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# INTRODUCTION

## What is the *WRITE!* series?

The *WRITE!* series is a **writing** program with a basis in **grammar, usage** and **mechanics**. Comprised of eight books (Books A–H), the program gives students the tools they need to improve their writing skills.

## Who should use the *WRITE!* series?

*WRITE!* can be used by all students who want to write better. *WRITE!* has been developed to give students practice with the foundations of writing and in-depth experience with genre-specific writing so that they can improve their writing skills and do well on standardised tests.

## What research supports the *WRITE!* series?

The *WRITE!* approach to instruction is supported by research. A significant research-based report, *Writing Next: Effective Strategies To Improve Writing of Adolescents In Middle And High Schools* (Graham & Perin, 2007) discusses and recommends 11 features and strategies of an effective writing curriculum: writing strategies, summarisation, collaborative writing, specific product goals, word processing, sentence combining, prewriting, inquiry activities, process writing, study of models and writing for content learning. These features and strategies are fully implemented in the *WRITE!* program.

For further information about the research behind the *WRITE!* series, access [go.hbe.com.au](http://go.hbe.com.au) and download the full *WRITE!* research paper.

## What is in the Teacher Guide?

Teacher Guide B contains supplementary resources that can be used to support and extend students' writing experiences. These resources include the following:

- An introduction that provides information about
  - the focus and content of *WRITE!*
  - the features of *WRITE!* lessons
  - suggested schedule for completing *WRITE!*
- Links between *WRITE!*, the Australian Curriculum and NAPLAN
- Answer Keys for Part I and Part II
- Tools for Writing
  - graphic organisers
  - writing prompts
  - answer form for Prepare for a Test, Part I
  - student checklists for writing in each genre
  - rubrics
  - post-writing forms
  - supplementary word lists
  - glossary of writing and testing terms

The Teacher Guide contains reproducible pages. These resources are available to download from the *WRITE!* page at [go.hbe.com.au](http://go.hbe.com.au).

## What is in the Student Book?

Student Book B consists of two parts. Part I of the Student Book builds a **foundation** in grammar, usage and mechanics (GUM) through 30 concise lessons that provide instruction, practice and writing experience.

Part II of Book B includes four writing lessons that contain student-based writing models of descriptive, instructional, personal narrative and fictional narrative writing. After studying each model, students write in the targeted genre. Graphic organisers, checklists, sample peer-conferencing questions and a post-writing form guide them through the writing process. Separate checklists cover genre-specific composition issues and the grammar, usage and mechanics skills taught in Part I.

## How should I implement *WRITE!* in the classroom?

### Student Book Part I: Foundations

#### Lessons 1–30

**Think:** Guide students through the introduction, including the examples of the GUM skill being taught.

**Study a Model:** Guide students as they read the writing model. Then discuss with them how the GUM skill is used within the model by calling attention to the **Notes**.

**Practise:** Have students complete the A, B and C skills practice activities independently, in small groups or as a class. Model one or two items before students begin. Discuss the answers when students are done.

**Write:** Direct students, individually or with partners, to create their own short piece of writing. This can be done in class or as homework. Point out that the form of writing is similar to the form of writing in the **model** which students may use for guidance. Publish the students' short writing pieces in class books or have students save their Part I writing. At a later time, students may revisit, revise and share favourite pieces.

**Rule:** Review the GUM skill rule with students, adding clarification as needed.

**Prepare for a Test, Part I:** Inform students that they will take a GUM-skills test that is similar to writing tests they may take in later years. Explain that this test consists of three error-filled **selections** with numbered sentences. Following each selection are 10 **selected-response questions** that assess the skills taught in Part I by having students identify the errors in the numbered sentences.

Provide necessary materials and a quiet environment for taking the test. Share test-taking strategies with students. Conduct a think-aloud model for a sample test question. Time the test according to the standardised test your students will take in future years.

When the testing is over, correct the tests individually or guide the class in correcting them. Discuss the answers.

**Think**  
Verbs are words that **show action**. When you write, choose a verb that tells what happens.

The people **race** to the bus.  
She **speaks** many languages.  
The hammer **hits** the nail.

The right verbs help readers picture the action.

She runs. **↗** good  
She jogs. **↘** better  
She sprints. **↖** better

**Study a Model**  
Nolan announces sports on the radio.  
Read what he says about a soccer game.

**Sports Talk Radio**  
Nolan: The Kickstown Bumblebees **rush** onto the field. The centre **kicks** the ball. The goalie **stops** the ball. He **throws** it to his team. Now the forward **passes** the ball to his teammate. His teammate **kicks** the ball. He **scores!**

The verb **rush** tells what the Bumblebees do.  
The verbs **kicks, passes** and **scores** tell what each player does.  
The verb **stops** and **throws** tell what the goalie does.

**Think**  
general introduction of the GUM skill covered in the lesson, with examples

**Study a Model**  
short writing model that exemplifies the GUM skill in context

**Notes**  
notes with comments on GUM skill examples in the model

**Practise**  
A Read each sentence. Choose the correct verb to complete the sentence.

kicks bakes sing dig

- The birds \_\_\_\_\_ every morning.
- Fluffy and King \_\_\_\_\_ holes in the garden.
- My grandmother \_\_\_\_\_ the best apple pie.
- Ray \_\_\_\_\_ a football between the goal posts.

B Read each sentence. Circle the verb.

- Every summer we plant corn in our garden.
- The hot sun warms the ground.
- Rain pours down on the seeds.
- Soon seedlings grow.
- Bees buzz around the flowers.

C Read the paragraph. Circle the verb in each sentence.

The sun shines into my room. I open the window. Cars honk on the street below. I hear a police siren. My neighbours walk quickly to their jobs. Children yell hello to each other. A tiny bird chatters. The bird says good morning to the city.

**Write**  
Imagine you are watching a game of your favourite sport. Write what you see the players do during the game.

Verbs are words that show action.

**Practise**  
three activities that progress in difficulty and that allow students to practise the GUM skill

**Write**  
student writing prompt using the GUM skill

**Rule**  
brief summary of the GUM skill

**Prepare for a Test**  
**Selection 1**  
Read the story about a girl who solves a mystery. Then answer questions 1–10.

**Backyard Detective**

(1) Mr Sun looked out the kitchen window. (2) All the cover had been taken off all the rubbish bins. (3) Rubbish littered the driveway.  
(4) "I think it was Mr Kiernan's dog," Mrs Sun said. (5) Last summer Mr Kiernan's dog had dug up Mrs Sun's flowers.  
(6) Jenny Sun looked out the window. (7) She didn't say anything.  
(8) When the Suns woke up the next morning, the ground was covered with snow. (9) Mr Sun looked out the kitchen window. (10) He groaned. (11) Jenny took a book from the table. (12) Jenny raced outside. (13) Her parents watched from the window. (14) Jenny looked at the ground then Jenny looked at her book. (15) Jenny waved to her parents to come outside. (16) They threw on coats over their pyjamas. (17) Ran out.  
(18) "Look," Jenny said, as she pointed to the ground.  
(19) "It looks like little baby handprints!" Mrs Sun said.  
(20) Jenny opened her book called **animal tracks**. (21) She showed her parents the page that pictured possum tracks. (22) They looked just like the tracks leading to the garage.  
(23) "Good job, Jenny," her mother said.  
(24) "You're our backyard detective."

- What change should be made in sentence 2?  
Ⓐ End the sentence with a question mark.  
Ⓑ Change **bins** to **bin**.  
Ⓒ Change **snow** to **comet**.  
Ⓓ Make no change.
- What change should be made in sentence 4?  
Ⓐ Change **was** to **am**.  
Ⓑ Change **I** to **me**.  
Ⓒ Change **to** to **at**.  
Ⓓ Change **was** to **were**.

**Prepare for a Test**  
Part I test prep including 2 selections with numbered sentences and embedded errors

**Selected-Response Questions**  
Part I test prep including 20 questions that are based on the selections and that test Part I GUM skills

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

Below is a suggested schedule for completing *WRITE!* Book B. 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.

<b>Part I: Foundations</b>		
Days 1–60	Lessons 1–30	
Day 1	Think	45 minutes
	Study a Model	
	Practise A and B	
Day 2	Practise C	30 minutes
	Write	
Days 61–65	Prepare for a Test, Part I	
Day 1	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
<b>Part II: Models</b>		
Days 66–85	Lessons 31–34	
Day 1	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	Prepare for a Test, Part II	
Day 1	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: ENGLISH 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!* B lessons and the Australian Curriculum: English for Years 2–3. The page numbers given for each lesson relate to *WRITE!* Student Book B.

### ***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! B lessons and the Australian Curriculum: English for Years 2–3**

## YEAR 2

Content description	Lesson	Pages
<b>Language</b>		
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: Personal Narratives	80–85
	Lesson 34: Fictional Narratives	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 24: Capitalising the Names and Titles of People	50–51
	Lesson 25: Capitalising the Names of Special Places	52–53
	Lesson 26: Capitalising the Names of Special Things	54–55
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: Possessive Nouns	10–11
	Lesson 5: Pronouns	12–13
	Lesson 6: <u>I</u> and <u>Me</u>	14–15
	Lesson 12: Adjectives	26–27
	Lesson 13: More Adjectives	28–29
Lesson 14: Exact Adjectives	30–31	
<b>Literacy</b>		
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: Personal Narratives	80–85
	Lesson 34: Fictional Narratives	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: Personal Narratives	80–85
	Lesson 34: Fictional Narratives	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)	All lessons	
Reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)	Lesson 30: Proofreading	62–63
	Lesson 31: Descriptions	68–73
	Lesson 32: Instructions	74–79
	Lesson 33: Personal Narratives	80–85
	Lesson 34: Fictional Narratives	86–91

YEAR 3

Content description	Lesson	Pages
<b>Language</b>		
Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)	Lesson 31: Descriptions	68–73
	Lesson 32: Instructions	74–79
	Lesson 33: Personal Narratives	80–85
	Lesson 34: Fictional Narratives	86–91
Understand that paragraphs are a key organisational feature of written texts (ACELA1479)	Lesson 27: Paragraphs	56–57
	Lesson 28: Main Idea	58–59
	Lesson 29: Details	60–61
Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)	Lesson 16: Contractions	34–35
Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)	Lesson 9: Verbs with One and More Than One	20–21
	Lesson 10: Using <u>Am</u> , <u>Is</u> and <u>Are</u>	22–23
	Lesson 11: Using <u>Was</u> and <u>Were</u>	24–25
	Lesson 18: Sentences	38–39
	Lesson 21: Sentence Fragments	44–45
Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482)	Lesson 7: Verbs	16–17
	Lesson 8: Present and Past Verbs	18–19
	Lesson 9: Verbs with One or More Than One	20–21
	Lesson 10: Using <u>Am</u> , <u>Is</u> and <u>Are</u>	22–23
	Lesson 11: Using <u>Was</u> and <u>Were</u>	24–25
Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’ (ACELA1485)	Lesson 3: Plural Nouns	8–9
	Lesson 8: Present and Past Verbs	18–19
	Lesson 17: Homophones	36–37
<b>Literature</b>		
Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)	Lesson 12: Adjectives	26–27
	Lesson 13: More Adjectives	28–29
	Lesson 14: Exact Adjectives	30–31
	Lesson 31: Descriptions	68–73
<b>Literacy</b>		
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)	Lesson 31: Descriptions	68–73
	Lesson 32: Instructions	74–79
	Lesson 33: Personal Narratives	80–85
	Lesson 34: Fictional Narratives	86–91
Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)	Lesson 31: Descriptions	68–73
	Lesson 32: Instructions	74–79
	Lesson 33: Personal Narratives	80–85
	Lesson 34: Fictional Narratives	86–91

YEAR 3 (CONTINUED)

Content description	Lesson	Pages
<b>Literacy</b>		
Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)	Lesson 31: Descriptions	68–73
	Lesson 32: Instructions	74–79
	Lesson 33: Personal Narratives	80–85
	Lesson 34: Fictional Narratives	86–91
Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)	All lessons	
Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)	Lesson 29: Details	60–61
	Lesson 30: Proofreading	62–63
	Lesson 31: Descriptions	68–73
	Lesson 32: Instructions	74–79
	Lesson 33: Personal Narratives	80–85
	Lesson 34: Fictional Narratives	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.