

**Suggested Teaching Components**

- Develop appropriate vocabulary especially prefixes and suffixes and root words used in scientific contexts
- Follow the text structure and language features of an information report
- Understand the purpose of an information report
- Understand and respond to an information report either orally or in writing
- Read aloud and silently an information report with particular attention to:
  - developing phonological and graphological cues including letter sound knowledge, sound blending morphemes
  - practising segmenting words into syllables
  - chunking language into meaningful chunks
  - punctuation conventions
  - stress, rhythm and intonation

**Suggested Themes, Topics and/or Experiences**

All curriculum areas - endangered animals, Solar System, plants, countries, cities, food, nutrition, health, drugs, computers, transport, ecosystems, celebrations, art, famous people, money systems, education, exploration, settlement, landmarks

**Suggested Assessment Tasks**

- Find topic word of sentence or topic sentence of paragraph. Distinguish between main ideas and details and sequence text
- Complete cloze
- Complete comprehension activities and information transfer tasks (e.g. grid completion, changing written information into a diagram or graph).

**Sample Strategies****Teacher directed**

- Build field knowledge (pre-reading activities)
- Model reading emphasising pronunciation, intonation, rhythm, stress etc.
- Demonstrate use of tables of contents, headings, sub headings, index
- Demonstrate text structure and language features
- Demonstrate use of visual texts, e.g. photographs, diagrams, graphs, maps
- Encourage active reading by students, e.g. highlighting, underlining, completing advance organisers

**Joint/guided construction**

- Develop semantic map/matrix
- Predict contents or headings of an information report
- Track and highlight reference chains.
- Identify base words then study suffixes, prefixes and comparative and superlative adjective forms
- Find irrelevant information in a text or vocab list or supply missing information.

**Independent construction**

- Match endings and beginnings of sentences
- Separate and sequence two information reports on similar topics or read two similar texts on the same topic and fill in a Same and Different Chart for the two texts
- Research topic using advance organisers and other Guided Reading
- Label diagrams, maps, graphs etc., or construct charts from texts.