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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.

WRITE! breaks down and analyses rubric-scored writing models to help students recognise strengths and weaknesses in the writing of others. Then students transfer this learning to their own writing.

Working with *WRITE!* will help students feel comfortable with rubric-based assessment. They can then apply the skills that they gain to perform in standardised tests such as NAPLAN.

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 rubric-based writing so that they can improve their writing skills and raise their scores 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) 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** and download the full *WRITE!* research paper.

What is in the Teacher Guide?

Teacher Guide C 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 schedules for completing *WRITE!*
- an explanation of the links between *WRITE!*, the Australian Curriculum and NAPLAN
- answer keys for Part I and Part II of the Student Book
- tools for writing, including
  - graphic organisers
  - writing prompts
  - answer form for Prepare for a Test, Part I
  - student checklists for writing in each genre
  - partner comments sheet
  - beginning, middle and ending chart
  - supplementary word lists
  - a 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**.

What is in the Student Book?

Student Book C 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 includes intensive, analytical writing lessons that contain student-based writing **models** that cover descriptive, narrative, expository and persuasive writing genres.

Because student writing is often assessed with rubrics in classroom and testing situations, the writing models in each Part II lesson have a rubric-scored format. The rubrics on which this structure is based are genre-specific and cover both GUM skills and composition skills. Partner Comments and Teacher Comments guide students through each writing model. A section called Your Turn directs students to find and fix specific GUM errors in the writing models. Page references to relevant Part I lessons allow quick access to GUM skills that need review.

After working with the scored models, students score four additional writing models and write comments about each one. Then they create their own piece of writing in the specific genre.

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 the exemplification of the GUM skill within the model by calling attention to the arrowed **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.

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

Write: Direct students, individually or with partners, to create their own short piece of authentic 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 **Study a Model.** Encourage students to refer back to the model for guidance.
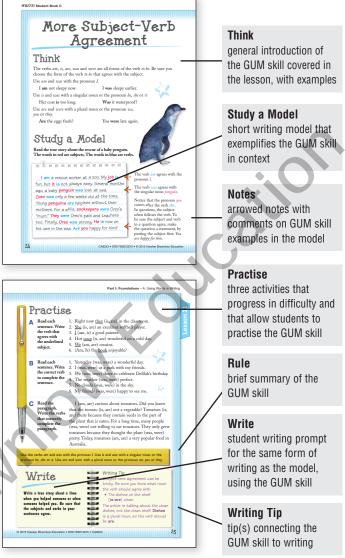
Publish the students' short writing pieces in class books or have students save their Part I writing. At a later time, students may revisit, revise and share favourite pieces.
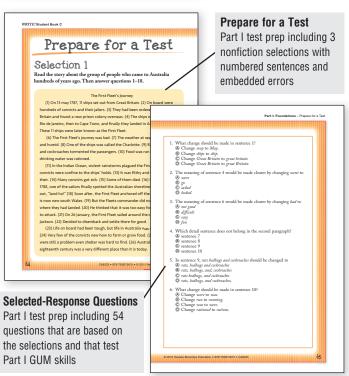
Writing Tip: Discuss with students the tips connecting the GUM skill to writing.

Prepare for a Test, Part I: Inform students that they will prepare for standardised tests by taking a GUM-skills test that is similar in format. Explain that this test prep consists of three error-filled **selections** with numbered sentences. Following each selection are 18 **selected-response questions** that assess the GUM 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 tests for which your students are preparing.

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

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
arrowed notes with comments on GUM skill examples in the model

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

Rule
brief summary of the GUM skill

Write
student writing prompt for the same form of writing as the model, using the GUM skill

Writing Tip
tip(s) connecting the GUM skill to writing

Prepare for a Test
Part I test prep including 3 nonfiction selections with numbered sentences and embedded errors

Selected-Response Questions
Part I test prep including 54 questions that are based on the selections and that test Part I GUM skills

What is the suggested schedule for completing the *WRITE!* series?

Below is the suggested schedule for completing the lessons in ***WRITE!*** Student Book C. The program will take a total of 70 days.

For Part I, complete one lesson each day and assign the Write section as homework each night; spend three days on Prepare for a Test. For Part II, spend one week on each of the first six lessons, one day on Lesson 37 and six days on Prepare for a Test.

Part I: Foundations		

Days 1–29	Lessons 1–29
	    Think
	    Study a Model
	    Practise A, B, C
		45–60 minutes per day

	Write	homework
Day 30	Lesson 30	60 minutes
Days 31–33	Prepare for a Test 1 selection per day	30 minutes per day
Part II: Models		
Days 34–63	Lessons 31–36 1 week per lesson	45–60 minutes per day
Day 64	Lesson 37	45–60 minutes
Days 65–70	Prepare for a Test 1 prompt per day	60 minutes per day

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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. In *WRITE!* Books C–H, students learn to respond to writing prompts in seven genres: descriptions, personal narratives, fictional narratives, informative essays, persuasive essays, summaries and research reports. 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 10–12 of this Teacher Guide lays out the specific correspondences between *WRITE!* C lessons and the Australian Curriculum: English for Years 3–4. The page numbers given for each lesson relate to *WRITE!* Student Book C.

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! C lessons and the Australian Curriculum: English for Years 3–4

YEAR 3

Content description	Lesson	Pages
Language		
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	76–85
	Lesson 32: Personal Narratives	86–95
	Lesson 33: Fictional Narratives	96–105
	Lesson 34: Informative Essays	106–115
	Lesson 35: Persuasive Essays	116–125
	Lesson 36: Summaries	126–138
	Lesson 37: Research Reports	139–141
Understand that paragraphs are a key organisational feature of written texts (ACELA1479)	Lesson 27: Paragraphs	56–57
	Lesson 28: Main Idea and Details	58–59
Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)	Lesson 25: Apostrophes in Contractions	52–53
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 10: Subject-Verb Agreement	22–23
	Lesson 11: More Subject-Verb Agreement	24–25
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 6: Doing Verbs and Relating Verbs	14–15
	Lesson 7: Present, Past and Future Verbs	16–17
	Lesson 8: Irregular Verbs	18–19
	Lesson 9: Main Verbs and Helping Verbs	20–21
	Lesson 10: Subject-Verb Agreement	22–23
	Lesson 11: More Subject-Verb Agreement	24–25
Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)	Lesson 9: Main Verbs and Helping Verbs	20–21
	Lesson 35: Persuasive Essays	116–125
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 2: Plural Nouns	6–7
	Lesson 7: Present, Past and Future Verbs	16–17
	Lesson 8: Irregular Verbs	18–19
	Lesson 9: Main Verbs and Helping Verbs	20–21
	Lesson 10: Subject-Verb Agreement	22–23
	Lesson 11: More Subject-Verb Agreement	24–25
	Lesson 14: Adjectives That Compare	30–31
	Lesson 17: Homophones	36–37
Literature		
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 13: Adjectives	28–29
	Lesson 15: Exact Adjectives	32–33
	Lesson 31: Descriptions	76–85
	Lesson 33: Fictional Narratives	96–105

YEAR 3 (CONTINUED)

Content description	Lesson	Pages
Literacy		
Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)	Lesson 31: Descriptions	76–85
	Lesson 32: Personal Narratives	86–95
	Lesson 33: Fictional Narratives	96–105
	Lesson 34: Informative Essays	106–115
	Lesson 35: Persuasive Essays	116–125
	Lesson 36: Summaries	126–138
	Lesson 37: Research Reports	139–141
Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)	Lesson 31: Descriptions	76–85
	Lesson 32: Personal Narratives	86–95
	Lesson 33: Fictional Narratives	96–105
	Lesson 34: Informative Essays	106–115
	Lesson 35: Persuasive Essays	116–125
	Lesson 36: Summaries	126–138
	Lesson 37: Research Reports	139–141
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 30: Proofreading	62–63
	Lesson 31: Descriptions	76–85
	Lesson 32: Personal Narratives	86–95
	Lesson 33: Fictional Narratives	96–105
	Lesson 34: Informative Essays	106–115
	Lesson 35: Persuasive Essays	116–125
	Lesson 36: Summaries	126–138
	Lesson 37: Research Reports	139–141

YEAR 4

Content description	Lesson	Pages
Language		
Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)	Lesson 35: Persuasive Essays	116–125
	Lesson 37: Research Reports	139–141
Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)	Lesson 31: Descriptions	76–85
	Lesson 32: Personal Narratives	86–95
	Lesson 33: Fictional Narratives	96–105
	Lesson 34: Informative Essays	106–115
	Lesson 35: Persuasive Essays	116–125
	Lesson 36: Summaries	126–138
	Lesson 37: Research Reports	139–141
Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)	Lesson 4: Pronouns	10–11
	Lesson 5: Pronouns Before and After Verbs	12–13
	Lesson 6: Doing Verbs and Relating Verbs	14–15

YEAR 4 (CONTINUED)

Content description	Lesson	Pages
Language		
Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)	Lesson 23: More Capitalisation	48–49
	Lesson 26: Quotations in Dialogue	54–55
Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)	Lesson 15: Exact Adjectives	32–33
Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)	Lesson 26: Quotations in Dialogue	54–55
Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)	Lesson 16: Adverbs	34–35
Recognise homophones and know how to use context to identify correct spelling (ACELA1780)	Lesson 17: Homophones	36–37
Literature		
Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)	Lesson 32: Personal Narratives	86–95
	Lesson 33: Fictional Narratives	96–105
Create literary texts that explore students' own experiences and imagining (ACELT1607)	Lesson 32: Personal Narratives	86–95
	Lesson 33: Fictional Narratives	96–105
Create literary texts by developing storylines, characters and settings (ACELT1794)	Lesson 33: Fictional Narratives	96–105
Literacy		
Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)	Lesson 31: Descriptions	76–85
	Lesson 32: Personal Narratives	86–95
	Lesson 33: Fictional Narratives	96–105
	Lesson 34: Informative Essays	106–115
	Lesson 35: Persuasive Essays	116–125
	Lesson 36: Summaries	126–138
	Lesson 37: Research Reports	139–141
Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)	All lessons	
Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)	Lesson 30: Proofreading	62–63
	Lesson 31: Descriptions	76–85
	Lesson 32: Personal Narratives	86–95
	Lesson 33: Fictional Narratives	96–105
	Lesson 34: Informative Essays	106–115
	Lesson 35: Persuasive Essays	116–125
	Lesson 36: Summaries	126–138
	Lesson 37: Research Reports	139–141

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 rubric-based writing. In Part II: Models (Lessons 31–37) of Books C–H, students are provided with writing prompts in seven genres and asked to rank four sample passages for each prompt according to a genre-specific rubric. In each lesson, the student goes on to produce their own piece of writing from a similar prompt, which is marked by both a student partner and the teacher using the rubrics provided.

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 2013, "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 using rubrics, ensuring that they are prepared to meet the writing challenge set by NAPLAN and other standardised tests. 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. Post-***WRITE!*** instruction, teachers may wish to unpack these rubrics along with their students as a part of test preparation.