

TABLE OF CONTENTS

Introduction	2
Links to the Australian Curriculum and NAPLAN.....	9
Answer Key Part I.....	14
Answer Key Part II	24
Tools for Writing	
Writing Prompts	34
Graphic Organisers	36
Answer Form for Prepare for a Test, Part I.....	39
Student Checklists	
• Student Checklist for Descriptions.....	40
• Student Checklist for Personal Narratives	41
• Student Checklist for Fictional Narratives.....	42
• Student Checklist for Informative Essays.....	43
• Student Checklist for Persuasive Essays	44
• Student Checklist for Summaries	45
• Student Checklist for Research Reports	46
Partner Comments.....	47
Beginning, Middle and Ending Chart.....	48
Word Lists	
• Irregular Verbs.....	49
• Synonyms for Verbs	50
• Adjectives	51
• Adverbs	53
• Homophones.....	54
• Sequence Words and Transition Words and Phrases	55
• Contractions.....	56
Glossary of Writing and Testing Terms.....	57

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 D 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
 - 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 D 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

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. 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!* D lessons and the Australian Curriculum: English for Years 4–5. The page numbers given for each lesson relate to *WRITE!* Student Book D.

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! D lessons and the Australian Curriculum: English for Years 4–5

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	116–117
	Lesson 37: Research Reports	139–140
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	76–77
	Lesson 32: Personal Narratives	86–87
	Lesson 33: Fictional Narratives	96–97
	Lesson 34: Informative Essays	106–107
	Lesson 35: Persuasive Essays	116–117
	Lesson 36: Summaries	126–127
	Lesson 37: Research Reports	139–140
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 29: Varying Sentences in Paragraphs	60–61
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
Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)	Lesson 26: Quotations in Dialogue	54–55
	Lesson 32: Personal Narratives	86–87
	Lesson 33: Fictional Narratives	96–97
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
Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)	Lesson 37: Research Reports	139–140
Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779)	Lesson 7: Present, Past and Future Verbs	16–17
	Lesson 14: Adjectives That Compare	30–31
Recognise homophones and know how to use context to identify correct spelling (ACELA1780)	Lesson 17: Homophones	36–37
Literature		
Create literary texts that explore students' own experiences and imagining (ACELT1607)	Lesson 32: Personal Narratives	86–87
	Lesson 33: Fictional Narratives	96–97
Create literary texts by developing storylines, characters and settings (ACELT1794)	Lesson 33: Fictional Narratives	96–97

YEAR 4 (CONTINUED)

Content description	Lesson	Pages
Literacy		
Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)	Lesson 31: Descriptions	76–77
	Lesson 32: Personal Narratives	86–87
	Lesson 33: Fictional Narratives	96–97
	Lesson 34: Informative Essays	106–107
	Lesson 35: Persuasive Essays	116–117
	Lesson 36: Summaries	126–127
	Lesson 37: Research Reports	139–140
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	76–77
	Lesson 32: Personal Narratives	86–87
	Lesson 33: Fictional Narratives	96–97
	Lesson 34: Informative Essays	106–107
	Lesson 35: Persuasive Essays	116–117
	Lesson 36: Summaries	126–127
	Lesson 37: Research Reports	139–140

YEAR 5

Language		
Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)	Lesson 35: Persuasive Essays	116–117
Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)	Lesson 31: Descriptions	76–77
	Lesson 32: Personal Narratives	86–87
	Lesson 33: Fictional Narratives	96–97
	Lesson 34: Informative Essays	106–107
	Lesson 35: Persuasive Essays	116–117
	Lesson 36: Summaries	126–127
	Lesson 37: Research Reports	139–140
Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)	Lesson 29: Varying Sentences in Paragraphs	60–61
Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)	Lesson 3: Possessive Nouns	8–9
Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)	Lesson 12: Exact Verbs	26–27
	Lesson 15: Exact Adjectives	32–33
Recognise uncommon plurals, for example 'foci' (ACELA1514)	Lesson 2: Plural Nouns	6–7

YEAR 5 (CONTINUED)

Content description	Lesson	Pages
Literature		
Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)	Lesson 32: Personal Narratives	86–87
	Lesson 33: Fictional Narratives	96–97
Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)	Lesson 32: Personal Narratives	86–87
	Lesson 33: Fictional Narratives	96–97
Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)	Lesson 33: Fictional Narratives	96–97
Literacy		
Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)	Lesson 31: Descriptions	76–77
	Lesson 32: Personal Narratives	86–87
	Lesson 33: Fictional Narratives	96–97
	Lesson 34: Informative Essays	106–107
	Lesson 35: Persuasive Essays	116–117
	Lesson 36: Summaries	126–127
	Lesson 37: Research Reports	139–140
Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)	Lesson 31: Descriptions	76–77
	Lesson 32: Personal Narratives	86–87
	Lesson 33: Fictional Narratives	96–97
	Lesson 34: Informative Essays	106–107
	Lesson 35: Persuasive Essays	116–117
	Lesson 36: Summaries	126–127
	Lesson 37: Research Reports	139–140
Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)	Lesson 37: Research Reports	139–140
Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)	All lessons	
Reread and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)	Lesson 31: Descriptions	76–77
	Lesson 32: Personal Narratives	86–87
	Lesson 33: Fictional Narratives	96–97
	Lesson 34: Informative Essays	106–107
	Lesson 35: Persuasive Essays	116–117
	Lesson 36: Summaries	126–127
	Lesson 37: Research Reports	139–140

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.