

Using a checklist

ACiQ | v9.0

Teaching strategies for writing in Years 3–9

Best for:

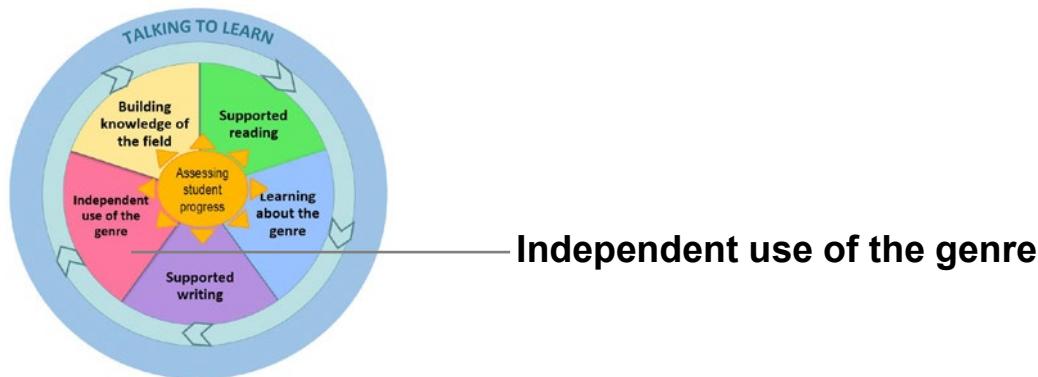


Figure 1: Teaching and learning cycle (Derewianka and Jones, 2022)

Overview

Description	The Independent use of the genre stage involves students creating texts which includes the process of drafting, editing and publishing texts and will usually involve explicit criteria for quality writing. At this point in the teaching and learning cycle, there is opportunity to provide students with feedback (e.g. peer, teacher, self). To do this, a checklist that includes questions related to the purpose and audience of the written text, relevance of ideas, structural choices and language features may be used.
Literacy learning focus – progression levels P6–P11 for Years 3–9 (based on the Australian Curriculum Literacy learning progression — creating texts)	Refer to progression levels 6–11: <ul style="list-style-type: none">• Crafting ideas• Text forms and features• Vocabulary• Generic indicators
Teacher preparation	Create a checklist for use before, during or after independent use of the genre. Consider including questions about the construction of texts that may include the purpose and audience, ideas, structure and language features. It is important to note that any items included in a checklist should refer to those taught in the unit. This strategy is best used after the building knowledge of the field, supported reading and learning about the genre stages in the teaching and learning cycle. There may be times when independently using the genre, writers will revisit other aspects of the cycle. Consider the use of model sentence starters or sentence frames to support students to provide constructive feedback.

Suggested implementation

1. Create a [checklist](#), considering and including a range of questions to prompt reflection on:
 - the purpose and audience
 - the ideas explored
 - the structure
 - the use of language features
2. Ask students to work:
 - individually to examine their written text in relation to the checklist questions
 - in pairs to provide peer feedback in relation to the checklist questions
 - in small groups to provide rounds of feedback in relation to an aspect of the checklist.
3. Students edit their written text based on self, peer or group feedback.
4. Consider the next steps, e.g. share an improved draft on the board (with student permission), have students discuss feedback provided and how this improved their written text, prompt students to notice certain aspects that need further improvement, further modelling of skill or understanding.



Table 1: Example checklist for feedback (informative and persuasive text)

Questions	Yes	No	Suggestion
Purpose and audience: Overall, will the descriptive report inform and persuade buyers?			
Ideas: Is there enough relevant detail?			
Structure (stages and phases): <ul style="list-style-type: none"> • Is there a general statement, description and summary? • Do the phases reflect the detail that needs to be included? 			
Language features: Is there evidence of effective use of <ul style="list-style-type: none"> • the start of sentences and paragraphs • short and extended noun groups? 			



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