

# INFORMATIVE TEXTS – TEXT FORMS AND FEATURES

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	Level 13	Level 14				
<p><b>Procedure</b> Sequences pictures of a familiar activity.</p>	<p><b>Procedure</b> Organises visuals in sequential order. Matches or provides some key words (action and/or object) as labels either orally, or in writing.</p>	<p><b>Procedure</b> Matches objects with the word and draws pictures of objects needed. Sequences pictures to wording or numbering of steps. Names action in each step.</p>	<p><b>Procedure</b> Using a writing framework, constructs simple procedure of familiar activity. Writes method in order.</p>	<p><b>Procedure</b> Using a template with subheadings provided, records goal, ingredients and/ or utensils and steps using subheadings.</p>	<p><b>Procedure</b> Independently composes simple texts with goal, ingredients/ utensils and steps, using subheadings.</p>	<p><b>Simple mathematical/scientific investigation</b> Answers questions, completes sentences and supplies/ records data in tables provided.</p>	<p><b>Simple mathematical/scientific investigation</b> Uses scaffolding questions or writing frameworks to compose simple investigations with an aim, prediction, equipment, method and results.</p>	<p><b>Simple mathematical/scientific investigation</b> Using guiding questions, recounts and reflects on processes used. Begins with predictions or aims; recounts processes used in active voice; records findings, and offers a simple explanation/ interpretation of the results.</p>	<p><b>Mathematical/scientific investigation</b> Composes simple investigations. Begins with aim and predictions/ hypothesis; recounts processes used in active voice; records findings and offers a simple explanation of the design/ method. Incorporates labelled diagrams, charts and graphs.</p>	<p><b>Mathematical/scientific investigation</b> Begins to independently compose investigations, based on provided headings and instructions for each stage, including for example: an introduction; aim; hypothesis; method using passive voice; results; analysis of results; and conclusion.</p>	<p><b>Mathematical/scientific investigation</b> Independently composes investigations, based on provided headings for each stage, including for example: an introduction; aim; hypothesis; method using passive voice; results; analysis of results; and a brief evaluation.</p>	<p><b>Mathematical/scientific investigation</b> Composes investigations, including for example: an introduction; aim; hypothesis; method using passive voice; results; analysis of results; a conclusion with diagrams, charts, graphs; and a brief evaluation.</p>	<p><b>Mathematical/scientific investigation</b> Continues to compose investigations, including for example: an introduction; aim; hypothesis; method; results; analysis of results; conclusion; and more developed evaluation with diagrams, charts and graphs.</p>				
<p><b>Description</b> Copies words to label pictures.</p>	<p><b>Description</b> Labels drawings of items relevant to immediate context.</p>	<p><b>Description</b> Relying heavily on models, writes 2–3 clauses/ fragments about him/herself that relate to appearance, family or home.</p>	<p><b>Description/report</b> Sorts information under given headings. Draws pictures and writes several pieces of information about an object or a living thing. Writes simple statements of comparison in maths.</p>	<p><b>Description/report</b> Writes several sentences of logically ordered information. Matches information to subheadings, a series of photos or questions provided as writing frameworks.</p>	<p><b>Description</b> Writes simple descriptions of historical people and places. Tentatively uses a simple introductory sentence.</p> <p><b>Descriptive report</b> Begins to use subheadings to construct short texts covering a few aspects or characteristics.</p>	<p><b>Description/report</b> Includes an introductory sentence and groups like information into subtopics to construct reports with some detailed description. Uses paragraphs and subheadings in written text.</p>	<p><b>Description</b> Includes a separate introduction and uses subtopics/ paragraphs organised under headings effectively for change of aspect or feature.</p> <p><b>Descriptive report</b> With some accuracy, draws on more than one source of information to construct reports with increasingly detailed description and information.</p>	<p><b>Description and descriptive/comparative report</b> Draws on more than one source of information for appropriately detailed information, organising it into paragraphs with appropriate nominalised subheadings, eg Habitat.</p>	<p><b>Description/classifying report</b> Composes detailed descriptions of places of the past using source material. Composes basic reports beginning with a general statement or definition as the introduction followed by appropriate subtopics with headings and/or topic sentences to orient the reader to the subtopics of each paragraph.</p>	<p><b>Descriptive/comparative and classifying reports, news reports, fact sheets and infographics, and feature articles</b> Composes longer, more complex examples, incorporating multiple sources and visuals/digital elements (maps, photos and labelled diagrams, hyperlinks) with control of paragraphs, including an introductory paragraph that orients the reader to the topic; a definition and/or classification; and headings/topic sentences that clearly orient the reader to various subtopics of a paragraph/s.</p> <p><b>Investigation reports, eg historical/geographical inquiry, investigative/enterprise reports</b></p>				<p>Composes simple macro-genre reports including: the investigation question; information gathered and organised under a series of sub-questions/ subtopics; and a conclusion which gives a summary answer to the question.</p>	<p>Composes macro-genre reports with: an overarching question; information organised as a series of longer subtopics; and a more developed conclusion answering the question.</p>	<p>Composes macro-genre reports with: the question and brief background to orient the reader; information organised as a connected series of subtopics; and a developed conclusion.</p>	<p>Composes macro-genre reports with: the question, and background that orients the reader well; information organised as a well-connected series of subtopics; and a well-developed conclusion to answer the question.</p>

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## INFORMATIVE TEXTS – TEXT FORMS AND FEATURES *Continued*

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			<p><b>Sequential explanation</b> Sequences visuals of a familiar event in the natural world, eg flower growing. Draws pictures and gives a simple oral explanation.</p>	<p><b>Sequential explanation</b> Constructs a visual showing each stage (eg flowchart) as the basis of a brief sequential explanation with logically ordered events and writes a fragment or very short sentence for each stage.</p>	<p><b>Sequential explanation</b> Constructs brief sequential explanations with logically ordered events, with 1–2 short sentences for each stage to support visuals, eg flowchart.</p>	<p><b>Sequential explanation</b> Constructs short sequential explanations with a title and a short paragraph for each stage in the sequence of events supported by visual texts.</p>	<p><b>Sequential explanation</b> Composes simple sequential explanations, eg a life cycle based on a diagram. Begins to use opening statements.</p> <p><b>Causal explanation</b> Begins to compose simple causal explanations using writing scaffolds and/or strongly supported by visuals.</p>	<p><b>Sequential/causal explanation and historical account</b> Constructs sequential explanations and simple causal explanations with diagrams and/or flowcharts. Includes a more complex introduction.</p>	<p><b>Causal explanation and historical account</b> Constructs texts drawing on more than one source, using understanding of structure and language to sequence, express cause and effect and evaluate, with effective organisation. Written texts are well paragraphed.</p>	<p><b>Causal explanation and historical account</b> Creates explanations, with illustrations.</p> <p><b>Factorial or consequential explanation</b> Begins to compose simple, short examples of these explanations with an opening paragraph that orients reader to the concept to be explained.</p>	<p><b>Causal explanation and historical account</b> Composes explanations with opening paragraphs that clearly orient the reader to the concept to be explained (eg a definition) and effectively links to illustrations.</p> <p><b>Factorial or consequential explanation</b> Creates simple forms of these explanations.</p>	<p><b>Factorial or consequential explanation and historical account</b> Creates these explanations with more detail provided in the written text and begins to create accounts which provide more than one explanation for the events.</p>	<p><b>Factorial or consequential explanation</b> Constructs longer, more detailed explanations with effective paragraphing.</p> <p><b>Factorial or consequential explanation</b> Begins to compose simple forms of these using models and diagrams.</p>