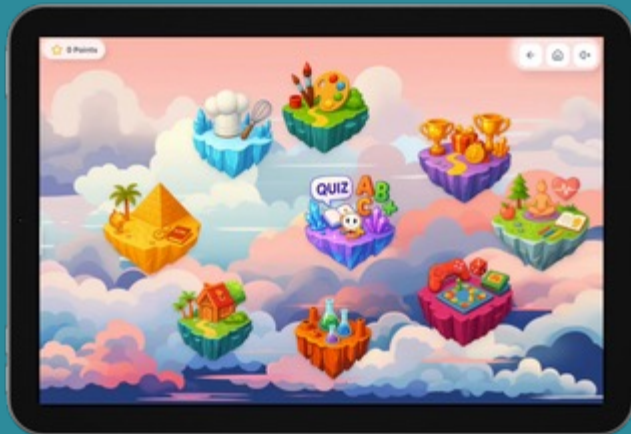




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Information Reports - Year 6

Table of Contents	
Presentation: Information Reports	
Classroom Display: Information Report Blueprint	
Student Reference: Information Report Writer's Guide	
Activity: Fact or Viewpoint Sort	
Activity: Source Sleuth	
Worksheet: Topic Compass (2 pages)	
Worksheet: Fact or Viewpoint? (2 pages)	
Worksheet: Search Smart	
Worksheet: Reliable Source Check	
Worksheet: Research Register (2 pages)	
Worksheet: Model Report Detective (2 pages)	
Worksheet: Perfect Paragraph Builder (2 pages)	
Worksheet: Information Report Road Map	
Worksheet: Editing Clinic	
Quiz: Information Reports	
Assessment: Little Penguin Information Report	
Rubric: Information Reports - Year 6 Rubric	



INFORMATION REPORT BLUEPRINT



1

PURPOSE & AUDIENCE

Inform readers with accurate, relevant facts.



2

STRUCTURE

Introduction • Subtopic paragraph • Conclusion



3

RESEARCH

Focus on the question • Check sources •
Take notes in your own words



4

LANGUAGE

Formal third person • Precise verbs •
Present tense when appropriate • Topic-specific vocabulary



Figure 1: Parts of a volcano

5

VISUALS

Use captions, diagrams, maps or tables
only when they add meaning.



RESEARCH



PLAN



DRAFT



REVISE



EDIT



PUBLISH

MODEL: LITTLE PENGUINS

LITTLE PENGUINS

INTRODUCTION:
identifies the
topic and
previews the
report

Little penguins are the smallest penguins in the world. They live along the southern coast of Australia and spend much of their time at sea. This report explains where they live, how they feed and how they raise their chicks.

COASTAL HOMES

TOPIC SENTENCE

During the day, little penguins rest in burrows or natural shelters near the shore. After sunset, groups cross the beach to return home.

SUBJECT READING

FEEDING AT SEA

Little penguins hunt small fish, squid and krill. They use flipper-shaped wings to move swiftly through water and hover after prey.

PRECISE, TOPIC-SPECIFIC VOCABULARY

FACTUAL DETAIL

RAISING CHICKS

A breeding pair takes turns incubating eggs and feeding chicks. Young penguins remain in the nest until their waterproof feathers grow.

CONCLUSION:
summarises and
points forward

Little penguins depend on healthy seas and safe nesting places. Learning how they live helps communities protect their colonies.



A little penguin returns to its coastal burrow.

CAPTIONED VISUAL

INFORMATION REPORT WRITER'S REFERENCE

FROM RESEARCH TO PUBLISHING

1.

RESEARCH

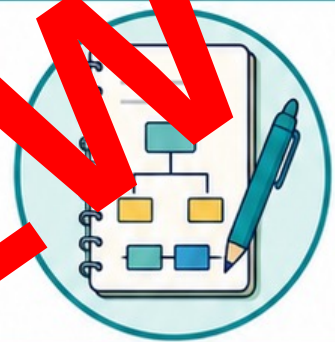
- Write a focused enquiry question
- Use reliable, current sources
- Confirm important facts
- Record source details
- Take notes in your own words



2.

PLAN

- Define your audience and purpose
- Group facts into subtopics
- Sequence ideas logically
- Plan useful visual features



3.

DRAFT

- Introduce the topic and review the scope
- Build each paragraph around one main idea
- Support facts with evidence or examples
- End with a purposeful conclusion



4.

REVISE

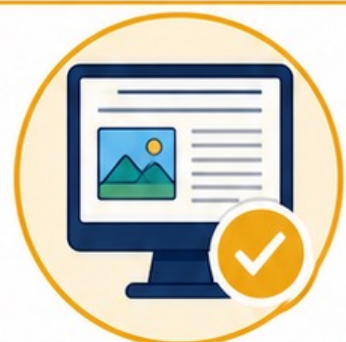
- Improve clarity, order and cohesion
- Remove repetition and irrelevant details
- Check that evidence supports each idea
- Consider the effect on your audience



5.

EDIT & PUBLISH

- Check spelling, punctuation and tense
- Use precise, topic-specific vocabulary
- Format headings, captions and visuals
- Include a source list
- Can every important claim be trusted and understood?



FACT OR VIEWPOINT SORT



VERIFIABLE FACT

Can reliable evidence prove it?



VIEWPOINT OR JUDGEMENT

Does it express a belief, preference or value?

PREVIEW



EVIDENCE CHECK

What could verify it?



LANGUAGE CHECK

What words signal judgement?



FACT OR VIEWPOINT CARDS

A platypus is
a mammal.

School should
begin later.

Canberra is
Australia's
capital city.

Rainy days are
the best days.

Most spiders
have eight legs.

Reading fiction
is more
enjoyable than
watching films.

Water freezes
at 0°C under
standard
conditions.

Magpies have
the most
beautiful bird
call.

The Great
Barrier Reef lies
off Queensland's
coast.

Homework is
a waste of time.

A triangle has
three sides.

Summer is
too hot.



SOURCE SLEUTH CREDIBILITY CHALLENGE



STRONG SOURCE

Evidence suggests it is trustworthy.



CHECK FURTHER

Some useful signs, but important questions remain.



WEAK SOURCE

Trust is low until stronger evidence appears.



THE FIVE SOURCE TESTS

1. Who created it?



2. When was it published or updated?



3. What evidence supports it?



4. Why was it made?



5. Can another reliable source confirm it?





SOURCE SLEUTH CARDS



WILDLIFE AGENCY FACT SHEET

- Experts named • Updated 2026 •
- References listed



ANONYMOUS BLOG POST

- No author • No date •
- Sells a miracle supplement



MUSEUM ARTICLE

- Curator named • Reviewed 2025 •
- Source list included



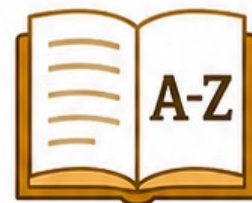
SOCIAL MEDIA VIDEO

- Personal claim • Edited clip •
- No sources shown



UNIVERSITY RESEARCH SUMMARY

- Authors named • Data reported •
- Study link included



ENCYCLOPAEDIA ENTRY

- Editorial review • Updated 2023 •
- Bibliography included



AI-GENERATED ANSWER

- No citations • Date unclear •
- Confident claims



NEWS ARTICLE

- Journalist named • Experts quoted •
- Original study not linked



Name: _____

Date: _____

TOPIC COMPASS

PAGE 1: EXPLORE

Generate possibilities. Do not judge them yet.



1. INTERESTS

What topics make you curious? List at least six.

2. PRIOR KNOWLEDGE

What do you already know enough about to begin?

3. AUDIENCE

Who could benefit from learning more?

☐ Younger students ☐ Classmates ☐ Families ☐ Community ☐ Other: _____

4. POSSIBLE TOPICS

Topic	What I already know	What readers might want to learn

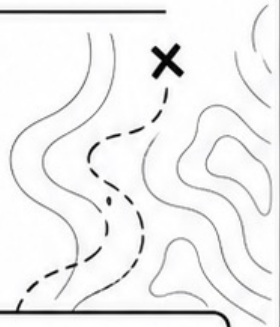
Name: _____

Date: _____



TOPIC COMPASS

PAGE 2: FOCUS



Selected topic: _____

Audience: _____

Purpose: _____

FOCUSED ENQUIRY QUESTION

Write one question that will guide your research.

QUESTION CHECK

- ☐ It cannot be answered with only yes or no.
- ☐ It can be answered with reliable evidence.
- ☐ It is neither too broad nor too narrow.
- ☐ It suits the audience and purpose.

THREE SUBTOPICS

1. What will this section explain?

2. What will this section explain?

3. What will this section explain?

WORKING TITLE: _____





FACT OR VIEWPOINT?



PAGE 1: CLASSIFY AND JUSTIFY

Name: _____

Date: _____

Decide whether each statement is a verifiable fact or a viewpoint. Record a language clue or a source that could verify it.

No.	Statement	Fact or viewpoint?	Clue or evidence needed
1	A koala is a marsupial.		
2	Koalas are the cutest Australian animals.		
3	A standard week has seven days.		
4	Weekends are far too short.		
5	The Pacific Ocean is larger than the Indian Ocean.		
6	Swimming in the ocean is better than swimming in a pool.		
7	Adult humans usually have 206 bones.		
8	Science is the most exciting subject.		
9	Sound travels as vibrations through a medium.		
10	Dogs make better pets than cats.		



FACT OR VIEWPOINT?



PAGE 1: CLASSIFY AND JUSTIFY

Name: **ANSWERS**

Date: _____

Decide whether each statement is a verifiable fact or a viewpoint. Record a language clue or a source that could verify it.

No.	Statement	Fact or viewpoint?	Clue or evidence needed
1	A koala is a marsupial.	FACT	animal reference
2	Koalas are the cutest Australian animals.	VIEWPOINT	"cutest"
3	A standard week has seven days.	FACT	calendar
4	Weekends are far too short.	VIEWPOINT	"far too short"
5	The Pacific Ocean is larger than the Indian Ocean.	FACT	atlas or area data
6	Swimming in the ocean is better than swimming in a pool.	VIEWPOINT	"better"
7	Adult humans usually have 206 bones.	FACT	anatomy reference
8	Science is the most exciting subject.	VIEWPOINT	"most exciting"
9	Sound travels as vibrations through a medium.	FACT	science reference
10	Dogs make better pets than cats.	VIEWPOINT	"better"



FACT OR VIEWPOINT?



PAGE 2: MAKE IT NEUTRAL

Name: _____

Date: _____

Rewrite each subjective claim as a neutral research question or a verifiable statement.

1. The school garden is ugly.

2. Plastic packaging is terrible.

3. This documentary is boring.

4. City traffic is unbearable.

BIAS DETECTIVE

Everyone knows electric scooters are the perfect way to travel.

They are obviously better than buses, and only a foolish person would disagree.

Underline four words or phrases that reveal judgement.

Explain how this language could influence a reader:



FACT OR VIEWPOINT?



PAGE 2: MAKE IT NEUTRAL

Name: ANSWERS

Date: _____

Rewrite each subjective claim as a neutral research question or a verifiable statement.

1. The school garden is ugly.

What features of the school garden need repair or improvement?

2. Plastic packaging is terrible.

How much plastic packaging does the canteen use in one week?

3. This documentary is boring.

How do viewers rate the documentary's clarity and accuracy?

4. City traffic is unbearable.

How long do commuters spend in city traffic during peak hour?

BIAS DETECTIVE

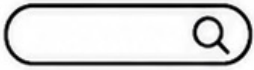
Everyone knows electric scooters are the perfect way to travel.

They are obviously better than buses, and only a foolish person would disagree.

Underline four words or phrases that reveal judgement.

Explain how this language could influence a reader:

The absolute and insulting language pressures readers to agree without supplying evidence.



SEARCH SMART

BUILD BETTER KEYWORDS



Name: _____

Date: _____

Improve each broad search by adding a specific subject, place, feature or date.

Broad search	Your precise search
1. penguins	
2. weather	
3. plants	
4. space	
5. sharks	
6. recycling	

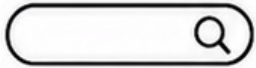
PRECISION CHALLENGE

Which search is most precise for finding information about where little penguins build nests in Victoria?

- ☐ A. animals
- ☐ B. little penguin
- ☐ C. little penguin nesting habitat Victoria
- ☐ D. facts about penguins

Best choice: _____

Why is it precise?



SEARCH SMART

BUILD BETTER KEYWORDS



Name: ANSWERS

Date: _____

Improve each broad search by adding a specific subject, place, feature or date.

Broad search	Your precise search
1. penguins	1. little penguin diet Australia
2. weather	2. causes of tropical cyclones Australia
3. plants	3. mangrove adaptation salt water
4. space	4. Mars surface temperature evidence
5. sharks	5. great white shark migration southern Australia
6. recycling	6. school food waste recycling Australia

PRECISION CHALLENGE

Which search is most precise for finding information about where little penguins build nests in Victoria?

- ☐ A. animals
- ☐ B. little penguin
- ☒ C. little penguin nesting habitat Victoria
- ☐ D. facts about penguins

Best choice: C

Why is it precise?

It names the exact animal, information needed and location.



RELIABLE SOURCE CHECK

READ THE CLUES



Name: _____

Date: _____

Rate each source. Use one clue about authority, currency, evidence or purpose to justify your decision.

1. Australian Marine Science Institute fact sheet

Organisation named • Updated 2025 • Data and source list included

☐

Strong source

☐

Check further

☐

Weak source

Evidence clue: _____

2. OceanFacts4U blog

No author • No date • Advertisements • No references

☐

Strong source

☐

Check further

☐

Weak source

Evidence clue: _____

3. Coastal News article

Journalist named • Published 2016 • Quoted a marine biologist • Study not linked

☐

Strong source

☐

Check further

☐

Weak source

Evidence clue: _____

4. University library guide

University and author named • Revised 2024 • References and links included

☐

Strong source

☐

Check further

☐

Weak source

Evidence clue: _____

BEST SOURCE FOR A REPORT:

One detail I would still verify:



RELIABLE SOURCE CHECK

READ THE CLUES



Name: ANSWERS

Date: _____

Rate each source. Use one clue about authority, currency, evidence or purpose to justify your decision.

1. Australian Marine Science Institute fact sheet

Organisation named • Updated 2025 • Data and source list included



Strong source



Check further



Weak source

Evidence clue: Named organisation, recent update, data and source list.

2. OceanFacts4U blog

No author • No date • Advertisements • No references



Strong source



Check further



Weak source

Evidence clue: No author, date or references; advertisements suggest a commercial purpose.

3. Coastal News article

Journalist named • Published 2016 • Quoted marine biologist • Study not linked



Strong source



Check further



Weak source

Evidence clue: Named expert, but the quoted study is not linked.

4. University library guide

University and author named • Revised 2024 • References and links included



Strong source



Check further



Weak source

Evidence clue: Named university and author, recent revision, references and links.

BEST SOURCE FOR A REPORT:

Australian Marine Science Institute fact sheet

One detail I would still verify:

Check the data against the original research.

RESEARCH REGISTER

PAGE 1: SOURCE LOG

Name: _____

Date: _____

Record each source before you take notes. Complete every field.

1 SOURCE 1

Title: _____

Author or organisation: _____

Date published or updated: _____

Website link or book details: _____

Credibility note: Who created it? Is it current? What evidence is included?

2 SOURCE 2

Title: _____

Author or organisation: _____

Date published or updated: _____

Website link or book details: _____

Credibility note: Who created it? Is it current? What evidence is included?

3 SOURCE 3

Title: _____

Author or organisation: _____

Date published or updated: _____

Website link or book details: _____

Credibility note: Who created it? Is it current? What evidence is included?

CROSS-CHECK KEY FACTS IN AT LEAST TWO SOURCES.



RESEARCH REGISTER

PAGE 2: NOTES IN YOUR OWN WORDS



Name: _____

Date: _____

Write key ideas, not copied sentences. Record the source number beside every note.

Subtopic	Key fact in my own words	Supporting detail	Source no.	Visual idea

PREVIEW

NOTES CHECK

- ☐ I used short phrases or my own sentences.
- ☐ I recorded a source number for every fact.
- ☐ I marked facts that need cross-checking.

MODEL REPORT DETECTIVE

PAGE 1: STRUCTURE AND PURPOSE

Name: _____

Date: _____



NIGHT GARDENERS: GREY-HEADED FLYING-FOXES

Grey-headed flying-foxes are large fruit bats native to eastern and south-eastern Australia. During night journeys, they move pollen and seeds between forests, so their feeding helps many native plants reproduce.



BUILT FOR NIGHT FLIGHT

They have dark wings, a grey head and a reddish-brown collar. Their wings are stretched skin, and they use sight and smell—not echolocation—to find food.

FOREST WORKERS

Grey-headed flying-foxes feed mainly on nectar, pollen and fruit. As they visit flowering trees, pollen sticks to their fur and travels to other trees. Seeds can also be carried away from the parent plant.

SHARED SPACES

They roost in large groups called colonies, often near water. Habitat loss and extreme heat can threaten them. Communities can protect flying-foxes by conserving food trees and avoiding disturbance at camps.

By pollinating flowers and dispersing seeds, grey-headed flying-foxes help connect and renew forests. Protecting their habitat also supports the wider ecosystems that depend on these forests.

1. What is the main purpose of this report?

2. Who is a suitable audience? Give one reason.

3. Which paragraph is the introduction? Explain its job.

4. List the three subtopic headings.

5. How does the conclusion synthesise the report?

MODEL REPORT DETECTIVE

PAGE 1: STRUCTURE AND PURPOSE

Name: ANSWERS

Date: _____



NIGHT GARDENERS: GREY-HEADED FLYING-FOXES

Grey-headed flying-foxes are large fruit bats native to eastern and south-eastern Australia. During night journeys, they move pollen and seeds between forests, so their feeding helps many native plants reproduce.



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They roost in large groups called camps, often near water. Habitat loss and extreme heat can threaten them. Communities can protect flying-foxes by conserving food trees and avoiding disturbance at camps.

By pollinating flowers and dispersing seeds, grey-headed flying-foxes help connect and renew forests. Protecting their habitat also supports the wider ecosystems that depend on these forests.

1. What is the main purpose of this report?

To inform readers about grey-headed flying-foxes and their role in forests.

2. Who is a suitable audience? Give one reason.

Upper-primary readers; the clear headings and explained scientific details suit them.

3. Which paragraph is the introduction? Explain its job.

The opening paragraph; it names the subject and previews its location and ecological role.

4. List the three subtopic headings.

Built for Night Flight; Forest Workers; Shared Spaces.

5. How does the conclusion synthesise the report?

It combines pollination, seed dispersal and habitat protection into one overall message.

MODEL REPORT DETECTIVE

PAGE 2: LANGUAGE AND VISUALS

Name: _____

Date: _____

1. "Grey-headed flying-foxes feed mainly on nectar, pollen and fruit."

Circle three topic-specific words. Underline the present-tense verb.

Why is present tense suitable for this report?

2. "As they visit flowering trees, pollen sticks to their fur and travels to other trees."

Box the cohesive opener. Underline two precise verbs.

How does the opener connect ideas?

3. "Habitat loss and extreme heat can threaten the..."

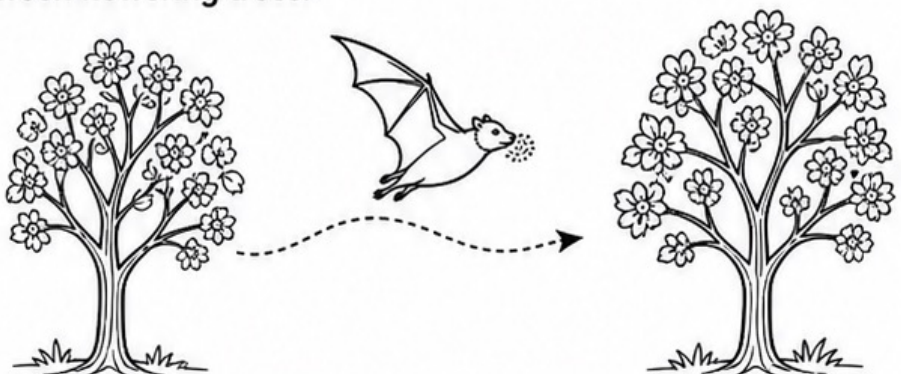
How does this sentence keep a formal, objective tone?

4. "Flying-foxes visit flowering trees."

Replace the word 'visit' with a more precise verb:

5. "A flying-fox carrying pollen between flowering trees."

How would this caption help a reader understand the report?



MODEL REPORT DETECTIVE

PAGE 2: LANGUAGE AND VISUALS

Name: **ANSWERS**

Date: _____

1. "Grey-headed flying-foxes feed mainly on nectar, pollen and fruit."

Circle three topic-specific words. Underline the present-tense verb.

Why is present tense suitable for this report?

Present tense describes general facts that are usually true.

2. "As they visit flowering trees, pollen sticks to their fur and travels to other trees."

Box the cohesive opener. Underline two precise verbs.

How does the opener connect ideas?

It links the bats' visit with the movement of pollen.

3. "Habitat loss and extreme heat can threaten the..."

How does this sentence keep a formal, objective tone?

It uses precise nouns and the modal verb can, without emotional judgement.

4. "Flying-foxes go to flowering trees."

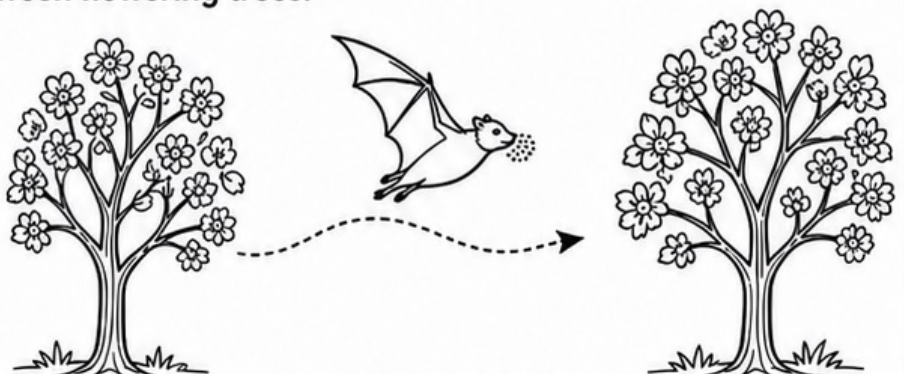
Replace the weak verb go with a more precise verb:

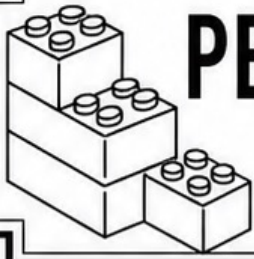
Flying-foxes visit flowering trees.

5. "A flying-fox carrying pollen between flowering trees."

How would this caption help a reader understand the report?

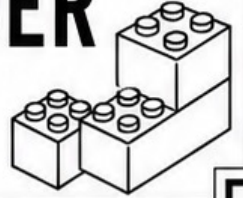
It shows pollen being carried between trees, making the process easier to visualise.





PERFECT PARAGRAPH BUILDER

PAGE 1: ORDER AND LABEL



Name: _____

Date: _____

Number the sentences 1–4. Then label each role: Topic sentence, Explanation, Evidence/example or Link.

A. For example, their tangled roots shelter young fish and reduce the force of waves.

Order: _____

Role: _____

B. Mangrove forests protect coastlines and support many living things.

Order: _____

Role: _____

C. This protection makes mangroves valuable to both wildlife and coastal communities.

Order: _____

Role: _____

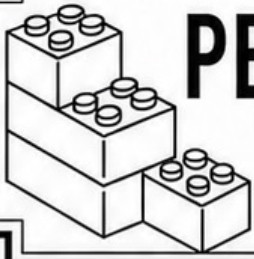
D. Their root systems trap sediment, while the habitat provides food and shelter.

Order: _____

Role: _____

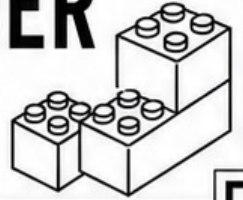
CORRECT ORDER: _____

Why does this sequence help a reader?



PERFECT PARAGRAPH BUILDER

PAGE 1: ORDER AND LABEL



Name: ANSWERS

Date: _____

Number the sentences 1–4. Then label each role: Topic sentence, Explanation, Evidence/example or Link.

A. For example, their tangled roots shelter young fish and reduce the force of waves.

Order: 3

Role: Evidence/example

B. Mangrove forests protect coastlines and support many living things.

Order: 1

Role: Topic sentence

C. This protection makes mangroves valuable to both wildlife and coastal communities.

Order: 4

Role: Link

D. Their root systems trap sediment, while the habitat provides food and shelter.

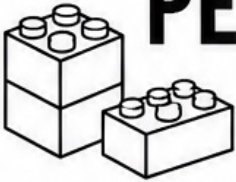
Order: 2

Role: Explanation

CORRECT ORDER: B D A C

Why does this sequence help a reader?

It introduces the main idea, explains it, adds a specific example, then links the evidence to the wider significance.



PERFECT PARAGRAPH BUILDER

PAGE 2: PLAN AND DRAFT



Name: _____ Date: _____

Report topic: _____

Subtopic heading: _____

TOPIC SENTENCE

What key idea will this paragraph explain?

DETAIL 1

DETAIL 2

DETAIL 3 OR EXAMPLE

EVIDENCE OR SOURCE CITED

Which source supports this information?

COHESIVE LINK

Choose or create one:

For example • In addition • As a result • In contrast

LINK OR SYNTHESIS SENTENCE

How will you connect this paragraph to the report's purpose?

DRAFT PARAGRAPH

PARAGRAPH CHECK

- ☐ One clear topic sentence
- ☐ Details are grouped logically
- ☐ Evidence is in my own words
- ☐ Precise verbs and topic vocabulary
- ☐ Cohesive links guide the reader

INFORMATION REPORT ROAD MAP

PLAN THE WHOLE REPORT

Name: _____

Date: _____

Topic: _____

Working title: _____

Audience: _____

Purpose: _____

1

1. INTRODUCTION

Opening fact or hook:

Scope sentence: What will the report cover?

2

2. SUBTOPIC ONE

Heading:

Key facts in my own words:

Source no.: _____

3

3. SUBTOPIC TWO

Heading:

Key facts in my own words:

Source no.: _____

4

4. SUBTOPIC THREE

Heading:

Key facts in my own words:

Source no.: _____

5

5. VISUAL PLAN

Visual type: diagram • map • chart • photograph • other

How will it add information?

Caption and source:

6

6. CONCLUSION

Synthesise the big idea and reconnect to the purpose. Do not add a new fact.

7

7. NEXT STEP

☐ Research

☐ Draft

☐ Revise

☐ Edit

☐ Publish



EDITING CLINIC

DIAGNOSE AND REBUILD



Name: _____

Date: _____

Read the flawed paragraph. Mark each problem, then rebuild the paragraph in your own words.

DIAGNOSIS

I reckon solar panels are awesome and every school should get them. Solar panels changed sunlight into electricity. They are really good because they are good for the environment and good for saving money schools use lots of power and panels can help. A website said panels last a long time, so I copied this sentence: Solar photovoltaic systems convert photons into direct current electricity through semiconductor materials. They also make energy and this is cool.

- 1 Circle informal or opinion language.
- 2 Underline the inconsistent tense.
- 3 Add punctuation to repair the run-on sentence.
- 4 Highlight repeated weak words.
- 5 Box the vague source reference.
- 6 Mark the copied sentence. Why is copying a problem? _____
- 7 Identify one sentence that adds little useful information. _____

FORMAL REWRITE

Rewrite the paragraph in clear, objective language. Paraphrase information and include a source cue.

FINAL CHECK

- | | | |
|--|---|---|
| ☐ formal tone | ☐ consistent tense | ☐ precise vocabulary |
| ☐ clear sentences | ☐ paraphrased evidence | ☐ source cue |



EDITING CLINIC

DIAGNOSE AND REBUILD



Name: ANSWERS

Date: _____

Read the flawed paragraph. Mark each problem, then rebuild the paragraph in your own words.

DIAGNOSIS

I reckon solar panels are awesome and every school should get them. Solar panels changed sunlight into electricity. They are really good because they are good for the environment and good for saving money schools use lots of power and panels can help. A website said panels last a long time, so I copied this sentence: Solar photovoltaic systems convert photons into direct current electricity through semiconductor materials. They also make energy and it is cool.

- 1 Circle informal or opinion language.
- 2 Underline the inconsistent tense.
- 3 Add punctuation to repair the run-on sentence. Full stop before schools; capital S.
- 4 Highlight repeated weak words.
- 5 Box the vague source. A website.
- 6 Mark the copied sentence. Why is copying a problem? Copying from the source and it is not the writer's own wording.
- 7 Identify one sentence that adds little useful information. They also make energy and it is cool.

FORMAL REWRITE

Rewrite the paragraph in clear, objective language. Paraphrase information and include a source cue.

Solar panels convert sunlight into electricity. According to the referenced energy guide, photovoltaic cells use semiconductor materials to produce electrical current. Schools use power throughout the day, so rooftop panels can reduce the electricity drawn from the grid. Technical information should be paraphrased and its source recorded.

FINAL CHECK

- | | | |
|---|--|--|
| ☒ formal tone | ☒ consistent tense | ☒ precise vocabulary |
| ☒ clear sentences | ☒ paraphrased evidence | ☒ source cue |

LITTLE PENGUIN INFORMATION REPORT ASSESSMENT

PAGE 1: READ AND ANALYSE

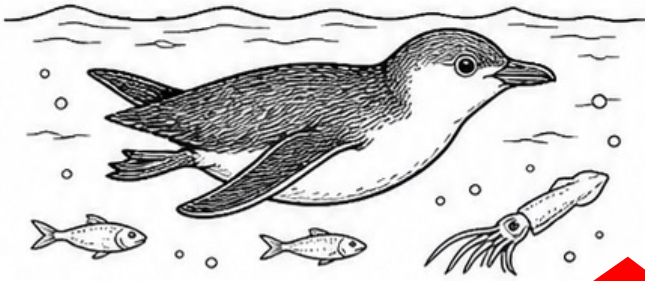
Name: _____

Date: _____

Read both source notes. Answer all six questions before planning your report.

SOURCE 1: LIFE AT SEA

Little penguins are the smallest penguin species. Adults are about 30–33 centimetres tall and weigh around one kilogram. They spend most daylight hours at sea, where they catch small fish, squid and krill.



SOURCE 2: NESTING ON LAND

Little penguins return to land after dusk. They nest in burrows, rock crevices or sheltered spaces. Breeding adults take turns incubating eggs and feeding chicks. Coastal development, pets and human disturbance can affect nesting areas.



1. What is the main purpose of the source notes?

2. How do the headings help a reader?

3. Record two facts from Source 1.

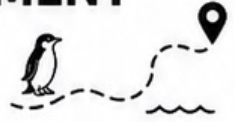
4. Explain one difference between the focus of Source 1 and Source 2.

5. List three examples of topic-specific vocabulary.

6. Write one neutral introduction sentence that synthesises both sources.

LITTLE PENGUIN INFORMATION REPORT ASSESSMENT

PAGE 2: PLAN



Name: _____

Date: _____

TASK

Plan an information report that explains how little penguins live at sea and on land.

Audience: Year 4 students

Purpose: To inform readers using clear structure and evidence



Working title: _____

INTRODUCTION

Write a classification sentence and preview the report's scope.

SUBTOPIC 1: SIZE AND DIET

Selected facts in my own words:

Source no.: _____

SUBTOPIC 2: LIFE AT SEA

Selected facts in my own words:

Source no.: _____

SUBTOPIC 3: NESTING ON LAND

Selected facts in my own words:

Source no.: _____

VISUAL FEATURE

Type: diagram • map • chart • photograph • other

What information will it add?

Draft caption:



CONCLUSION

Synthesise the big idea. Do not introduce a new fact.





LITTLE PENGUIN INFORMATION REPORT ASSESSMENT

PAGE 3: DRAFT AND PUBLISH



Name: _____

Date: _____

Write a 300–450 word information report for Year 4 students. Use an introduction, at least three subtopic paragraphs, a conclusion and a purposeful visual feature. Use extra paper if needed.

TITLE: _____

PREVIEW

SELF-CHECK

- | | |
|---|---|
| ☐ Purpose and audience are clear | ☐ Present tense and formal tone |
| ☐ Introduction classifies and previews | ☐ Precise verbs and topic vocabulary |
| ☐ Subtopics are grouped in paragraphs | ☐ Cohesive links guide the reader |
| ☐ Facts are in my own words | ☐ Visual has a useful caption |
| ☐ Source numbers are recorded | ☐ Spelling and punctuation checked |

Sources acknowledged: _____

LITTLE PENGUIN INFORMATION REPORT ASSESSMENT

PAGE 1: READ AND ANALYSE

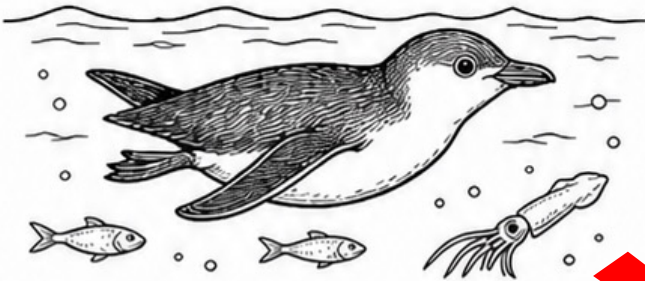
Name: ANSWERS

Date: _____

Read both source notes. Answer all six questions before planning your report.

SOURCE 1: LIFE AT SEA

Little penguins are the smallest penguin species. Adults are about 30–33 centimetres tall and weigh around one kilogram. They spend most daylight hours at sea, where they catch small fish, squid and krill.



SOURCE 2: NESTING ON LAND

Little penguins return to land after dusk. They nest in burrows, rock crevices or sheltered spaces. Breeding adults take turns incubating eggs and feeding chicks. Coastal development, pets and human disturbance can affect nesting areas.



1. What is the main purpose of the source notes?

To inform readers about little penguins and how they live at sea and nest on land.

2. How do the headings help the reader?

They divide information into clear subtopics so readers can locate ideas quickly.

3. Record two facts from Source 1.

They are the smallest penguin species; adults are about 30–33 centimetres tall.

4. Explain one difference between the focus of Source 1 and Source 2.

Source 1 explains size, diet and life at sea; Source 2 explains nesting, breeding and threats on land.

5. List three examples of topic-specific vocabulary.

krill; burrows; incubating

6. Write one neutral introduction sentence that synthesises both sources.

Little penguins are the smallest penguin species, spending daylight hours feeding at sea and returning to land after dusk to nest.

INFORMATION REPORTS - YEAR 6 RUBRIC

Name: _____

Date: _____

Topic: _____

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
ANALYSIS	Identifies few structural or language features.	Identifies some features with partial explanation.	Explains how key features support purpose and audience.	Analyses how features work together to engage readers.	Offers perceptive analysis using precise evidence.
RESEARCH AND EVIDENCE	Uses limited or unverified information; sources absent.	Uses some relevant information; sources records incomplete.	Uses relevant facts in own words and records sources.	Selects and cross-checks strong evidence from reliable sources.	Synthesises well-chosen evidence and evaluates source reliability.
STRUCTURE AND COHESION	Ideas are unclear or loosely organised.	Uses basic sections; paragraph links are uneven.	Has a clear introduction, grouped sub-points and conclusion.	Creates logical progression with headings and cohesive links.	Uses purposeful structure to create a fluent, unified report.
LANGUAGE AND VISUALS	Uses mostly informal or imprecise language; visual is unclear.	Uses some formal language and topic terms; visual adds little.	Uses formal language, precise presentation and useful verbal and visual capture.	Uses varied complex sentences and purposeful vocabulary and visuals.	Controls language and integrates visuals to strengthen meaning.
EDITING AND PUBLISHING	Frequent errors impede meaning; revision is limited.	Some editing is evident; errors occasionally distract.	Edits spelling, punctuation and sentence control for clarity.	Revises content and presentation carefully for audience.	Publishes a polished, accurate and highly readable report.

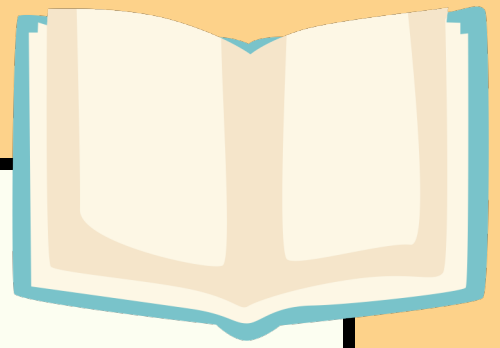
Teacher feedback: _____

Overall level: _____

Information Reports



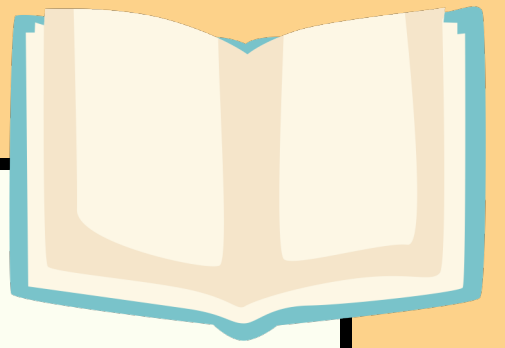
Learning Destination



- Analyse how text structures and language features serve purpose and audience.
- Research with precision, searches reliable sources and ethical notes.
- Plan, draft, revise, edit and publish a clear multimodal report.

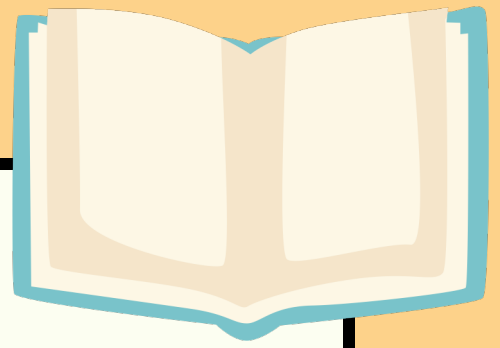


Purpose and Audience



- Purpose: inform and explain; never give opinion as fact.
- Audience: decides tone, vocabulary, examples and visual support.
- Every choice should help a reader understand the topic accurately.





Facts and Viewpoints

- Fact: can be checked against evidence.
- Viewpoint: expresses a belief, preference, or judgement.
- Watch for loaded words such as best, terrible or obviously.
- Ask: Which reliable source could verify this claim?



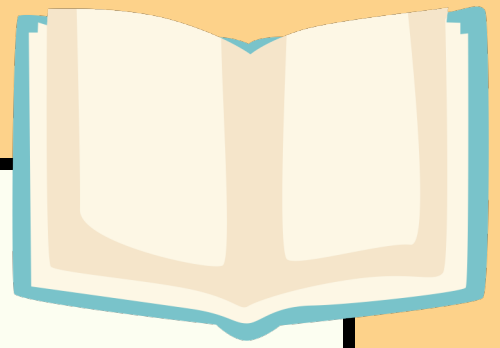


How Structure Guides a Reader

- Introduction classifies the topic and previews the scope.
- Subtopic paragraphs group related facts under useful headings.
- Cohesive links guide readers across sentences and sections.
- Conclusion synthesises the big idea without adding new facts.



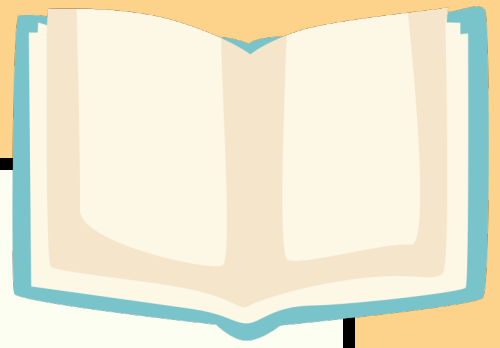
Analyse Before You Write



- Identify the purpose and intended audience.
- Notice how headings, paragraphs and visuals organise information.
- Track present tense, present verbs and topic-specific vocabulary.
- Explain how features work together to engage readers.



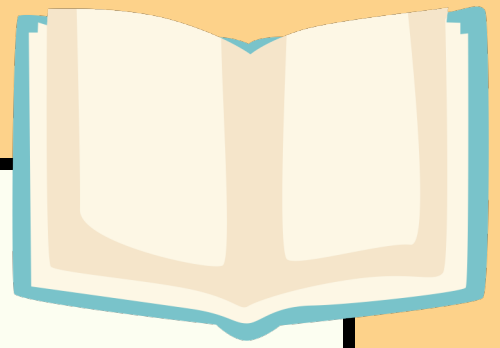
Choose a Focused Enquiry



- Start broad: penguins.
- Narrow the subject: little penguins in Victoria.
- Name the information needed: nesting habitat.
- Focused enquiry: Where do little penguins build nests in Victoria?



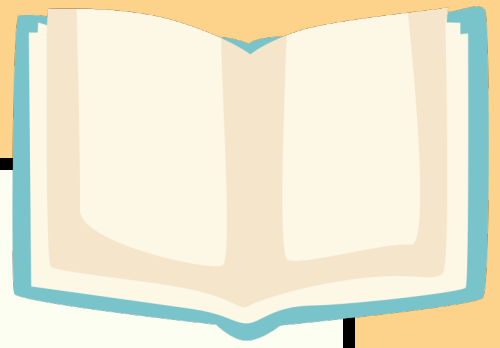
Search Smart



- Combine topic + subtopic + a provision of detail.
- Try synonyms and question fragments when results are weak.
- Read beyond the first result; compare wording and evidence.
- Record successful search terms in your research notes.

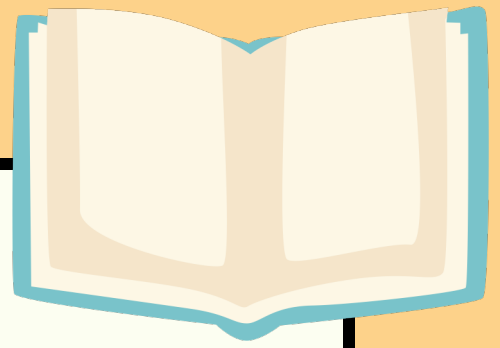


Test Source Credibility



- Authority — who created it, and what expertise do they have?
- Currency — when was it published or updated?
- Evidence — are data, examples and references supplied?
- Purpose — is it for persuading, selling or entertaining?
- Corroboration — does another reliable source support the claim?



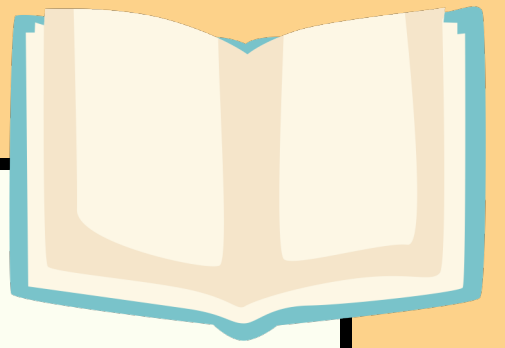


Take Notes Ethically

- Record title, author or organisation, date and link or book details.
- Capture brief key ideas, not whole sentences.
- Paraphrase from memory, then check meaning against the source.
- Keep a source number beside every note.

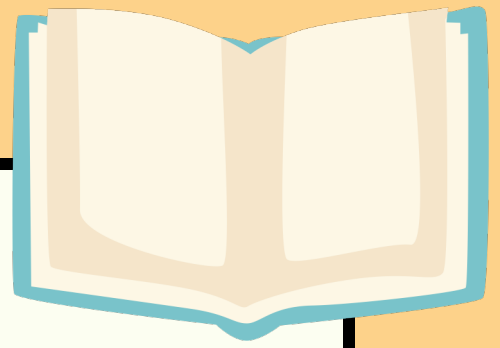


Sort Evidence into Subtopics



- Place related facts into two or four focused subtopics.
- Discard facts that do not answer the inquiry question.
- Choose a logical sequence: simple to complex, cause to effect or place to place.
- Plan where each source and visual will contribute.

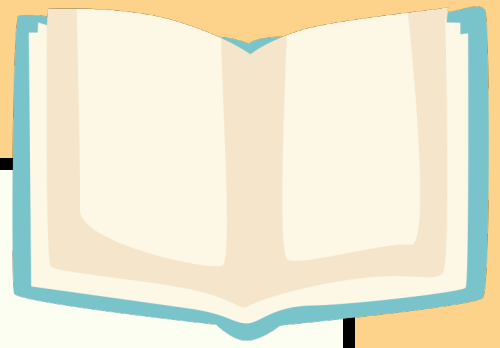




Write an Effective Introduction

- Classify the topic in the opening sentence.
- Hook interest with relevant accurate fact or question.
- Preview the topic so readers know the scope.
- Match vocabulary and tone to the intended audience.



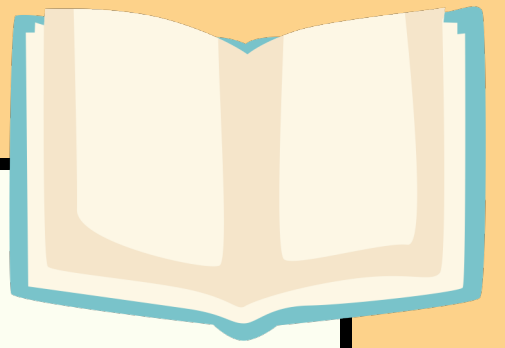


Build a Strong Subtopic Paragraph

- A topic sentence states the subtopic's key idea.
- Explanation sentences develop what, how or why.
- Evidence or examples support the information.
- A link sentence connects the paragraph to the report's purpose.

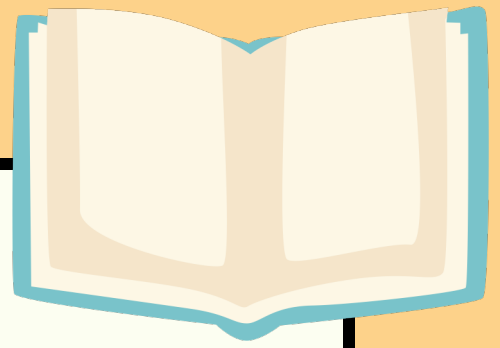


Create Cohesion



- Repeat key nouns when clarity matters. Use pronouns carefully.
- Use links such as for example, in addition, as a result and in contrast.
- Keep each paragraph focused on one subtopic.
- Check that each sentence follows logically from the previous one.

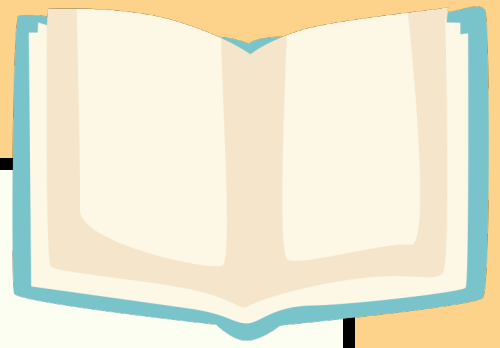




Use an Informative Voice

- Use formal third person and present tense for general facts.
- Choose precise verbs and topic-specific vocabulary.
- Active voice is usually clearer; use passive voice selectively when the action matters more than the actor.
- Remove personal reference, exaggeration and unsupported judgement.



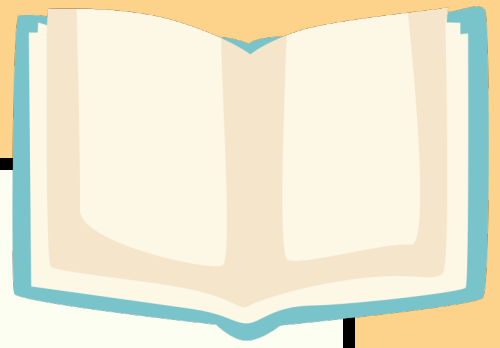


Add Purposeful Visual Features

- Choose a diagram, map, chart, or photograph that adds information.
- Write a caption that explains what the reader should notice.
- Credit the source of borrowed data or images.
- Never use a visual to replace the written explanation.



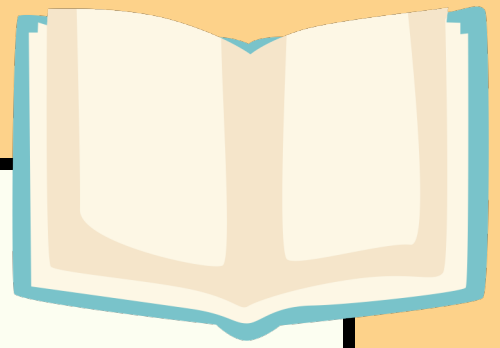
Conclude with Purpose



- Restate the overall understanding, not every detail.
- Connect the main topics into one final insight.
- Return to the report's purpose and audience.
- Do not introduce a new idea in the conclusion.



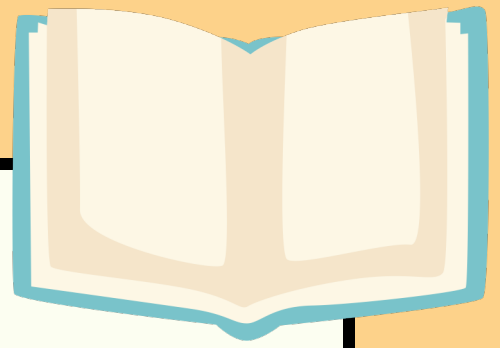
Revise for Meaning



- Re-read for meaning before correcting punctuation.
- Reorder ideas, add missing explanations and remove repetition.
- Check whether the tone and detail suit the audience.
- Ask a peer to identify one clear strength and one question.



Edit and Publish



- Edit spelling, punctuation, tense and sentence boundaries.
- Check headings, paragraph breaks, captions and source list.
- Confirm every fact is supported and written in your own words.
- Publish a final, printable version and complete one final proofread.





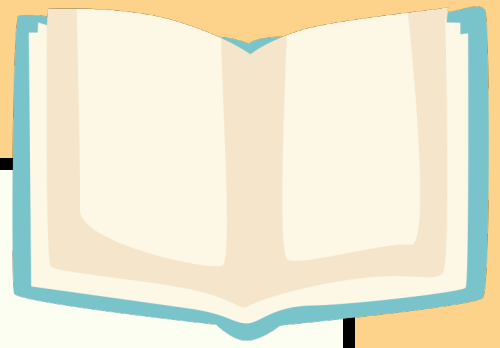
Well Done!



PREVIEW

Information Reports Quiz



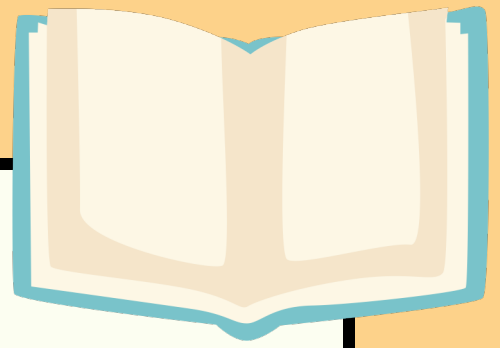


Question One

What is the main purpose of an information report?

- A. To entertain with an invented story
- B. To persuade readers to share an opinion
- C. To organize and explain accurate information
- D. To retell events in time order





Answer One

C. To organise and contain accurate information.

A report informs an audience by grouping verified facts clearly.





Question Two

True or false?

A personal preference can be presented as a verified fact.





Answer Two

False.

A preference is a viewpoint. A factual claim must be verifiable with reliable evidence.



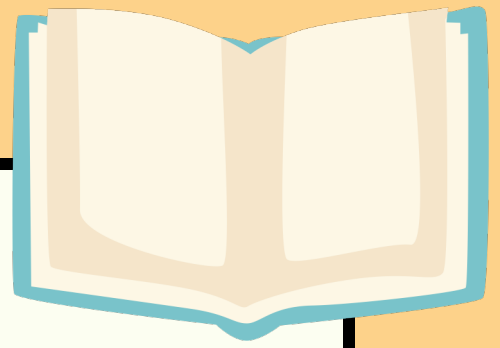


Question Three

Short answer

Name two structural features that help readers navigate an information report.





Answer Three

Accepted examples include heading, introduction, grouped subtopic paragraphs, captions, and conclusion.

Any two relevant features earn credit.





Question Four

Which search is strongest for a report on threats to little-penguin nesting sites?

- A. little penguins
- B. penguin threats
- C. threats to little penguin nesting sites Victoria
- D. interest in facts about animals





Answer Four

C. threats to little penguin nesting sites in Victoria

It identifies the primary threat information need and location.



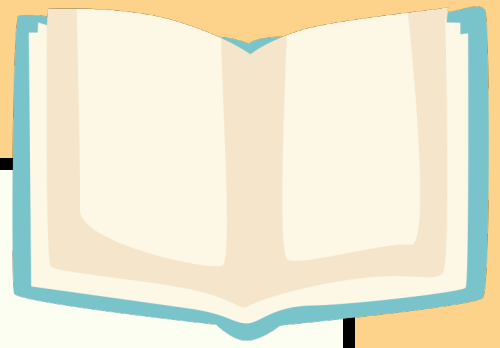


Question Five

True or false?

Copying a sentence is acceptable note-taking if the website is listed.





Answer Five

False.

Record brief ideas in your own words and keep complete source details.

Direct wording requires quotation and attribution.





Question Six

Short answer

Why should an author's claim be checked against another reliable source?





Answer Six

Cross-checking can confirm accuracy, reveal contradictions and strengthen confidence that the client is reliable.





Question Seven

Which is the strongest topic sentence for a subtopic on feeding at sea?

- A. Little penguins are amazing swimmers.
- B. At sea, little penguins hunt small fish, squid and krill.
- C. I think fish are their best food.
- D. Little penguins live in Australia.





Answer Seven

B. At sea, little penguins hunt small fish, squid and krill.

It states the subject clearly and uses objective, topic-specific detail.





Question Eight

True or false?

A diagram should replace the written explanation in an information report.





Answer Eight

False.

A purposeful diagram adds information and supports the explanation; it does not replace clear writing.





Question Nine

Which sentence uses the most objective and topic-specific language?

A. Flying-foxes are disgusting night monsters.

B. Flying-foxes are clearly the best pollinators.

C. Grey-headed flying-foxes carry pollen between flowering trees.

D. I saw many flying-foxes at dusk.





Answer Nine

C. Grey-headed flying foxes carry pollen between flowering trees.

It uses a precise subject and verb without personal judgement.





Question Ten

Short answer

Give two checks a writer should complete before publishing an information report.





Answer Ten

Model response: verify that facts and source details are accurate, then proofread spelling, punctuation, headings and captions. Other relevant findings are acceptable.





Well Done!



PREVIEW