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What is the suggested schedule for completing *WRITE!* Book A?

Below is a suggested schedule for completing *WRITE!* Book A. Your adherence to the schedule will depend upon how much time per day you wish to devote to the program, how quickly your students are able to absorb the material and how much of the school year you want to spend on the program.

Part I: Foundations		
Days 1–60 Day 1	Lessons 1–30 Think Study a Model	30 minutes
Day 2	Practise Write	20 minutes
Days 61–65 Day 1	Prepare for a Test, Part I Selection 1	30 minutes
Day 2	Review Selection 1 and answers	30 minutes
Day 3	Selection 2	30 minutes
Day 4	Review Selection 2 and answers	30 minutes
Part II: Models		
Days 66–85 Day 1	Lessons 31–34 Pages 1 and 2 of lesson	30 minutes
Day 2	Page 3 of lesson	30 minutes
Day 3	Page 4 of lesson	30 minutes
Day 4	Page 5 of lesson	30 minutes
Day 5	Page 6 of lesson	30 minutes
Days 86–92 Day 1	Prepare for a Test, Part II Prompt 1	30–45 minutes
Day 2	Review Prompt 1	30 minutes
Day 3	Prompt 2	30–45 minutes
Day 4	Review Prompt 2	30 minutes
Day 5	Prompt 3	30–45 minutes
Day 6	Review Prompt 3	30 minutes
Day 7	Prompt 4	30–45 minutes
Day 8	Review Prompt 4	30 minutes

LINKS TO THE AUSTRALIAN CURRICULUM AND NAPLAN

How does **WRITE!** relate to the Australian Curriculum?

Following from its founding document, the 2008 *Melbourne Declaration of Educational Goals for Young Australians*, the Australian Curriculum “recognises literacy as an essential skill for students in becoming successful learners and as a foundation for success in all learning areas.” Literacy is identified as one of seven cross-curriculum priorities within the curriculum, where it is defined as follows:

Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school.

Given that writing is foundational to literacy, this definition suggests that Australian students must learn to write not just for academic purposes but for a wide range of audiences and contexts. Although it is especially pertinent to the Australian Curriculum: English (upon which the broader literacy capability is largely based), the **WRITE!** series has relevance for any curriculum subject area that requires children to create written texts that describe, explain, summarise or comment upon topics relevant to that discipline.

WRITE! and the Australian Curriculum: English

In the Australian Curriculum: English, writing is one of three modes of communication (along with reading and viewing, and listening and speaking) that can be used to organise content descriptions across the three strands of Language, Literature and Literacy. With its dual emphasis on GUM skills and rubric-based writing for a variety of genres, each book (A–H) of the **WRITE!** series aligns to content descriptions across two year levels of the English curriculum. To assist teachers in correlating **WRITE!** lessons with the Australian Curriculum: English, the table on pages 9–11 of this Teacher Guide lays out the specific correspondences between **WRITE! A** lessons and the Australian Curriculum: English for Years 1–2. The page numbers given for each lesson relate to **WRITE!** Student Book A.

WRITE! across the Australian Curriculum

Even in the primary years of the Australian Curriculum, writing appears as a key skill within many subject areas. For instance, Year 3 of the Australian Curriculum: History contains two content descriptions that ask students to create their own written texts:

Develop texts, particularly narratives (ACHHS070)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)

Similarly, the Australian Curriculum: Geography for Year 5 includes this content description:

Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps; using geographical terminology and digital technologies as appropriate (ACHGS038)

In these subject areas, and others such as science, arts, and technologies, the ability to write persuasively, informatively and in some cases creatively is essential to student achievement. By explicitly teaching skills for writing within a range of different genres, **WRITE!** is designed to ensure that your students will meet Australian Curriculum achievement standards and perform on state and national standardised tests.

WRITE! A lessons and the Australian Curriculum: English for Years 1–2
YEAR 1

Content description	Lesson	Pages
Language		
Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)	Lesson 23: Kinds of Sentences	48–49
Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)	Lesson 31: Descriptions	68–73
	Lesson 32: Instructions	74–79
	Lesson 33: Book Reports	80–85
	Lesson 34: Stories	86–91
Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)	Lesson 21: Sentences	44–45
	Lesson 22: Parts of Sentences	46–47
	Lesson 23: Kinds of Sentences	48–49
Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘What state is being described?’, ‘Who or what is involved?’ and the surrounding circumstances (ACELA1451)	Lesson 22: Parts of Sentences	46–47
	Lesson 23: Kinds of Sentences	48–49
Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)	Lesson 1: Nouns	4–5
	Lesson 2: Proper Nouns	6–7
	Lesson 3: Plural Nouns	8–9
	Lesson 4: Pronouns	10–11
	Lesson 5: Using <u>I</u>	12–13
	Lesson 6: Verbs	14–15
	Lesson 7: Verbs Now	16–17
	Lesson 8: Verbs in the Past	18–19
	Lesson 9: Special Verbs	20–21
	Lesson 10: Verbs with One or More Than One	22–23
	Lesson 11: Using <u>Is</u> and <u>Are</u>	24–25
	Lesson 12: Using <u>Was</u> and <u>Were</u>	26–27
	Lesson 13: Adjectives	28–29
	Lesson 14: More Adjectives	30–31
	Lesson 15: Other Adjectives	32–33
	Lesson 16: Adjectives That Tell How Many	34–35
	Lesson 17: Adverbs	36–37
	Lesson 18: More Adverbs	38–39
Literature		
Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)	Lesson 33: Book Reports	80–85
Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)	Lesson 33: Book Reports	80–85
Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)	Lesson 31: Descriptions	68–73
	Lesson 32: Instructions	74–79
	Lesson 33: Book Reports	80–85
	Lesson 34: Stories	86–91

YEAR 1 (CONTINUED)

Content description	Lesson	Pages
Literacy		
Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)	Lesson 31: Descriptions	68–73
	Lesson 32: Instructions	74–79
	Lesson 33: Book Reports	80–85
	Lesson 34: Stories	86–91
Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)	Lesson 31: Descriptions	68–73
	Lesson 32: Instructions	74–79
	Lesson 33: Book Reports	80–85
	Lesson 34: Stories	86–91
Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)	Lesson 33: Book Reports	80–85
	Lesson 34: Stories	86–91
Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)	Lesson 31: Descriptions	68–73
	Lesson 32: Instructions	74–79
	Lesson 33: Book Reports	80–85
	Lesson 34: Stories	86–91
Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)	Lesson 30: Checking Your Writing	62–63
	Lesson 31: Descriptions	68–73
	Lesson 32: Instructions	74–79
	Lesson 33: Book Reports	80–85
	Lesson 34: Stories	86–91

YEAR 2

Language		
Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)	Lesson 31: Descriptions	68–73
	Lesson 32: Instructions	74–79
	Lesson 33: Book Reports	80–85
	Lesson 34: Stories	86–91
Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)	Lesson 2: Proper Nouns	6–7
	Lesson 26: Capitalising the Names and Titles of People	54–55
	Lesson 27: Capitalising the Names of Special Places	56–57
	Lesson 28: Capitalising the Names of Days and Months	58–59
	Lesson 29: Capitalising the Titles of Books	60–61
Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)	Lesson 1: Nouns	4–5
	Lesson 2: Proper Nouns	6–7
	Lesson 3: Plural Nouns	8–9
	Lesson 4: Pronouns	10–11
	Lesson 5: Using I	12–13
	Lesson 13: Adjectives	28–29
	Lesson 14: More Adjectives	30–31
	Lesson 15: Other Adjectives	32–33
Lesson 16: Adjectives That Tell How Many	34–35	

YEAR 2 (CONTINUED)

Content description	Lesson	Pages
Literature		
Compare opinions about characters, events and settings in and between texts (ACELT1589)	Lesson 33: Book Reports	80–85
Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)	Lesson 33: Book Reports	80–85
Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)	Lesson 33: Book Reports	80–85
	Lesson 34: Stories	86–91
Literacy		
Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)	Lesson 31: Descriptions	68–73
	Lesson 32: Instructions	74–79
	Lesson 33: Book Reports	80–85
	Lesson 34: Stories	86–91
Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)	Lesson 31: Descriptions	68–73
	Lesson 32: Instructions	74–79
	Lesson 33: Book Reports	80–85
	Lesson 34: Stories	86–91
Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)	Lesson 31: Descriptions	68–73
	Lesson 32: Instructions	74–79
	Lesson 33: Book Reports	80–85
	Lesson 34: Stories	86–91
Reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)	Lesson 30: Checking Your Writing	62–63
	Lesson 31: Descriptions	68–73
	Lesson 32: Instructions	74–79
	Lesson 33: Book Reports	80–85
	Lesson 34: Stories	86–91

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA) 2014, Australian Curriculum: English v7.2, <http://www.australiancurriculum.edu.au/english/curriculum/f-10>

What are the links between *WRITE!* and the National Assessment Program – Literacy and Numeracy (NAPLAN)?

One particular focus of the *WRITE!* series is the teaching of genre-based writing. In Part II: Models (Lessons 31–34) of Books A–B, students are asked to respond to writing prompts in four different genres and then use genre-specific checklists to assess whether or not they have fulfilled the requirements of the task.

This approach to writing instruction has considerable relevance in relation to NAPLAN’s writing task, which constitutes one of four tested areas in the multi-disciplinary assessment taken by all Australian students in Years 3, 5, 7 and 9. In this task, students are provided with a prompt and asked to respond in one of two text types: persuasive writing and narrative writing. These passages are then marked using the NAPLAN rubric specific to that test type. To demonstrate the correspondences between *WRITE!* lessons and the NAPLAN marking criteria, the following table displays a simplified version of the NAPLAN rubric showing the ten key criteria for each type of writing.

	Persuasive writing	Narrative writing
1. Audience	The writer’s capacity to orient, engage and persuade the reader	The writer’s capacity to orient, engage and affect the reader
2. Text structure	The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure	The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure
3. Ideas	The selection, relevance and elaboration of ideas for a persuasive argument	The creation, selection and crafting of ideas for a narrative
4. Persuasive devices	The use of a range of persuasive devices to enhance the writer’s position and persuade the reader	Character: The portrayal and development of character Setting: The development of a sense of place, time and atmosphere
5. Vocabulary	The range and precision of contextually appropriate language choices	The range and precision of language choices
6. Cohesion	The control of multiple threads and relationships across the text, achieved through the use of referring words, ellipsis, text connectives, substitutions and word associations	The control of multiple threads and relationships over the whole text, achieved through the use of referring words, substitutions, word associations and text connectives
7. Paragraphing	The segmenting of text into paragraphs that assists the reader to follow the line of argument	The segmenting of text into paragraphs that assists the reader to negotiate the narrative
8. Sentence structure	The production of grammatically correct, structurally sound and meaningful sentences	The production of grammatically correct, structurally sound and meaningful sentences
9. Punctuation	The use of correct and appropriate punctuation to aid the reading of the text	The use of correct and appropriate punctuation to aid reading of the text
10. Spelling	The accuracy of spelling and the difficulty of the words used	The accuracy of spelling and the difficulty of the words used

Source: ACARA, “Writing,” National Assessment Program, <http://www.nap.edu.au/naplan/writing/writing.html>

After using the *WRITE!* series, your students will be confident in responding to prompts and checking their work against available criteria, ensuring that they are prepared to meet the writing challenge set by NAPLAN and other standardised tests.

Note: Full versions of the NAPLAN rubrics can be found in the marking guides for persuasive and narrative writing (available at <http://www.nap.edu.au/naplan/writing/writing.html>), which include an explanation of how points are distributed as well as notes and samples for each criterion.