



# UPPER PRIMARY WORK ON WRITING FULL YEAR BUNDLE

Keep scrolling to see  
what's included!



# READY TO FOSTER EXCELLENT WRITING SKILLS THROUGH THOUGHT-PROVOKING ACTIVITIES?



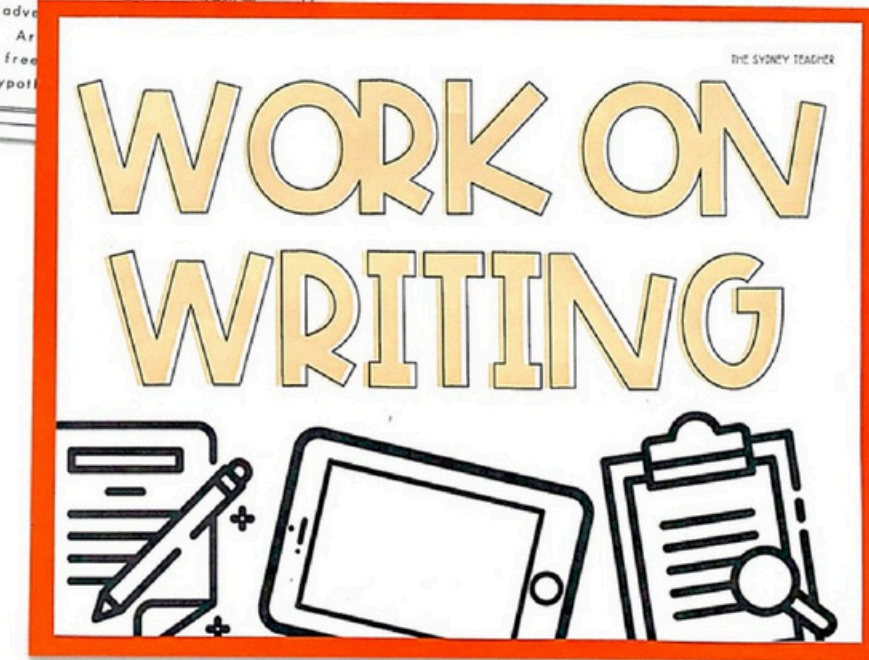
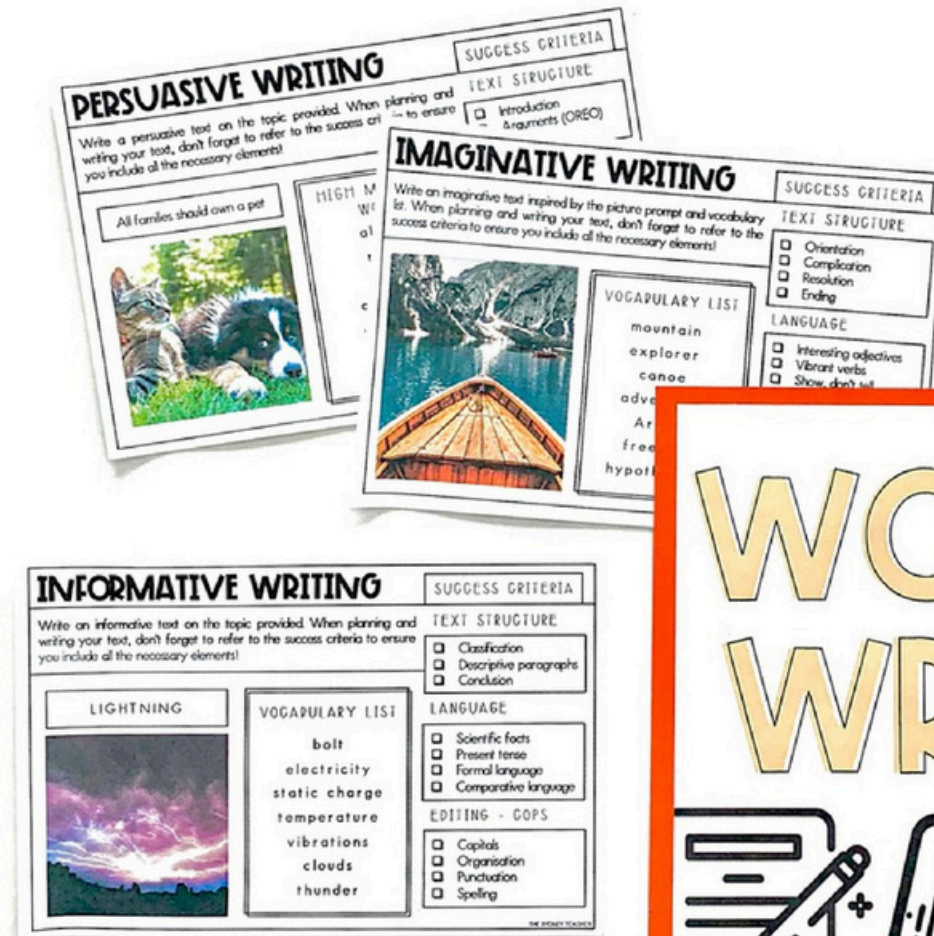
Practice 3 essential writing purposes:  
**to entertain (imaginative), to inform, to persuade**



Quick student and teacher feedback  
checklists for easy assessment



Supplemental resources to  
support your Daily 5 program





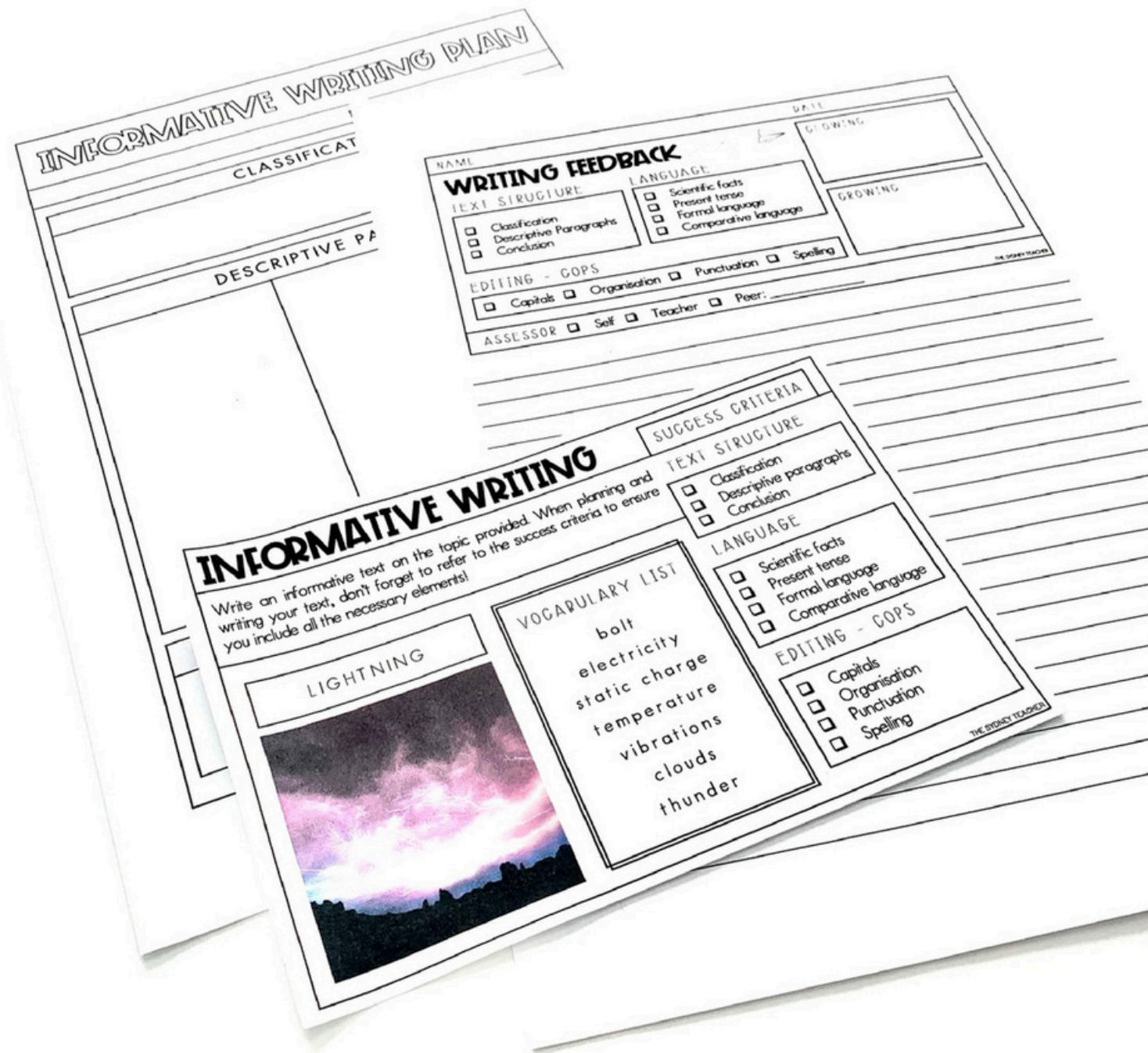
# WHAT'S INCLUDED?

- Printable templates with writing prompts, feedback checklists, and planners for each writing purpose
- No-Prep Editable PowerPoint Slides with timers for each writing purpose
- Editable Daily 5 timetable
- Daily 5 colour AND black & white poster set
- How to implement Daily 5 e-book





# WHY THIS RESOURCE?



- 1 Easy to use
- 2 Helpful vocabulary lists
- 3 Student-friendly success criteria
- 4 60 engaging photo prompts
- 5 Editable slides for differentiation
- 4 Option to use scaffolded planners



# PRINTABLE AND DIGITAL

Print and go!

**PERSUASIVE WRITING**

Write a persuasive text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!

You should always tell the truth, no matter what

**HIGH MODALITY WORDS**  
always  
never  
must  
certainly  
obviously  
definitely  
absolutely

**SUCCESS CRITERIA**

**TEXT STRUCTURE**  
☐ Introduction  
☐ Arguments (OREO)  
☐ Conclusion

**LANGUAGE**  
☐ High modality words  
☐ Emotive language  
☐ Cause and effect connectives

**EDITING - GOPS**  
☐ Capitals

**PERSUASIVE WRITING**

Write a persuasive text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!

All children should receive pocket money

**HIGH MODALITY WORDS**  
always  
never  
must  
certainly  
obviously  
definitely  
absolutely

**SUCCESS CRITERIA**

**TEXT STRUCTURE**  
☐ Introduction  
☐ Arguments (OREO)  
☐ Conclusion

**LANGUAGE**  
☐ High modality words  
☐ Emotive language  
☐ Cause and effect connectives

**EDITING - GOPS**  
☐ Capitals

**PERSUASIVE WRITING PLAN**

NAME \_\_\_\_\_

**INTRODUCTION**

**OPINION**

**BODY**  
Give 3 reasons to support your opinion

**REASON**

**EXAMPLES**  
Find examples and evidence to support your reasons

**CONCLUSION**

**OPINION**

PowerPoint Slides!

**PERSUASIVE WRITING**

Write a persuasive text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!

Cats are better than dogs

**HIGH MODALITY WORDS**  
always  
never  
must  
certainly  
obviously

**SUCCESS CRITERIA**


**TEXT STRUCTURE**  
☐ Introduction  
☐ Arguments (OREO)  
☐ Conclusion

**LANGUAGE**  
☐ High modality words  
☐ Emotive language  
☐ Cause and effect connectives

**EDITING - GOPS**  
☐ Capitals



# INCLUDES ALL THESE AND MORE!


INFORMATIVE WRITING	
Write an informative text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!	
<b>HOT AIR BALLOON</b> 	<b>VOCABULARY LIST</b> aircraft density heat propane pilot gondola Ancient China
<b>SUCCESS CRITERIA</b> <b>TEXT STRUCTURE</b> <input type="checkbox"/> Classification <input type="checkbox"/> Descriptive paragraphs <input type="checkbox"/> Conclusion <b>LANGUAGE</b> <input type="checkbox"/> Scientific facts <input type="checkbox"/> Present tense <input type="checkbox"/> Formal language <input type="checkbox"/> Comparative language <b>EDITING - GAPS</b> <input type="checkbox"/> Capitals <input type="checkbox"/> Organisation <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	

INFORMATIVE WRITING	
Write an informative text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!	
<b>FERRY</b> 	<b>VOCABULARY LIST</b> watercraft bow hull port starboard stern propeller
<b>SUCCESS CRITERIA</b> <b>TEXT STRUCTURE</b> <input type="checkbox"/> Classification <input type="checkbox"/> Descriptive paragraphs <input type="checkbox"/> Conclusion <b>LANGUAGE</b> <input type="checkbox"/> Scientific facts <input type="checkbox"/> Present tense <input type="checkbox"/> Formal language <input type="checkbox"/> Comparative language <b>EDITING - GAPS</b> <input type="checkbox"/> Capitals <input type="checkbox"/> Organisation <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	

INFORMATIVE WRITING	
Write an informative text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!	
<b>VOLCANO</b> 	<b>VOCABULARY LIST</b> magma lava molten ash crust eruption vent
<b>SUCCESS CRITERIA</b> <b>TEXT STRUCTURE</b> <input type="checkbox"/> Classification <input type="checkbox"/> Descriptive paragraphs <input type="checkbox"/> Conclusion <b>LANGUAGE</b> <input type="checkbox"/> Scientific facts <input type="checkbox"/> Present tense <input type="checkbox"/> Formal language <input type="checkbox"/> Comparative language <b>EDITING - GAPS</b> <input type="checkbox"/> Capitals <input type="checkbox"/> Organisation <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	

INFORMATIVE WRITING	
Write an informative text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!	
<b>EARTHQUAKE</b> 	<b>VOCABULARY LIST</b> crust tectonic plates fault line aftershock vibration seismograph Richter scale
<b>SUCCESS CRITERIA</b> <b>TEXT STRUCTURE</b> <input type="checkbox"/> Classification <input type="checkbox"/> Descriptive paragraphs <input type="checkbox"/> Conclusion <b>LANGUAGE</b> <input type="checkbox"/> Scientific facts <input type="checkbox"/> Present tense <input type="checkbox"/> Formal language <input type="checkbox"/> Comparative language <b>EDITING - GAPS</b> <input type="checkbox"/> Capitals <input type="checkbox"/> Organisation <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	

IMAGINATIVE WRITING	
Write an imaginative text inspired by the picture prompt and vocabulary list. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!	
	<b>VOCABULARY LIST</b> train track bridge carriage journey departure destination
<b>SUCCESS CRITERIA</b> <b>TEXT STRUCTURE</b> <input type="checkbox"/> Orientation <input type="checkbox"/> Complication <input type="checkbox"/> Resolution <input type="checkbox"/> Ending <b>LANGUAGE</b> <input type="checkbox"/> Interesting adjectives <input type="checkbox"/> Vivant verbs <input type="checkbox"/> Show, don't tell <input type="checkbox"/> Figurative language <b>EDITING - GAPS</b> <input type="checkbox"/> Capitals <input type="checkbox"/> Organisation <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	


IMAGINATIVE WRITING	
Write an imaginative text inspired by the picture prompt and vocabulary list. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!	
	<b>VOCABULARY LIST</b> Ferris wheel ride amusement scared unknown adventure excitement
<b>SUCCESS CRITERIA</b> <b>TEXT STRUCTURE</b> <input type="checkbox"/> Orientation <input type="checkbox"/> Complication <input type="checkbox"/> Resolution <input type="checkbox"/> Ending <b>LANGUAGE</b> <input type="checkbox"/> Interesting adjectives <input type="checkbox"/> Vivant verbs <input type="checkbox"/> Show, don't tell <input type="checkbox"/> Figurative language <b>EDITING - GAPS</b> <input type="checkbox"/> Capitals <input type="checkbox"/> Organisation <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	

IMAGINATIVE WRITING	
Write an imaginative text inspired by the picture prompt and vocabulary list. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!	
	<b>VOCABULARY LIST</b> Africa wild giraffe visitor safari wilderness savannah
<b>SUCCESS CRITERIA</b> <b>TEXT STRUCTURE</b> <input type="checkbox"/> Orientation <input type="checkbox"/> Complication <input type="checkbox"/> Resolution <input type="checkbox"/> Ending <b>LANGUAGE</b> <input type="checkbox"/> Interesting adjectives <input type="checkbox"/> Vivant verbs <input type="checkbox"/> Show, don't tell <input type="checkbox"/> Figurative language <b>EDITING - GAPS</b> <input type="checkbox"/> Capitals <input type="checkbox"/> Organisation <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	

IMAGINATIVE WRITING	
Write an imaginative text inspired by the picture prompt and vocabulary list. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!	
	<b>VOCABULARY LIST</b> sandstone columns arches building university prestigious architecture
<b>SUCCESS CRITERIA</b> <b>TEXT STRUCTURE</b> <input type="checkbox"/> Orientation <input type="checkbox"/> Complication <input type="checkbox"/> Resolution <input type="checkbox"/> Ending <b>LANGUAGE</b> <input type="checkbox"/> Interesting adjectives <input type="checkbox"/> Vivant verbs <input type="checkbox"/> Show, don't tell <input type="checkbox"/> Figurative language <b>EDITING - GAPS</b> <input type="checkbox"/> Capitals <input type="checkbox"/> Organisation <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	

IMAGINATIVE WRITING PLAN		
NAME		
<b>ORIENTATION</b>		
Setting	Characters	Genre
<b>COMPLICATION(S)</b>		
<b>RESOLUTION</b>		
<b>ENDING</b>		

INFORMATIVE WRITING	
Write an informative text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!	
<b>HELICOPTER</b> 	<b>VOCABULARY LIST</b> aircraft pilot cockpit spinning rotor blade aerodynamic landing skid
<b>SUCCESS CRITERIA</b> <b>TEXT STRUCTURE</b> <input type="checkbox"/> Classification <input type="checkbox"/> Descriptive paragraphs <input type="checkbox"/> Conclusion <b>LANGUAGE</b> <input type="checkbox"/> Scientific facts <input type="checkbox"/> Present tense <input type="checkbox"/> Formal language <input type="checkbox"/> Comparative language <b>EDITING - GAPS</b> <input type="checkbox"/> Capitals <input type="checkbox"/> Organisation <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	

INFORMATIVE WRITING	
Write an informative text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!	
<b>SUBMARINE</b> 	<b>VOCABULARY LIST</b> watercraft periscope propeller ballast tanks rudder oxygen generator engine
<b>SUCCESS CRITERIA</b> <b>TEXT STRUCTURE</b> <input type="checkbox"/> Classification <input type="checkbox"/> Descriptive paragraphs <input type="checkbox"/> Conclusion <b>LANGUAGE</b> <input type="checkbox"/> Scientific facts <input type="checkbox"/> Present tense <input type="checkbox"/> Formal language <input type="checkbox"/> Comparative language <b>EDITING - GAPS</b> <input type="checkbox"/> Capitals <input type="checkbox"/> Organisation <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	

WRITING FEEDBACK	
NAME	
DATE	
<b>TEXT STRUCTURE</b> <input type="checkbox"/> Orientation <input type="checkbox"/> Complication <input type="checkbox"/> Resolution <input type="checkbox"/> Ending <b>LANGUAGE</b> <input type="checkbox"/> Interesting adjectives <input type="checkbox"/> Vivant verbs <input type="checkbox"/> Show, don't tell <input type="checkbox"/> Figurative language <b>EDITING - GAPS</b> <input type="checkbox"/> Capitals <input type="checkbox"/> Organisation <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	
ASSASSOR <input type="checkbox"/> Self <input type="checkbox"/> Teacher <input type="checkbox"/> Peer	

WRITING FEEDBACK	
NAME	
DATE	
<b>TEXT STRUCTURE</b> <input type="checkbox"/> Orientation <input type="checkbox"/> Complication <input type="checkbox"/> Resolution <input type="checkbox"/> Ending <b>LANGUAGE</b> <input type="checkbox"/> Interesting adjectives <input type="checkbox"/> Vivant verbs <input type="checkbox"/> Show, don't tell <input type="checkbox"/> Figurative language <b>EDITING - GAPS</b> <input type="checkbox"/> Capitals <input type="checkbox"/> Organisation <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	
ASSASSOR <input type="checkbox"/> Self <input type="checkbox"/> Teacher <input type="checkbox"/> Peer	

WRITING FEEDBACK	
NAME	
DATE	
<b>TEXT STRUCTURE</b> <input type="checkbox"/> Orientation <input type="checkbox"/> Complication <input type="checkbox"/> Resolution <input type="checkbox"/> Ending <b>LANGUAGE</b> <input type="checkbox"/> Interesting adjectives <input type="checkbox"/> Vivant verbs <input type="checkbox"/> Show, don't tell <input type="checkbox"/> Figurative language <b>EDITING - GAPS</b> <input type="checkbox"/> Capitals <input type="checkbox"/> Organisation <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	
ASSASSOR <input type="checkbox"/> Self <input type="checkbox"/> Teacher <input type="checkbox"/> Peer	


WRITING FEEDBACK	
NAME	
DATE	
<b>TEXT STRUCTURE</b> <input type="checkbox"/> Orientation <input type="checkbox"/> Complication <input type="checkbox"/> Resolution <input type="checkbox"/> Ending <b>LANGUAGE</b> <input type="checkbox"/> Interesting adjectives <input type="checkbox"/> Vivant verbs <input type="checkbox"/> Show, don't tell <input type="checkbox"/> Figurative language <b>EDITING - GAPS</b> <input type="checkbox"/> Capitals <input type="checkbox"/> Organisation <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	
ASSASSOR <input type="checkbox"/> Self <input type="checkbox"/> Teacher <input type="checkbox"/> Peer	


PERSUASIVE WRITING PLAN		
NAME		
<b>INTRODUCTION</b>		
OPINION	REASON	EXAMPLES
<b>BODY</b>		
Give 3 reasons to support your opinion		
Find examples and evidence to support your reasons		
<b>CONCLUSION</b>		

PERSUASIVE WRITING	
Write a persuasive text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!	
<b>All families should own a pet</b> 	<b>HIGH MODALITY WORDS</b> always never must certainly obviously definitely absolutely
<b>SUCCESS CRITERIA</b> <b>TEXT STRUCTURE</b> <input type="checkbox"/> Introduction <input type="checkbox"/> Arguments (OREC) <input type="checkbox"/> Conclusion <b>LANGUAGE</b> <input type="checkbox"/> High modality words <input type="checkbox"/> Emotive language <input type="checkbox"/> Cause and effect connectives <b>EDITING - GAPS</b> <input type="checkbox"/> Capitals <input type="checkbox"/> Organisation <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	

PERSUASIVE WRITING	
Write a persuasive text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!	
<b>Country living is better than city living</b> 	<b>HIGH MODALITY WORDS</b> always never must certainly obviously definitely absolutely
<b>SUCCESS CRITERIA</b> <b>TEXT STRUCTURE</b> <input type="checkbox"/> Introduction <input type="checkbox"/> Arguments (OREC) <input type="checkbox"/> Conclusion <b>LANGUAGE</b> <input type="checkbox"/> High modality words <input type="checkbox"/> Emotive language <input type="checkbox"/> Cause and effect connectives <b>EDITING - GAPS</b> <input type="checkbox"/> Capitals <input type="checkbox"/> Organisation <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	

INFORMATIVE WRITING PLAN	
NAME	
<b>CLASSIFICATION</b>	
<b>DESCRIPTIVE PARAGRAPHS</b>	
<b>CONCLUSION</b>	

PERSUASIVE WRITING	
Write a persuasive text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!	
<b>You should always tell the truth, no matter what</b> 	<b>HIGH MODALITY WORDS</b> always never must certainly obviously definitely absolutely
<b>SUCCESS CRITERIA</b> <b>TEXT STRUCTURE</b> <input type="checkbox"/> Introduction <input type="checkbox"/> Arguments (OREC) <input type="checkbox"/> Conclusion <b>LANGUAGE</b> <input type="checkbox"/> High modality words <input type="checkbox"/> Emotive language <input type="checkbox"/> Cause and effect connectives <b>EDITING - GAPS</b> <input type="checkbox"/> Capitals <input type="checkbox"/> Organisation <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	

PERSUASIVE WRITING	
Write a persuasive text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!	
<b>All children should receive pocket money</b> 	<b>HIGH MODALITY WORDS</b> always never must certainly obviously definitely absolutely
<b>SUCCESS CRITERIA</b> <b>TEXT STRUCTURE</b> <input type="checkbox"/> Introduction <input type="checkbox"/> Arguments (OREC) <input type="checkbox"/> Conclusion <b>LANGUAGE</b> <input type="checkbox"/> High modality words <input type="checkbox"/> Emotive language <input type="checkbox"/> Cause and effect connectives <b>EDITING - GAPS</b> <input type="checkbox"/> Capitals <input type="checkbox"/> Organisation <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling	

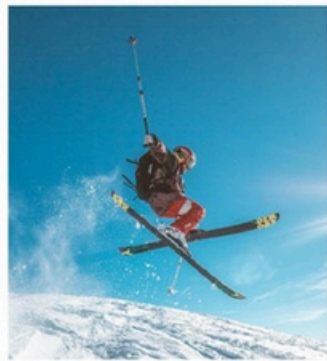


# POWERPOINT SNEAK PEEK!

## IMAGINATIVE WRITING



Write an imaginative text inspired by the picture prompt and vocabulary list. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!



### VOCABULARY LIST

skiing  
chase  
adventure  
thrill-seeking  
aerial  
alpine  
avalanche

### SUCCESS CRITERIA

#### TEXT STRUCTURE

- ☐ Orientation
- ☐ Complication
- ☐ Resolution
- ☐ Ending

#### LANGUAGE

- ☐ Interesting adjectives
- ☐ Vibrant verbs
- ☐ Show, don't tell
- ☐ Figurative language

#### EDITING - GOPS

- ☐ Capitals
- ☐ Organisation
- ☐ Punctuation
- ☐ Spelling

THE SYDNEY TEACHER

## IMAGINATIVE WRITING



Write an imaginative text inspired by the picture prompt and vocabulary list. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!



### VOCABULARY LIST

train  
track  
bridge  
carriage  
journey  
departure  
destination

### SUCCESS CRITERIA

#### TEXT STRUCTURE

- ☐ Orientation
- ☐ Complication
- ☐ Resolution
- ☐ Ending

#### LANGUAGE

- ☐ Interesting adjectives
- ☐ Vibrant verbs
- ☐ Show, don't tell
- ☐ Figurative language

#### EDITING - GOPS

- ☐ Capitals
- ☐ Organisation
- ☐ Punctuation
- ☐ Spelling

THE SYDNEY TEACHER

## INFORMATIVE WRITING



Write an informative text on the form of transport below. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!



### BULLET TRAIN

### VOCABULARY LIST

shinkansen  
Japan  
passenger  
railway  
electromagnets  
streamlined  
aerodynamic

### SUCCESS CRITERIA

#### TEXT STRUCTURE

- ☐ Classification
- ☐ Descriptive paragraphs
- ☐ Conclusion

#### LANGUAGE

- ☐ Scientific facts
- ☐ Present tense
- ☐ Formal language
- ☐ Comparative language

#### EDITING - GOPS

- ☐ Capitals
- ☐ Organisation
- ☐ Punctuation
- ☐ Spelling

THE SYDNEY TEACHER

## INFORMATIVE WRITING



Write an informative text on the animal below. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!



### GREAT WHITE SHARK

### VOCABULARY LIST

fish  
carnivore  
apex predator  
cartilage  
dorsal fin  
ocean  
migration

### SUCCESS CRITERIA

#### TEXT STRUCTURE

- ☐ Classification
- ☐ Descriptive paragraphs
- ☐ Conclusion

#### LANGUAGE

- ☐ Scientific facts
- ☐ Present tense
- ☐ Formal language
- ☐ Comparative language

#### EDITING - GOPS

- ☐ Capitals
- ☐ Organisation
- ☐ Punctuation
- ☐ Spelling

THE SYDNEY TEACHER

## PERSUASIVE WRITING



Write a persuasive text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!



### Homework should be banned

### HIGH MODALITY WORDS

always  
never  
must  
certainly  
obviously  
definitely  
absolutely

### SUCCESS CRITERIA

#### TEXT STRUCTURE

- ☐ Introduction
- ☐ Arguments (OREO)
- ☐ Conclusion

#### LANGUAGE

- ☐ High modality words
- ☐ Emotive language
- ☐ Cause and effect connectives

#### EDITING - GOPS

- ☐ Capitals
- ☐ Organisation
- ☐ Punctuation
- ☐ Spelling

THE SYDNEY TEACHER

## PERSUASIVE WRITING



Write a persuasive text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!



### Cats are better than dogs

### HIGH MODALITY WORDS

always  
never  
must  
certainly  
obviously  
definitely  
absolutely

### SUCCESS CRITERIA

#### TEXT STRUCTURE

- ☐ Introduction
- ☐ Arguments (OREO)
- ☐ Conclusion

#### LANGUAGE

- ☐ High modality words
- ☐ Emotive language
- ☐ Cause and effect connectives




#### EDITING - GOPS


- ☐ Capitals
- ☐ Organisation
- ☐ Punctuation
- ☐ Spelling

THE SYDNEY TEACHER



# HOW CAN YOU USE THIS?

-  Small Group instruction to support individual student needs
-  Whole Group instruction to practice specific reading comprehension skills as a class
-  Part of the Daily 5 Framework for Work on Writing

**WORK ON WRITING** 

**BUNDLE FOR THE WHOLE YEAR!**

the SYDNEY teacher

**IMAGINATIVE WRITING**

Write an imaginative text inspired by the picture prompt and vocabulary provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!

**SUCCESS CRITERIA**

**TEXT STRUCTURE**


- ☐ Orientation
- ☐ Complication
- ☐ Resolution
- ☐ Ending

**LANGUAGE**

- ☐ Imagery/objects
- ☐ Vivid verbs
- ☐ Show, don't tell
- ☐ Figurative language

**EDITING - GO**

- ☐ Capital
- ☐ Organisation
- ☐ Punctuation
- ☐ Spelling

**PERSUASIVE WRITING** 

Write a persuasive text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!

**45:00**

**SUCCESS CRITERIA**

**TEXT STRUCTURE**

- ☐ Introduction
- ☐ Arguments (CORE)
- ☐ Conclusion

**LANGUAGE**

- ☐ High modality words
- ☐ Emotive language
- ☐ Cause and effect connectives

**EDITING - GO**

- ☐ Capital
- ☐ Organisation
- ☐ Punctuation
- ☐ Spelling

**INCLUDES 60 TASK CARDS AND EDITABLE SLIDES WITH TIMERS!**

**YEARS 4-6**



# DAILY 5 OVERVIEW

## DAILY 5 EXAMPLE

**GROUP 1** Read the School Magazine with the teacher  
WORK WITH TEACHER

30:00

**GROUP 2**

Read Chapter 4 of Charlie and the Chocolate Factory.

Complete 1 'visualising' activity

READ TO SELF

**GROUP 3**

Read Chapter 4 of Charlotte's Web with your book buddy.

Complete your Literature Circle activity

READ TO SOMEONE

**GROUP 4**

Write a sizzling start for the photo prompt

WORK ON WRITING

**GROUP 5**

Listen to Chapter 2 of Dorothy and the Wizard in Oz

Complete 2 'analyse' questions

LISTEN TO READING

**GROUP 6**

Complete 2 'create' questions with your spelling list

WORD WORK

## DAILY 5 OVERVIEW

Type here  
WORK WITH TEACHER

Type here

READ TO SELF

Type here

READ TO SOMEONE

Type here

WORK ON WRITING

Type here

LISTEN TO READING

Type here

WORD WORK

## ACTIVITY ORGANISATION

Use these icons to customize your Daily 5 overview. Simply copy and paste the icons onto the blank template.



## STUDENT GROUPS

After grouping your students, use the group numbers or colour groups to assign Daily 5 tasks to different students. Simply copy and paste them onto the template.

GROUP 1	GROUP 5	PINK	BLUE
GROUP 2	GROUP 6	GREEN	PURPLE
GROUP 3	GROUP 7	YELLOW	RED
GROUP 4	GROUP 8	ORANGE	TEAL

## DAILY 5 OVERVIEW WEEK 1

30:00

GROUP 1						
READ TO SELF	Text		Chapter	Super 6 Strategy	Activities	
	Charlie and the Chocolate Factory		4	Visualising	1	
READ TO SOMEONE	Text & Chapter	Discussion Director	Connector	Word Wizard	Plot Profiler	Illustrator
	Charlotte's Web Chapter 4	Jess	Tim	Addie	Georgia	Kate
WORK ON WRITING	Write a sizzling start for the photo prompt					
LISTEN TO READING	Text		Chapter	Bloom's Question	Activities	
	Dorothy and the Wizard in Oz		2	Analyse	2	
WORD WORK	Spelling List	Bloom's Question		Number of activities		
	Extension	Create		2		
WORK WITH TEACHER	Read the School Magazine with teacher					



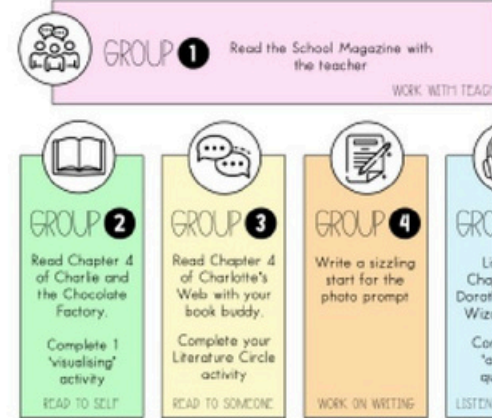
# DAILY 5 HOW TO GUIDE INCLUDED

## PUTTING IT TOGETHER!

### EXAMPLE 2 - DIFFERENTIATED GROUP OVERVIEW

Use this template if you want to differentiate all aspects of your Daily 5. Students in each group may complete different levels or amounts of work.

### DAILY 5 EXAMPLE



I hope this how-to guide has answered all your questions and helped you launch Daily 5 in your upper primary classroom.

If you'd like to know more about how I use Daily 5, please reach out to [thesydneyteacher.com](http://thesydneyteacher.com)!

Of course I also recommend checking out The Daily 5 book, and watching the video!

Jess

Jess - The Sydney Teacher

## LESSON IDEAS!

After completing extensive reading and research, I created my own Daily 5 framework (and LOVED) ever since!

I hope that if you are just beginning your Daily 5 journey, or even if you have been using it for a while, these lessons prove helpful and save you time!

All the resources listed below are available for purchase in my teacher website - [thesydneyteacher.com](http://thesydneyteacher.com).

### READ TO SELF

As all the schools I worked at used the Super Six Strategies for Comprehension, I created matching task cards that could be used for any fiction text.

The cards cover the following strategies:

- Predicting
- Make Connections
- Summarising
- Visualising
- Monitoring
- Questioning

These task cards allow for 2 elements of choice. First, students can choose the text they read. Second, students can choose which of the questions they answer for the prescribed strategy.

For example, if my explicit / whole class reading lessons focused on making connections, this would be the same focus for Daily 5.

In my Super Six Comprehension Pack, questions can be displayed as a PowerPoint on your IWB, printed as task cards that can be glued into student books, or printed in A4 size and laminated for repeated use.

## DAILY 5 IN YOUR CLASSROOM



### THE DAILY 5

One of the main reasons I love it is that it can be incorporated into any curriculum or work program. It's a Super Six Comp.

As a busy Year 5 teacher, I found the Daily 5 framework a great block for maximising teaching time and ensuring that every student is engaged in reading and writing.

### GETTING SET

Boushey and Moser's framework is a great choice for engaged, motivated students.

Therefore, before starting, I will not only need to ensure that I have explicit lessons on the strategies, but also explicit lessons on the strategies.

The sisters use a variety of strategies to choose a good book. I choose a good book based on Purpose - Why I'm reading, Interest - Does it interest me, Comprehend - Does it make sense, and Know the words.

When students are given the freedom to choose their own books, their interest, they are more likely to read and their ability improves.

## ABOUT THE DAILY 5



1 - THE SYDNEY TEACHER

## IMPLEMENTING *daily 5* IN UPPER PRIMARY



THE SYDNEY TEACHER

Have you been thinking about implementing Daily 5 in your upper primary classroom? This sounds like you, you are a friend!

I was in this exact same position. I had heard amazing things about working in the lower grades, but I was working in the lower grades and I was not doing anything suitable.

So, after doing extensive research, I created my own Daily 5 framework (and LOVED) ever since!

But, before I share how I use it in my classroom, it's important to understand the philosophies that underpin it.

### ABOUT THE DAILY 5

The Daily 5 framework was created by educators and sisters, Gail Boushey and Moser.

In their 2006 book *The Daily 5*, they reflected on current research and classroom experience to create a framework that "eliminated busy work, developed student independence, increased engagement, and accelerated growth".

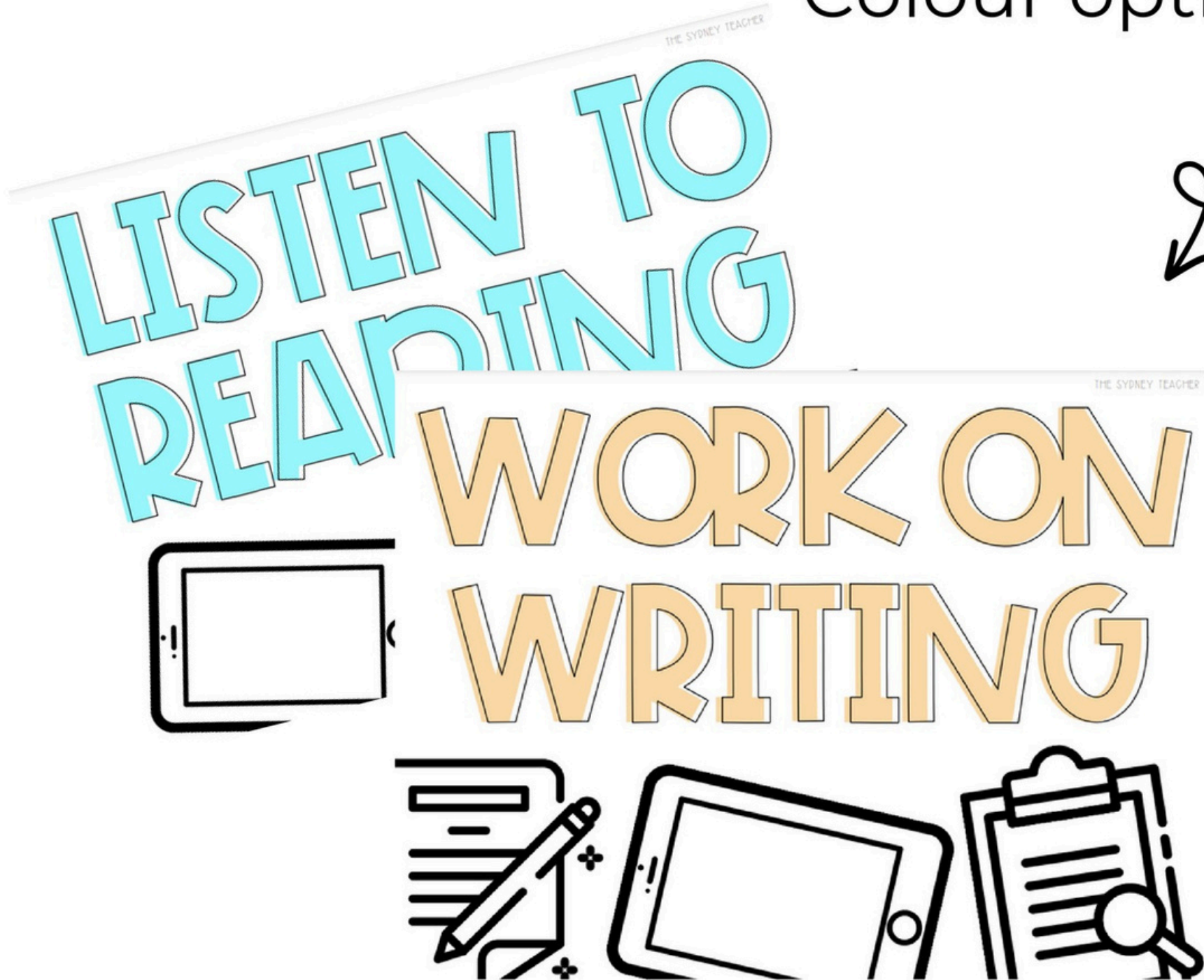
Together they created *The Daily 5*, which consists of the following tasks:

- Read to self
- Work on writing
- Read to someone
- Word work
- Listen to reading



# DAILY 5 POSTERS

Colour option



Black and white versions included!





# WHAT OTHERS ARE SAYING!

Love that this is Australian made. **Engaging resource that can be used in a variety of ways** - as part of writing program, or literacy groups to build on explicit concepts being taught. Could also be assigned as homework.

**My students found these easy to use** and used them for both self assessment and peer assessment. Great resource, thanks.



**These are so creative.** So many different ways that it can be used. Easy to use and child friendly. **Thank you for creating and making it easy to use in my classroom.**



# LOOKING FOR MORE?



“

This resource is fantastic. **It has saved me so much time** at the beginning of the year and helped me set up the concept of using daily 5 in my stage 3 classroom.

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