

WRITING ORGANIZER - Narrative

Orientation: Sets the scene and mood, introduces characters

Usually includes:

- When
- Where
- Who or what

Complication: Dilemma or problem that sets off the events

A dilemma or problem which disrupts the normal life or comfort of the characters and sets off a sequence of interesting events

Sequence of events: Triggered by the complication

May include:

A description of events as they happen

- First...
- Next...
- Later...
- After...

A sequence of events particular to each character

- While...
- As...
- Meanwhile...
- When...

A combination of sequences

Further Complications

Resolution: Climax or ending where the problem is resolved

The 'ending' – a description of the final outcome.

WRITING ORGANIZER - Narrative

Orientation: *Sets the scene and mood, introduces characters*

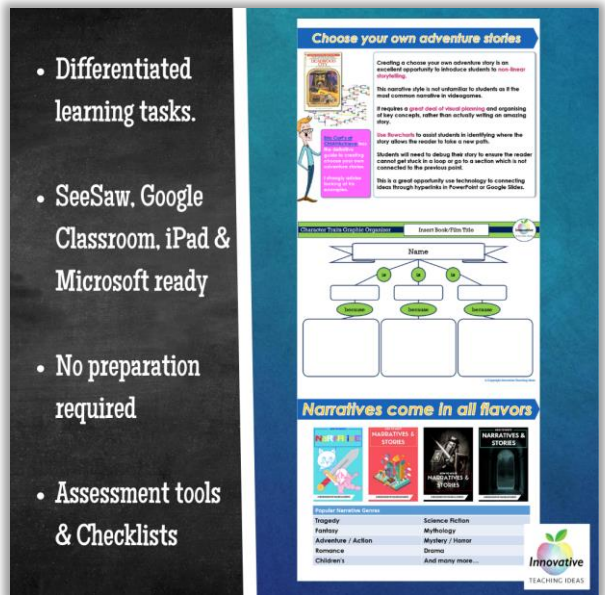
Complication: *Dilemma or problem that sets off the events*

Sequence of events: *Triggered by the complication*

Resolution: *Climax or ending where the problem is resolved*

Looking for a Complete Narrative Unit?

Fully Editable, No Preparation required



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WRITING ORGANIZER - Procedure

Purpose: - Tells what will be made or done.

May include a brief description of the product.

Requirements: - List of what is needed.

List may include:

- Ingredients
- Utensils
- Materials
- Tools

Steps: - In order of what needs to be done
- Include diagrams or pictures if needed

Steps usually start with an action verb.

Steps are numbered in order.

- 1.
- 2.
- 3.
- 4.

Steps clearly explain


- What needs to be done.
- How it needs to be done

WRITING ORGANIZER - Procedure

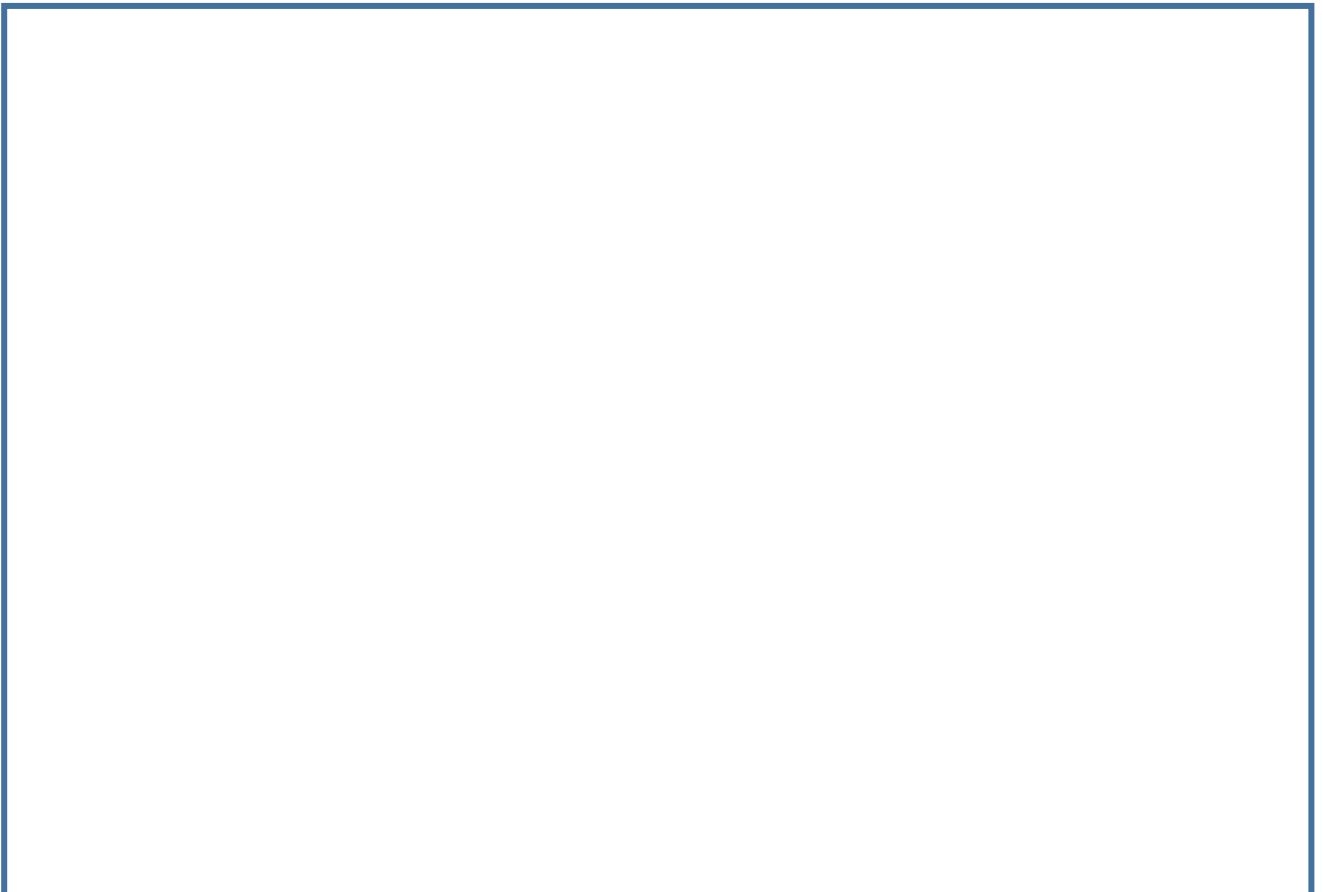
Purpose: - *Tells what will be made or done.*

A large, empty rectangular box with a blue border, intended for writing the purpose of the procedure.

Requirements: - *List of what is needed.*

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Steps: - *In order of what needs to be done*
 - *Include diagrams or pictures if needed*





A large, empty rectangular box with a blue border, intended for writing the steps of the procedure.

Looking for a Complete Procedural Unit?

Fully Editable, No Preparation required

PROCEDURAL WRITING

A COMPLETE INTERACTIVE UNIT

DIGITAL & PRINT

YEARS 3-8

LESSONS & TEMPLATES

72 PAGES

Innovative TEACHING IDEAS

Different Procedure Styles

Science Experiment, Self-Help Guides, Instruction Manuals, Rule Books, User Guides, Recipes, Digital Features

Procedural texts take many forms to serve a purpose and the needs of the audience. Student procedural texts do video tutorials, are set in written text, but also require a strong subject and content that same four key elements of all procedures.

Make Your Own Games

Make a board game of your own and create the rules and instructions. Be sure to include:

- No of players
- Equipment required
- How to start
- Planning - comparing
- Scoring

How to Post a Video to YouTube

GOAL / AIM: What are you going to do?
STEPS: How will I do the goal?
RESOURCES: What will I need?
CONCLUSION: Have I done it? What next?

- Fully **EDITABLE**
- Great for **INDEPENDENT** learners
- Integrates **ALL** procedure genres

Innovative TEACHING IDEAS

- Differentiated learning tasks.
- SeeSaw, Google Classroom, iPad & Microsoft ready
- No preparation required
- Assessment tools & Templates

Flowcharts as Procedures

Flowcharts are an extremely useful means of delivering clear instructions without explanation or opinion. They not only provide a clear but also identify parts of the process requiring information or action.

This flowchart can be used to diagnose and repair a faulty lamp. Refer to the table below for detailed understanding.

STEP	NAME	FUNCTION
1	Check the bulb	The bulb is the most common cause of a lamp not working.
2	Check the switch	The switch is the most common cause of a lamp not working.
3	Check the plug	The plug is the most common cause of a lamp not working.
4	Check the cord	The cord is the most common cause of a lamp not working.
5	Check the socket	The socket is the most common cause of a lamp not working.

Procedural Genre Matrix

Use this matrix to assess content, which to include and exclude when selecting to write a specific genre of procedural text.

Genre	Science Experiment	Self-Help Guide	Instruction Manual	Rule Book	User Guide	Recipe	Digital Feature
Goal/Aim	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Resources	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Steps	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Conclusion	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Equipment	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Planning	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Scoring	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Recipe Graphic Organiser

Scrumptious scones with jam and cream.

Ingredients: 100g plain flour, 100g butter, 100g sugar, 1 egg, 1 tsp baking powder, 1 tsp vanilla extract, 100g jam, 100g cream.

Method: 1. Preheat the oven to 180°C. 2. Sift the flour and baking powder into a large bowl. 3. Rub the butter into the flour mixture. 4. Add the sugar and mix well. 5. Add the egg and mix well. 6. Add the vanilla extract and mix well. 7. Roll out the dough on a floured surface. 8. Cut out the scones. 9. Bake for 10-12 minutes. 10. Serve with jam and cream.

So much variety

Procedural texts INFORM your audience HOW to do something.

The Four Pillars of Procedures: GOAL / AIM, RESOURCES, STEPS, CONCLUSION.

Writing checklists: No matter what, or how you explain things, you need to cover these essentials.

Procedural Genre Matrix: Use this matrix to assess content, which to include and exclude when selecting to write a specific genre of procedural text.

COLOURFUL, INTERESTING AND ENGAGING; THESE WRITING PROMPTS WERE CLEAR IN EXPLANATION AND MOTIVATING IN PROVOKING THE STUDENTS TO WRITE

★★★★★ Jenna - Grade 6 Teacher

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WRITING ORGANIZER - Recount

Orientation: - *Introduction – Setting the scene.*

Gives details of:

- Who
- What
- When
- Where
- Why

Events: - *What happened – in chronological order.*

What happened?

- *First...*
- *Next...*
- *Soon...*
- *During...*
- *After...*
- *Later...*
- *Eventually...*
- *Finally...*

Conclusion: - *Personal Comment (Optional)*

What did you think, feel or decide about the events that happened.

WRITING ORGANIZER - Recount

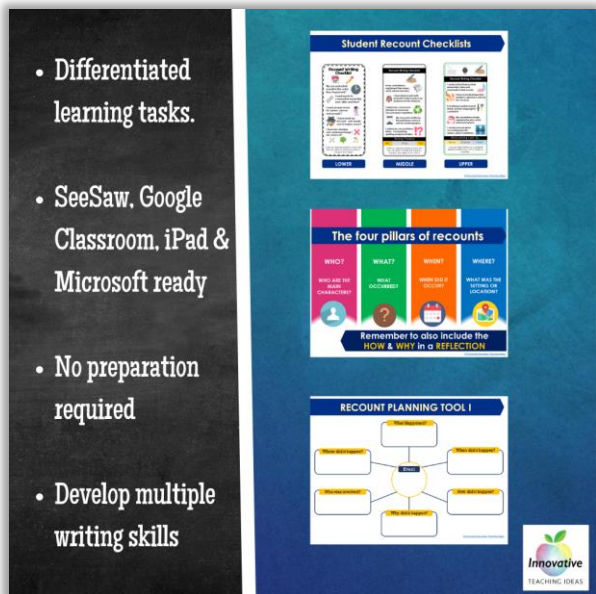
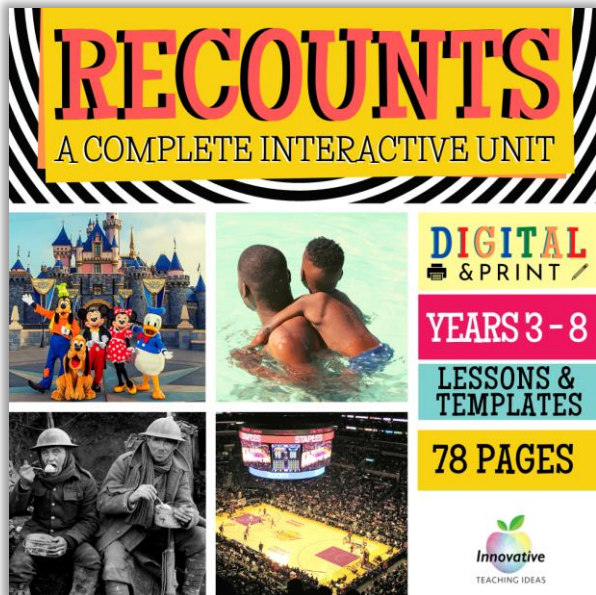
Orientation: - *Introduction – Setting the scene.*

Events: - *What happened – in chronological order.*

Conclusion: - *Personal Comment (Optional)*

Looking for a Complete Recount Unit?

Fully Editable, No Preparation required



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WRITING ORGANIZER – Historical Recount

Orientation & Background: – *Setting the scene.*

- Gives details of:**
- *What is the recount about?*
 - *When did it happen?*
 - *Where did it happen?*
 - *Who was involved?*

Events: - *What happened – in chronological order.*

What happened?

- *First...*
- *Next...*
- *Soon...*
- *During...*
- *After...*
- *Later...*
- *Eventually...*
- *Finally...*

Who did What?

Conclusion: - *Reflection and Personal Opinion(Optional)*

Why did these events happen?

What do they mean?

Are there any relevant connections of note?

WRITING ORGANIZER – Historical Recount

Orientation & Background: – *Setting the scene.*

Events: - *What happened – in chronological order.*

Conclusion: - *Reflection and Personal Opinion(Optional)*

WRITING ORGANIZER - Explanation

Introduction: *General statement about the topic.*

May include:

- A definition or question.
- A brief description.

Explanation: - *Series of explanatory statements.*

Statements are written in sequential order to explain:

- **How something Works**

Including

- What is it used for
- What each part does
- How the parts work together
- How to use it

Or

- **Why something happens**

Including

- How and why it starts?
- What happens next, why?
- What happens after that, why?
- What happens finally, why?

Conclusion: - *Summary or comment*

May include:

- A summary or recommendation
- A general comment about use or history.

WRITING ORGANIZER - Explanation

Introduction: *General statement about the topic.*

Explanation: *- Series of explanatory statements.*

Conclusion: *- Summary or comment*

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EXPLANATION WRITING
A COMPLETE INTERACTIVE UNIT

DIGITAL
YEARS 3-7
LESSONS & TEMPLATES
91 PAGES

Innovative
TEACHING IDEAS

Sequential Cause & Effect Graphic Organizer

The Life Cycle of a Frog

Explanatory Breakdown Matrix

- Fully **EDITABLE**
- Great for **INDEPENDENT** learners
- Engaging **VISUAL TEACHING AIDS**

Innovative
TEACHING IDEAS

- Differentiated learning tasks.
- SeeSaw, Google Classroom, iPad & Microsoft ready
- No preparation required
- Assessment & Planning Tools

The Pillars of Explanations

Writing Checklists

Explanation Graphic Organizer

Innovative
TEACHING IDEAS

So much variety

MY STUDENTS LOVED USING THIS RESOURCE. IT WAS CLEAR, COLOURFUL AND ENGAGING. THE EXPLANATIONS OF TEXT TYPES WERE VERY CLEAR AND THE PICTURES WERE MOTIVATING.

★★★★★ Hanifa - Grade 6 Teacher

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WRITING ORGANIZER – Exposition / Persuasion

The position: *outlines the issue and writer's point of view.*

States what the issue or topic is.

States what you think about it.

Can be used to attract attention.

Arguments: - *Series of points with supporting evidence.*

Why should people believe you?

- *Argument 1 – Because...*

- *Argument 1 – Because....*

- *Argument 1 – Because....*

- *More arguments (if needed)*

Summing up: - *restating position and main arguments*

Strongly repeats what you believe with the summary of the reasons why.

WRITING ORGANIZER – Exposition / Persuasion

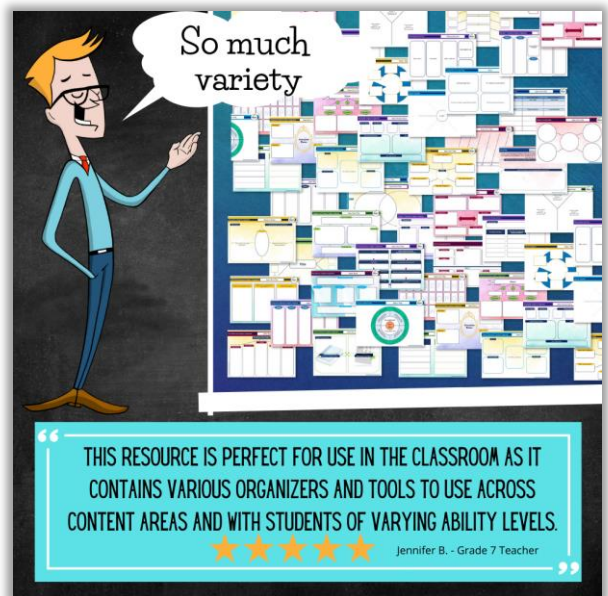
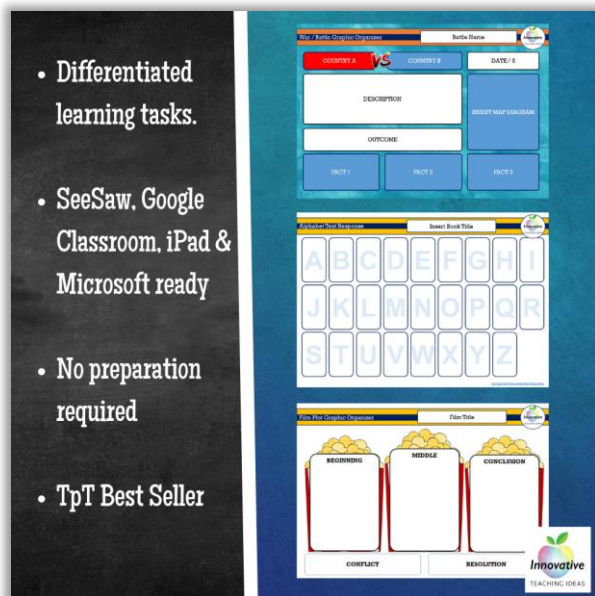
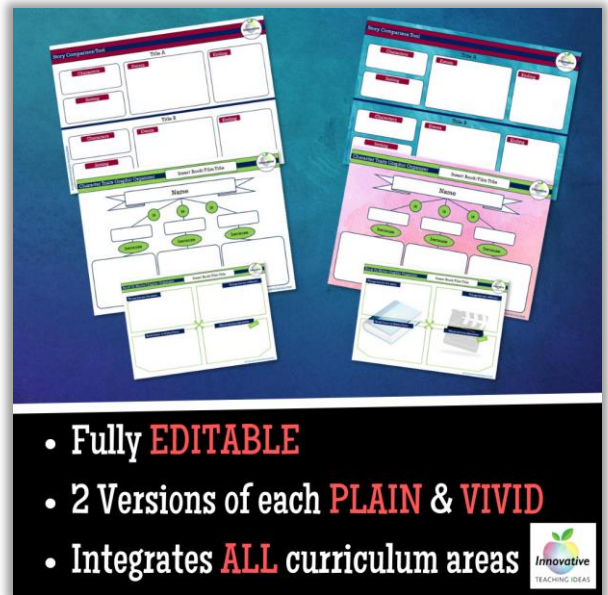
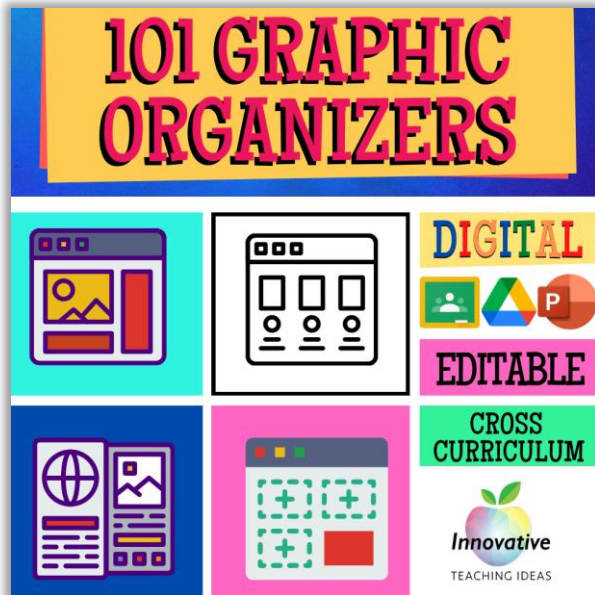
The position: *outlines the issue and writer's point of view.*

Arguments: - *Series of points with supporting evidence.*

Summing up: - *restating position and main arguments*

Looking for Digital Graphic Organizers?

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WRITING ORGANIZER – Discussion / Argument

Issue: *introduction to the issue or topic.*

States what the issue is.

States that different groups have differing views.

May introduce the groups for and against.

Arguments: *- Points of evidence – for and against.*

For

- First point of view for:

Who?

What do they think?

Why?

- Second point of view for:

Who?

What do they think?

Why?

- Next point of view for:

...

Against

- First point of view against:

Who?

What do they think?

Why?

- Second point of view against:

Who?

What do they think?

Why?

- Next point of view against:

...

Conclusion: *- summary or a recommendation*

Summarise the arguments:

What do you recommend?

Why?

WRITING ORGANIZER – Discussion / Argument

Issue: *introduction to the issue or topic.*

Arguments: - *Points of evidence – for and against.*

Conclusion: - *summary or a recommendation*

WRITING ORGANIZER – Text Response

Orientation: *Identifies the subject.*

What, Who, When and where.

Details: - *Description of the subject.*
- *Description of the personal responses to it.*

Description of the subject.

May include:

- *People or characters involved.*
- *Summary of what happened.*
- *Other important features.*

Personal Response

May include:

- *Physical reactions or effects*
- *How it made you feel/*
- *What you thought of the characters or events.*
- *What you learnt from it.*

Conclusion: - *Final assessment or recommendation*

WRITING ORGANIZER – Text Response

Orientation: *Identifies the subject.*

Details: - *Description of the subject.*
 - *Description of the personal responses to it.*

Conclusion: - *Final assessment or recommendation*

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WRITING ORGANIZER – Information Report

Introduction: *Definition or classification of the subject.*

May include a definition, classification or brief description.

Description: *- Important facts about the subject.*

- Facts about the subject, set out in paragraphs.

- Subheadings are often used. For example:

Animal	Person	Object	Place
Appearance	Name, Age	Appearance	Location
Habitat	Appearance	Parts	Climate
Movement	Personality	Functions	Geography
Food	Occupation	Features	Population
Behaviour	Achievements	Uses	Culture
Lifecycle	History	Values	History

- May include photos, pictures, maps or diagrams

Conclusion: *- Summary, question or comment (optional)*

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WRITING ORGANIZER – Informal Letter

YOUR ADDRESS

Street
Town
POSTCODE

DATE

RECIPIENTS NAME

DEAR ...

INTRODUCTION...

BODY OF THE LETTER...

SHARE YOUR THOUGHTS, NEWS, IDEAS ETC.

YOURS...
SINCERELY
FAITHFULLY
TRULY

YOUR...
SON
WIFE
FRIEND

CONCLUSION...

SALUTATION

YOUR NAME

Action Paragraph: Ask any questions or lead the reader to take action.

WRITING ORGANIZER – Formal Letter

NAME
STREET
TOWN
POSTCODE

Street
Town

POSTCODE

DATE

DEAR SIR / MADAM

INTRODUCTION...

MAIN POINT OF THE LETTER...

2nd POINT OF THE LETTER...

3rd POINT OF THE LETTER...

Conclusion of letter...

YOUR NAME

WRITING ORGANIZER – Book Review

INTRODUCTION...	INTRODUCE THE TITLE AUTHOR AND A BREF SYNOPSIS
BODY...	SET THE TONE OF YOUR REVIEW IN YOUR OPENING SENTENCE
SUMMARY	DID YOU LIKE THE BOOK? IF SO WHY? / WHY NOT?
OPINION	CAN YOU COMPARE THIS TO ANY OTHER TEXT?
	WHAT WERE THE KEY POINTS OR MESSAGE FROM THE BOOK?
	WHO MIGHT THIS BOOK APPEAL TO AND WOULD YOU RECOMMEND IT TO OTHERS?

WRITING ORGANIZER – Personal Narrative

Introduction: *Expose the event to your audience.*

- *What is the opening hook?*
- *What is the text about?*
- *Who is in this story?*
- *Where is it set?*
- *When do the events or experiences occur?*

Body Paragraphs: *The chronological Sequence and flow of your narrative occurs here.*

- *What is the Central Problem?*
- *What happens in the rising action?*
- *How does the climax play out?*

Conclusion: *Wrap up the narrative, and lessons learned.*

- *What happens in the falling action?*
- *What is the resolution of the story?*

WRITING ORGANIZER – Personal Narrative

Introduction: *Expose the event to your audience.*

Body Paragraphs: *The chronological Sequence and flow of your narrative occurs here.*

Conclusion: *Wrap up the narrative, and lessons learned.*

WRITING ORGANIZER – Expository Essay

Introduction: *Expose your audience to your topic.*

- *Usually consists of a general statement on the subject.*
- *Provides an overview of the essay.*

Body Paragraphs: *Each of the body paragraphs deals with one idea, or piece of information.*

- *Topics may be grouped under common headings.*
- *The number of paragraphs will depend on the complexity of the topic.*

For example, an expository text on wolves may include a series of paragraphs under headings such as habitat, breeding habits, what they eat, etc.

Conclusion: *Summarize key information & restate main ideas.*

- *Have an opinion but remain objective*
- *An expository informs rather than persuades.*

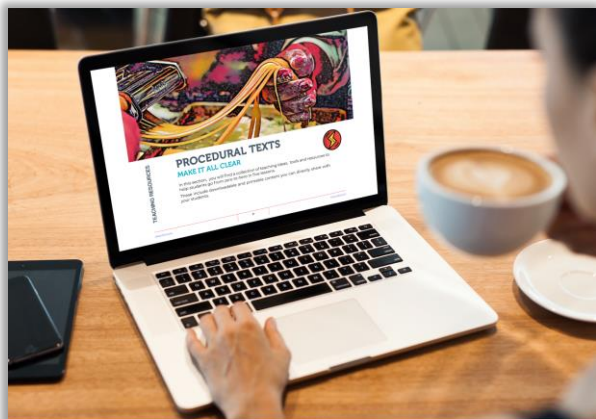
WRITING ORGANIZER – Expository Essay

Introduction: *Expose your audience to your topic.*

Body Paragraphs: *Each of the body paragraphs deals with one idea, or piece of information.*

Conclusion: *Summarize key information & restate main ideas.*

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Compare & Contrast: Subject by Subject

Thesis Statement: Sets up the comparison and Contrast

Subject 1:

Point 1

Point 2

Point 3

Subject 2:

Point 1

Point 2

Point 3

Conclusion: Summarizes and reinforces the text's main points.

Compare & Contrast: Point by Point

Thesis Statement: Sets up the comparison and Contrast

Point 1:

Subject 1

Subject 2

Point 2:

Subject 1

Subject 2

Point 3:

Subject 1

Subject 2

Conclusion: Summarizes and reinforces the text's main points.

Compare & Contrast: Compare, then Contrast

Thesis Statement: Sets up the comparison and Contrast

Section 1:

All the comparisons

Section 2:

All the contrasts

Conclusion: Summarizes and reinforces the text's main points.

Cause and Effect: Block

Introduction: (Including 'Situation')

Problem 1

Problem 2

...

Transition sentence / Paragraph

Solution 1

Solution 2

...

Conclusion: (Including 'Evaluation')

Cause and Effect: Chain

Introduction: (Including 'Situation')

Problem 1 and solution to problem 1

Problem 2 and solution to problem 2

Problem 3 and solution to problem 3

...

Conclusion: (Including 'Evaluation')

WRITING ORGANIZER – Formal Letter

WRITER'S ADDRESS

Street
Town
POSTCODE

RECIPIENTS ADDRESS

NAME
STREET
TOWN
POSTCODE

DATE

NAME OR TITLE

DEAR SIR / MADAM

INTRODUCTION...

MAIN POINT OF THE LETTER...

2nd POINT OF THE LETTER...

3rd POINT OF THE LETTER...

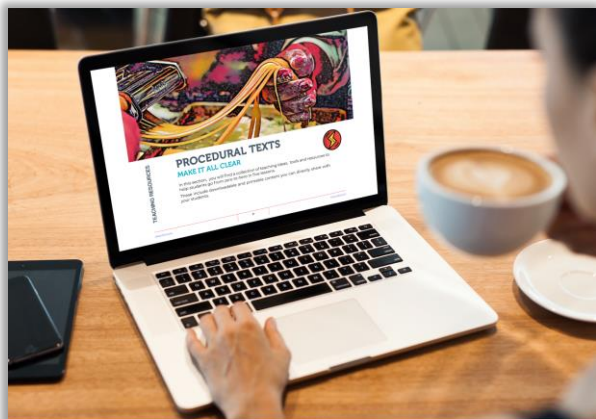
Conclusion of letter...

YOUR NAME

EXPLAIN WHY YOU ARE WRITING

Action Paragraph: Reinforce what you want to happen. (Apology, Promotion, Application etc.)

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