who is PM Writing designed for?
- What pedagogies have informed the development of PM Writing?
- Why has a text-type approach to teaching writing in the early years of schooling been adopted?
- What are the links to PM?
- How does PM Writing use the PM philosophy?

Section 2: The Writing Process
- Writing in the early years
- What is the link between reading and writing?
- What is the link between spoken and written language?
- What does the writing process involve?
- Why is it important to involve students in the writing process?
- Learning to be a writer in Grade 1

Section 3: Skills for Writing
- Print conventions
- Punctuation
- Grammar
- Handwriting
- Spelling
- High frequency words

Section 4: Listening and Speaking
- Why is it important to include listening and speaking activities in reading and writing sessions?
- How are listening and speaking activities integrated into PM Writing sessions?

Section 5: Text Types
- Text Structure and Language Features
  - Recount
  - Description
  - Information Report
  - Narrative
  - Procedure
  - Exposition
  - Explanation
  - Discussion

Section 6: Lesson Plans
- Exemplars for Teaching Writing
  - The New Girl
  - Ducklings
  - The Duck with a Broken Wing
  - A Sock Puppet
  - A School Friend
  - How Does a Sock Puppet Work?
  - Should Children Help at Home?
- Levelled Exemplar Texts
  - Levels 5/6
  - Playing in the Snow
  - My Holiday Diary
  - My Train Set
  - Big Wheels and Little Wheels
  - Little Terriers
  - Little Cat and Big Cat
- Levels 8/9
  - Our Garden Diary
  - The Farm
  - A Wind Chime
  - Pet Budgies
  - Tap Dancing
  - The Walking Bus

Section 7: Themes and Text Types
- Animals
  - Recount
  - Description
  - Information Report
  - Narrative
- Family and Friends
  - Recount
  - Description
  - Information Report
  - Narrative
- Toys, Play and Creating
  - Recount
  - Description
  - Information Report
  - Narrative
- Learning to be Independent and Responsible
  - Recount
  - Description
  - Information Report
  - Narrative

Section 8: Assessing Writing in the Early Years of Schooling
- Why assess students’ writing?
- What to assess
- How to assess
- When to assess
- Framework for analyzing students’ writing
- Level descriptors and student writing samples for assessing writing
  - Recount
  - Description
  - Information Report
  - Narrative
  - Procedure
  - Exposition
  - Explanation
  - Discussion
### Scope and sequence for language features in Grades 1 to 3

<table>
<thead>
<tr>
<th>Early Stage – Grade 1</th>
<th>Mid Stage – Grade 2</th>
<th>Later Stage – Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lexical and grammatical cohesion</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• limited use of text connectives and conjunctions</td>
<td>• repetition of nouns (common/proper)</td>
<td>• repetition of nouns (common/proper)</td>
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<td>• repetition of common nouns</td>
<td>• use of a small range of text connectives (time/temporal and sequencing)</td>
<td>• use of a small range of text connectives (time/temporal and sequencing) to sequence events</td>
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<tr>
<td>• use of personal pronouns (mainly subject)</td>
<td>• use of pronouns</td>
<td>• use of pronouns</td>
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<tr>
<td></td>
<td></td>
<td>• use of synonyms</td>
</tr>
<tr>
<td><strong>Word and group level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Noun group – nouns</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• common nouns referring to people, places and things</td>
<td>• common/proper nouns referring to people, places and things</td>
<td>• common/proper nouns referring to people, places and things</td>
</tr>
<tr>
<td>• use of personal pronouns referring to people and other living things (e.g. animals)</td>
<td>• use of pronouns (personal and possessive) referring to people and other living things (e.g. animals)</td>
<td>• use of pronouns (personal and possessive) referring to people and other living things (e.g. animals)</td>
</tr>
<tr>
<td><strong>Adjectivals – adjectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• simple noun groups describing people, places and things; limited use of factual adjectivals (size, shape, colour)</td>
<td>• simple noun groups describing people, places and things; use of factual adjectivals (size, shape, colour and quantity)</td>
<td>• more complex noun groups describing people, places and things; use of factual adjectivals (size, shape, colour, quantity), opinion adjectivals (e.g. beautiful, good) and classifier adjectivals (e.g. wool sweater)</td>
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<td><strong>– adjectival phrases</strong></td>
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<td>• no use of adjectival phrases</td>
<td>• no use of adjectival phrases</td>
</tr>
<tr>
<td>Verb group – verbs</td>
<td>Mid Stage – Grade 2</td>
<td>Later Stage – Grade 3</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>• action verbs to describe behaviour and limited use of thinking/feeling words to describe feelings</td>
<td>• action verbs to describe behaviour and limited use of saying and thinking/feeling words to describe feelings</td>
<td>• action verbs to describe behaviour, with a shift towards more specialist vocabulary (e.g. I gobbled the pasta and raced out the door) and use of thinking/feeling words to describe feelings/thoughts and saying verbs</td>
</tr>
</tbody>
</table>

- tense choice
- • simple past-tense form
- • simple past-tense form
- • simple past-tense form

- modal
- • no use of modality
- • no use of modality
- • no use of modality

- auxilliary
- • no auxilliary
- • no auxilliary
- • no auxilliary

Adverbials – adverbs
- • no/very limited use of adverbs to describe how action performed
- • limited use of adverbs to describe how action performed
- • use of adverbs to describe how action performed (adverbs of manner)

- adverbial phrases
- • use of adverbial phrases that provide information about when and where action took place
- • use of adverbial phrases that provide information about when, where, with whom and why action took place
- • use of adverbial phrases that provide information about when, where, with whom, how often and why action took place
This morning, I did lots of things to help my mom at home. First, I got dressed and I made my bed. Then, I put my clean clothes in the big dresser: I put my toys away, too.

Next, I went into the kitchen and I fed the cat. After I had my breakfast, I got ready for school. I put my lunch and my books in my bag.

Mom was very pleased with me. I liked helping her.

### Speaking
- Ask students to recall the events of a recount in the order in which they happened
- Ask students to share their understanding of the structure of a recount
- Ask students to classify nouns according to singular or plural
- In pairs, ask students to ask clarifying questions about the text
- Encourage students to verbalize their recount before drafting their writing

### Listening
- Ask students to listen to the text being read
- Ask students to listen for specific information, e.g. information about when, who and where
- Ask students to listen during modelled writing as you “think aloud”
- Listen to students share their reading and writing
**Recount**

**Purpose**
To retell and evaluate events and experiences

**Text Structure**

**Orientation** — provides information about “who”, “where” and “when”

**Sequence of Events** — presents events in chronological order

**Personal Comment** — evaluates the events that took place

---

**Helping Mom**

This morning,
I did lots of things
to help my mom at home.

First, I got dressed
and I made my bed.

Then, I put my clean clothes
in the big dresser:
I put my toys away, too.

Next, I went into the kitchen
and I fed the cat.

After I had my breakfast,
I got ready for school.
I put my lunch and my books
in my bag.

Mom was very pleased with me.
I liked helping her.
Helping Mom

This morning, I did lots of things to help my mom at home.

First, I got dressed and I made my bed.

Then, I put my clean clothes in the big dresser.

I put my toys away, too.

Next, I went into the kitchen and I fed the cat.

After I had my breakfast, I got ready for school.

I put my lunch and my books in my bag.

Mom was very pleased with me. I liked helping her.

Other Features

• simple, compound and complex sentence structure
• reference to familiar people, places and events
• themes that involve everyday events

Text Forms

letter
diary
journal
This morning, I did lots of things to help my mom at home. First, I got dressed and I made my bed. Then, I put my clean clothes in the big dresser. I put my toys away, too. Next, I went into the kitchen and I fed the cat. After I had my breakfast, I got ready for school. I put my lunch and my books in my bag. Mom was very pleased with me. I liked helping her.

Lesson Plans

Lesson 1

Whole Class and/or Small Group – Reading

Introduction to the text

- Display pages 2–3 of Exemplars for Teaching Writing. Tell the students that the text is a recount. Read the title to them. Say: “This recount tells us what a boy did one morning to help his mom.”
- Read the text to the students. Ask questions about when and where the events took place.
- Talk about the purpose of a recount.
- Read the text with the students.
- Ask them to recall the events in the sequence in which they happened.

Lesson 2

Whole Class and/or Small Group – Text Deconstruction

Text Structure

- Prior to introducing pages 4–5 of Exemplars for Teaching Writing, cover each structural feature with a strip of blank paper. Attach the paper so that each strip can be removed quickly.
- Display pages 4–5 of Exemplars for Teaching Writing. Tell the students that together you are going to look at each part of the text. Explain that this will help them when they write their own recounts. As the lesson progresses refer to the Teacher Focus Notes that link explicitly to the structure of a recount.
- Remove the strip that covers the title. Discuss the purpose of a title.
- Remove the strip that covers the orientation. Tell the students that the beginning of a recount is called the orientation. Direct the students’ attention to where the text tells the reader “when” and “where” the events happened and “who” was there.
- Remove the strips that cover the sequence of events. Direct the students’ attention to the time and sequence words. Tell the students that this part of a recount is called the sequence of events. Encourage the students to share their thoughts about why it is important to order the events sequentially in a recount.
• Remove the last strip of paper. Identify the words “pleased” and “liked”. Talk about how these words tell the reader how the boy felt about the events. Tell the students that a recount should end with a personal comment.
• Copy the text onto four cards – title, orientation, sequence of events and personal comment. Reinforce the students’ learning by asking them to order the cards as they share their understanding of the structure of a recount.

Lesson 3
Whole Class and/or Small Group – Text Deconstruction
Language Features – nouns and pronouns
• Display pages 6–7 of Exemplars for Teaching Writing. Reread the text with the students. Refer to the Teacher Focus Notes for further information.
• Identify the nouns in the text. Write these nouns on a whiteboard under the headings “people”, “places” and “things”. Encourage the students to suggest additional nouns to add to the lists.
• Discuss the difference between a singular and plural noun. Practise changing singular nouns to plural.
• Introduce pronouns. Identify examples in the text. Demonstrate how a pronoun can replace a noun in a sentence.

Lesson 4
Whole Class and/or Small Group – Text Deconstruction
Language Feature – past tense verbs
• Display pages 6–7 of Exemplars for Teaching Writing. Reread the text with the students. Refer to the Teacher Focus notes for further information.
• Identify the past tense verbs in the text. Write these verbs on a whiteboard.
• Reinforce the purpose of past tense verbs in a recount. Ask the students to use these verbs in oral sentences to show their understanding of past tense verbs.

Lesson 5
Whole Class and/or Small Group – Text Deconstruction
Language Feature – time and sequence words
• Display pages 6–7 of Exemplars for Teaching Writing. Ask the students to read the text independently. Refer to Teacher Focus Notes for further information.
• Identify the time and sequence words in the text. Notice that they are placed at the beginning of sentences.
• Ask literal questions that require the students to use a time and sequence word when replying, e.g. Say: “What happened after he put his toys away?”
• Discuss the grammar activity in the Student Assessment and Activity Pages. Reinforce students’ understanding of singular and plural nouns by supporting them as they complete the activity.

Lesson 6
Whole Class and/or Small Group – Modelled Writing
• When doing modelled and/or shared writing with the students, teachers may choose to have the Exemplars for Teaching Writing open at appropriate pages. Talk about some of the things you did before arriving at school today.
• Model the writing of this experience as a recount on a whiteboard or write directly onto the Interactive Writing Pro Forma. As you write, articulate your thinking aloud.

• Read the completed text with the students, encouraging their feedback. Draw the students’ attention to the text structure of a recount. Revisit the language features that have been identified in Lessons 3–5. Remind the students that capital letters begin sentences and periods are placed at the end of sentences.

**Lesson 7**

**Whole Class and/or Small Group – Shared Writing**

• Invite one of the students to recall the events that he/she experienced after school the previous day.

• Record the events as a recount on a whiteboard or on the Interactive Writing Pro Forma. Share the writing process with the students. Ask questions that reinforce their understanding of the text structure and language features of a recount. As the writing proceeds, involve the students when refining their sentence structures.

• Read the completed text with the students. Evaluate the writing by revisiting the text structure and language features of a recount.

• Prior to moving to guided and/or independent writing in the Student Assessment and Activity Pages, it is recommended that all students have additional experiences using the Levelled Exemplar Texts at an independent reading level.

**Lessons 8+**

**Whole Class, Small Group and/or Independent – Student Assessment and Activity Pages**

**Guided and/or Independent Writing**

**Oral Preparation Prior to Writing**

• Discuss events that the students could write about, e.g. “Helping My Teacher”, “Helping Dad”, or “Helping a Friend”.

• Ask the students to share the events with a partner. Remind them to include a personal comment at the end. Encourage the partners to ask questions if the order of events need to include additional details.

• Introduce the recount writing scaffolds in the Student Assessment and Activity Pages. Ensure these planning, drafting, revising, editing, and publishing pages are used to scaffold students’ writing over a period of several days.

• Reinforce the text structure and language features of a recount. Direct students to the activities in the Student Assessment and Activity Pages. Provide support when required.

• Provide further opportunities for the students to write recounts independently.

**Whole Class and/or Small Group Sharing**

• Invite students to share their reading and writing of recounts with the class throughout the planning, drafting, revising, editing and publishing stages. Encourage constructive feedback from the other students – the audience.

• Recounts related to whole-class experiences can be published on a word processor and digital photos inserted. Import these onto an interactive whiteboard for whole-class sharing.
Lesson Plans

Lesson 1

Whole Class, Small Group and/or Individual

Introduction to the text
- Provide each student with a copy of the text.
- Read the title to the students. Tell them that this text is a recount. Say: “This recount is a letter that a girl has written to her dad about a special day she shared with her mom.”
- Talk about the purpose of a recount.

Individual Reading
- Ask the students to read the text.
- Read the text with the students making links between the written text and visual information.
- Ask the students to retell the events in the order in which they happened.

Lesson 2

Whole Class, Small Group and/or Individual – Text Deconstruction

Text Structure
- Reread the text with the students. Tell them that together you are going to look more closely at the different parts of the text.
- Talk about the purpose of a title. Ask the students to suggest other titles.
- Talk about how the address has been written on the envelope on the title page. Reread the greeting on page 3. Explain why capital letters have been used.
- Turn to pages 4–5. Remind the students that this part of a recount is called the orientation. Identify the information that tells “who”, “where” and “when”.
- Reread pages 6–15 with the students. Reinforce the sequence of events. Remind the students that a recount ends with a personal comment. Point out the personal comment at the end of the letter.
• Reread the completed letter on page 16. Ask the students to identify the orientation, sequence of events and personal comment.
• Encourage the students to share their understanding of how a recount is structured.

Lesson 3

Whole Class, Small Group and/or Individual – Text Deconstruction

Language Features – nouns and pronouns
• Reread the text with the students.
• Identify the nouns in the text. Remind the students that nouns name people, places and things. Write these nouns on a whiteboard. Identify those that name people and those that name things. Encourage the students to add further nouns that name people or things.
• Identify the pronouns in the text. Explain that “I” refers to the writer; “we” is used when the writer refers to her mother and herself; and “our” for shared ownership of the snowman.
• Identify parts of a snowman. List these nouns on a whiteboard. Ask each student to draw a snowman and add these nouns as labels.

Lesson 4

Whole Class, Small Group and/or Individual – Text Deconstruction

Language Feature – adjectives
• Reread the text and revisit previous learning about nouns and pronouns.
• Remind the students that adjectives build descriptions of nouns. Identify the adjectives in the text. Discuss how they describe the size of the snowballs (i.e. “little” and “big”).
• Discuss why these adjectives are known as opposites. Encourage the students to add further words that are opposites. Write these words in sentences on a whiteboard. Ask the students to identify the adjectives.

Lesson 5

Whole Class, Small Group and/or Individual – Text Deconstruction

Language Feature – past tense verbs
• Ask the students to reread the text.
• Remind the students that the past tense verbs in a recount tell how something happened. Identify the past tense verbs – “went”, “made”, “played”, “looked”, and “liked”.
• Encourage the students to verbalize sentences that contain these verbs. Write some of their sentences on a whiteboard. Ask the students to identify the past tense verbs.
• Prior to moving to shared writing, it is recommended that all students experience explicit demonstrations of modelled writing on a whiteboard or directly onto the Interactive Writing Pro Forma.
Lesson 6
Whole Class and/or Small Group Shared Writing
- Read the story Sally’s Snowman PM Gems Level 3 to the students. Tell them that together you are going to write a letter from Sally to her dad about the events that took place. Ask the students to recall events in the text that Sally would include in the letter.
- Write the letter on a whiteboard or on the Interactive Writing Pro Forma. Involve the students in the construction of the letter. Ask questions that focus on the structure of a recount. Discuss and refine sentence structures as the writing proceeds. Draw the students’ attention to the use of nouns, past tense verbs and time and sequence words.
- Read the completed letter with the students. Revisit the text structure and language features of a recount when it is written as a letter.

Lesson 7
Whole Class, Small Group and/or Individual – Student Assessment and Activity Pages
Guided and/or Individual Writing
Oral Preparation Prior to Writing
- List events that the students could write about and who they could write to.
- Ask the students to share these events with a partner. Remind them to talk about when, who and where the events happened. Ask them to talk about what happened first ... then ... next ... and after that. Remind them to share a personal comment.
- Introduce the recount writing scaffolds in the Student Assessment and Activity Pages. Provide support as the students plan and write their letters over a period of several days.
- Demonstrate skills that help the students self-assess and edit their writing using the recount editing page. Ask the students to publish their letters before sending them to the appropriate people.

Lessons 8+
Independent Writing
- Discuss events that the students could write about and people they could write to.
- Provide opportunities for them to write their letters on the revising and publishing scaffold pages in the Student Assessment and Activity Pages or on lined paper.
- Set up a class mailbox and encourage the students to write to one another. Appoint a monitor to clear and distribute the letters.
- Use opportunities across the curriculum to write recounts.

Whole Class Sharing
- Invite students to share their reading and writing of recount texts at the planning, drafting, revising and publishing stages. Model constructive feedback.
- Encourage the students to write recounts at home and invite them to share them with the class. Establish an area in the room where these recounts can be displayed.
**Theme: Toys, Play and Creating**

**Reference Books**
*The Picnic Boat* L12  
*A Crocodile and a Whale* L7  
*Max Rides His Bike* L8  
*Sally’s Snowman* L3  
*My Snowman* L5/6

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**Recount**

**Whole Class**

- Revisit the structure of a recount (orientation, sequence of events, personal comment).
- Introduce *The Picnic Boat*, PM Plus Level 12. Ask students to identify some past tense verbs in this text.
- Discuss how this text could be written as a recount. Talk about how the structure would be different.
- Make a list of time connectives students might use when they write their recount.

**Guided/Individual writing**

- Support students as they draw pictures to plan their recount in the *Student Assessment and Activity Pages*. Invite them to share their recount with a partner after the drafting and editing stages.
- Discuss with students the purpose of the self-assessment page before proceeding to the publishing stage.

**Whole-class Sharing**

- Invite the students to share their recounts.
- Discuss the differences between the original text and their recounts.
Level descriptors and student writing samples for assessing writing

<table>
<thead>
<tr>
<th>Text type</th>
<th>Recount</th>
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</thead>
<tbody>
<tr>
<td>Title</td>
<td>I went rafting with my Dad</td>
</tr>
<tr>
<td>Student</td>
<td>Student A</td>
</tr>
<tr>
<td>Stage of writing development</td>
<td>Early</td>
</tr>
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</table>

### Descriptors of knowledge and skills

#### Purpose
- To retell and evaluate events and experiences

#### Text structure
- Orientation – Provides information about who, where and when
- Sequence of events – Presents events in chronological order
- Personal comment – Evaluates the events that took place

#### Language features
- Uses common nouns referring to people, places and things
- Uses pronouns referring to people and other living things
- Uses action verbs to describe behaviour and relation verbs to indicate writer’s attitude toward event
- Uses simple past tense

### Analysis of student’s writing

#### Strengths

**Social purpose**
- Shows beginning understanding of the social purpose of a recount

**Text structure**
- Displays initial understanding of the structural elements of a recount by including a simple orientation that provides information about who, what and with whom (*I went rafting with my Dad*). Concluding provides a personal comment about the event (*It was fun*).

**Language features**
- Uses common nouns (*rafting, Dad*) and pronouns to refer to people and other living things (*I, my, It*)
- Uses action verbs to describe behaviour (*went*) and relation verb to indicate writer’s attitude towards event (*It was fun*)
- Uses simple past tense (*went, was*)

**Other features**
- Uses correct word order
- Displays developing awareness of concepts about print
- Uses capital letter at the beginning of a sentence

#### Weaknesses
- No information provided in orientation about when and where event took place
- No information provided about sequence of events
- No use of time connectives to sequence events (first, then, after that, next)
- Incorrect use of period

### Where to next?
- Read exemplar recounts to student.
- Model the construction of recounts on familiar topics or shared experiences. Create opportunities for student to participate in the joint construction (shared writing) and deconstruction of exemplar recounts. During modelled and shared writing, draw student’s attention to organizational structure of a recount (Orientation: when, who, where; Sequence of events; and Personal comment/coda) with particular emphasis on sequence of events, specifically the use of time connectives to sequence events in chronological order.
- During modelled and shared writing, model the use of capital letters at the beginning of a sentence and periods at the end of a sentence.

### PM Writing resources
- Refer to *Exemplars for Teaching Writing Book 1*, pages 2–7, and *Teachers’ Resource Book 1* for recommended teaching approaches and teacher talk to support writing development.
I went rafting with my dad. It was fun.
**Text type**  
**Recount**

**Title**  
Yesterday my family …

**Student**  
Student B

**Stage of writing development**  
Developing

### Descriptors of knowledge and skills

**Purpose**  
- To retell and evaluate events and experiences

**Text structure**  
- Orientation – Provides information about who, where and when
- Sequence of events – Presents events in chronological order
- Personal comment – Evaluates the events that took place

**Language features**  
- Uses common nouns to refer to people, places and things
- Uses pronouns to refer to people, places and things
- Uses some subject-specific action verbs to describe behaviour
- Uses a small range of adjectives to build description of noun group (colour, size, classification)
- Uses simple past tense
- Uses a small range of adverbs and adverbial phrases that provide information about location and time
- Uses a small range of time connectives (e.g. first, then, after that)

### Analysis of student’s writing

**Strengths**

**Social purpose**  
- Shows developing understanding of the social purpose of a recount

**Text structure**  
- Displays understanding of the structural elements of a recount by including information about when, where and who in orientation, information about the event and a personal comment (I had fun at there house)

**Language features**  
- Uses common nouns (house, carrots, home) and pronouns to refer to people, places and things (I, we, there/their)
- Use of classification adjective (carrot sticks)
- Use of adverbial phrases to indicate location (e.g. in the car)
- Uses simple past tense (went, had)

**Other features**  
- Uses correct word order
- Displays understanding of most concepts about print
- Writes most upper- and lowercase letters accurately
- Displays awareness of sound–symbol relationship
- Spells most high frequency words accurately

### Weaknesses

- No use of factual adjectives (size, shape, colour)
- Limited use of time connectives
- Limited use of subject-specific action verbs (had lunch)
- Omission of periods and incorrect use of capital letters (We had Buns and ham and salad/salad).
- Limited use of time connectives to sequence events (e.g. after)

### Where to next?

- Create opportunities for modelling, joint construction and deconstruction of exemplar texts (recounts), focusing on the overall text structure of recounts, specifically targeting sequence of events. Draw student’s attention to the use of time connectives such as first, then and next to organize information.
- Explore with student the use of subject-specific vocabulary when recounting personal events (For example, replacing We had Buns with We ate buns)
- During text deconstruction, discuss the use of different types of adjectives (e.g. factual, classifying) to build description of nouns.
- Discuss the difference between there and their and provide other examples of homophones. Display list of homophones in classroom and/or encourage student to add homophones to personal dictionary.
- During whole-class focus on writing, shared writing and modelled writing, discuss the use of punctuation conventions, specifically capital letters, periods and commas.
- Target final sound “ad” (as in had) and double consonant sound “sh” (as in finished).

### PM Writing resources

Refer to Exemplars for Teaching Writing Book 2, pages 2–7, and Teachers’ Resource Book 2 for recommended teaching approaches and teacher talk to support writing development.
Yesterday my family went to our friends house for lunch. We had buns and ham and salad. In the salad we had carrot sticks, lettuce, cucumber, and gerkins. I didn’t like the gerkins. After we had finished playing in there rooms I had to go home. In the car I said to mom I had (fun) fun at there house.
Text type  Recount
Title  In the weekend …
Student  Student C
Stage of writing development  Developing

Descriptors of knowledge and skills
Purpose
• To retell and evaluate events and experiences

Text structure
• Orientation – Provides information about who, where and when
• Sequence of events – Presents events in chronological order
• Personal comment – Evaluates the events that took place

Language features
• Uses common nouns to refer to people, places and things
• Uses pronouns to refer to people, places and things
• Uses some subject-specific action verbs to describe behaviour
• Uses a small range to adjectives to build description of noun group (colour, size, classification)
• Uses simple past tense
• Use a small range of adverbs and adverbial phrases that provide information about location and time
• Uses a small range of time connectives (e.g. first, then, after that)

Analysis of student’s writing
Strengths
Social purpose
• Shows developing understanding of the social purpose of a recount

Text structure
• Displays understanding of the structural elements of a recount by including information about when, where and who in orientation; provides details about one personally significant event
• Uses common language features (e.g. action verbs in past tense)

Language features
• Uses common nouns (house, motorcycle, hill) and pronouns to refer to people, places and things (I, we, my)
• Uses a range of verb types (e.g. action, feeling, saying) to build a description of action and attitude (went, skreamed/screamed, thought)

• Uses subject-specific vocabulary (skreamed/screamed, crash)
• Uses past tense (went, thought, got)

Other features
• Uses correct word order
• Uses causal conjunction because to link clauses
• Displays understanding of concepts about print
• Displays awareness of sound–symbol relationship
• Spells most high frequency words accurately
• Writes most upper- and lowercase letters accurately

Weaknesses
• No information about how the student felt about the event (personal comment)
• Limited information provided about the events – more detail required
• No use of time connectives

Where to next?
• Model the construction of recounts on familiar topics. Encourage student to become involved in the joint construction and deconstruction of exemplar texts (recounts) by asking questions that draw student’s attention to the organizational structure of a recount (i.e. orientation, sequence of events, coda/personal comment) with particular attention directed toward personal comment. Draw student’s attention to time connectives such as first, then, next and after that to serve to clearly organize information.
• During deconstruction of exemplar texts, discuss the use of adjectives to build a rich description of nouns and adverbial phrases to provide information about the event. During whole-class focus on writing, shared writing and modelled writing, demonstrate and discuss the use of punctuation conventions, specifically capital letters, periods and apostrophes.

PM Writing resources
Refer to Exemplars for Teaching Writing Book 2, pages 2–7, and Teachers’ Resource Book 2 for recommended teaching approaches and teacher talk to support writing development.
In the weekend I went to my friends house. I went for a ride on my friends dads fast red and black motorcycle. I screamed all the way down the hill because I thought we were going to crash.

My friends brother thought we were going to crash too and got out of the way.
**Text type** Recount

**Title** My excursion

**Student** Student D

**Stage of writing development** Consolidating/Extending

### Descriptors of knowledge and skills

#### Purpose
- To retell and evaluate events and experiences

#### Text structure
- **Orientation** – Provides information about who, where and when
- **Sequence of events** – Presents events in chronological order
- **Personal comment** – Evaluates the events that took place

#### Language features
- Uses common and proper nouns to refer to people, places and things
- Uses pronouns to refer to people, places and things
- Uses subject-specific action verbs to describe behaviour
- Uses a range of adjectives (quality, comparing, classifying, quantity, opinion) to build description of nouns
- Uses a range of verbs (action, feeling, saying, relational)
- Uses past tense
- Tense mixes (past and present) where appropriate
- Uses adverbial phrases that provide information about the event (where, how long, in what way, how, why, with whom)
- Uses a small range of adverbs of manner
- Uses a range of time connectives to sequence events in chronological order

### Analysis of student’s writing

#### Strengths

**Social purpose**
- Shows developing understanding of the social purpose of a recount

**Text structure**
- Orientation includes information about when, where, why and who
- Provides a sequence of events and concludes with statement that evaluates the events

**Language features**
- Uses common and proper nouns (Science, Works, Planetarium, bus, school) and pronouns to refer to people, places and things (my, we, it)
- Uses adjectives to build a description of noun (lots of fun science games)
- Uses subject-specific action verbs to describe behaviour (played lots of fun science games)
- Uses past tense (went, watched, got)
- Uses a range of time connectives to show sequence

#### Weaknesses
- Sequence of events – limited information on events
- No use of adverbs to describe how action performed
- Limited range of adverbial phrases
- Uses two types of verbs (action, relational)
- Overuse of additive conjunction and
- Incorrect use of comma

### Where to next?
- Explicitly target sequence of events during modelled and shared writing. Demonstrate to student how information that elaborates on an event creates a more detailed and interesting text.
- During text deconstruction of exemplar texts (recount), draw student’s attention to the use of adjectives, adverbs and adverbial phrases to build richer descriptions of the event.
- Use exemplar texts as a basis for identifying and discussing different types of verbs (relation, feeling, saying, action). Model the use of verb types.
- During shared writing, demonstrate how simple sentences (one verb group) can be combined.

### PM Writing resources

Refer to Exemplars for Teaching Writing Book 3, pages 2–7, and Teachers’ Resource Book 3 for recommended teaching approaches and teacher talk to support writing development.
My excursion to Science Works and the planetarium.

Last Friday all the grade 2s at my school went to Science Works and the Planetarium, because we are learning about space this term.

First we got onto the bus. I sat near to Mikayla. When we got to Science Works we got out of the bus. Then we played lots of fun science games.

After that, we had lunch and a lesson about lightning. We learnt that we shouldn't go under a tree, in a telephone booth, or hold up a golf club when there is lightning. Last we use went to the planetarium and watched a movie about space.

It was an extremely fun day!!!
Student Assessment
and Activity Pages

Grade 1

Annette Smith
Elsie Nelley
Debbie Croft
Patricia Ciuffetelli
Recount

Purpose: To plan a recount.

Orientation

Key questions to prompt students

When?
Who?
Where?

Sequence of Events

First...
Then...
Next...

What happened?

Personal Comment

How did you feel?

The purpose of each activity is clearly described on each page.
Purpose: To draft a recount.

Write in the boxes

Title

Orientation

When? Who? Where?

Sequence of Events

What happened?

First... Then... Next...

Personal Comment

How did you feel?
Recount

Title

Orientation
When? Who? Where?

Sequence of Events
What happened?
First... Then... Next...

Personal Comment
How did you feel?

Purpose: To revise a recount.
My recount tells when the events happened.  
My recount tells who the events were about. 
My recount tells where the events happened. 
My recount tells what happened. 
The events are in order. 
My recount tells how I felt about the events. 

I have used nouns to name people, places and things. 
I have used pronouns for some nouns. 
I have used adjectives to describe some nouns. 
I have used past tense verbs. 
I have used time words to order the events. 
I have used a capital letter to begin each sentence. 
I have put a period at the end of each sentence. 
I have put a line under the words I need to check for spelling. 

Purpose: To self-assess and edit a recount. 

I am ready to publish.
Purpose: To publish a recount.
Helping Mom

Write these time words in the correct spaces.

Next  Then  After  First

This morning I did lots of things to help my mom at home.

__________, I got dressed and I made my bed.

__________, I put my clean clothes in the big dresser.

__________, I went into the kitchen and I fed the cat.

__________ I had my breakfast, I got ready for school.

Mom was very pleased with me.

Purpose: To reinforce the use of time and sequence words in a recount.
The *PM Writing* Teachers’ Resource Books have been developed to explicitly teach writing, knowledge and skills across a range of student abilities in the early years of schooling, through specific learning tasks. The teaching content in the books is flexible, making it appropriate for use in a number of teaching and learning environments, including whole class, small group and independent.

**The Teachers’ Resource Books include:**
- Comprehensive lessons for whole class, small group and individual reading and writing
- Scope and sequence of learning outcomes
- Specific learning tasks
- Lesson plans based on text types and themes
- Assessment guidelines and analyses of writing samples
- Links to other books within the *PM* collection

**The Teachers’ Resource Book also contains:**
- *PM Writing* Teaching In Practice DVD
- *PM Writing* Lesson Planner and Interactive Writing Pro Formas CD-ROM
- *PM Writing* Student Assessment and Activity Pages in Blackline Master Format