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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 E 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 E 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, informative 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 E. 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

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 11–14 of this Teacher Guide lays out the specific correspondences between *WRITE!* E lessons and the Australian Curriculum: English for Years 5–6. The page numbers given for each lesson relate to *WRITE!* Student Book E.

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! E lessons and the Australian Curriculum: English for Years 5–6

YEAR 5

Content description	Lesson	Pages
Language		
Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)	Lesson 35: Persuasive Essays	116–125
Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)	Lesson 31: Descriptions	76–95
	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 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 21: Run-On Sentences	44–45
	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 how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)	Lesson 13: Adjectives	28–29
	Lesson 15: Exact Adjectives	32–33
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
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	86–95
	Lesson 33: Fictional Narratives	96–105
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	86–95
	Lesson 33: Fictional Narratives	96–105

YEAR 5 (CONTINUED)

Content description	Lesson	Pages
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	76–95
	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
Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)	Lesson 31: Descriptions	76–95
	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
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	76–95
	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 analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)	Lesson 37: Research Reports	139–141
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 30: Proofreading	62–63
	Lesson 31: Descriptions	76–95
	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 6

Content description	Lesson	Pages
Language		
Understand the uses of objective and subjective language and bias (ACELA1517)	Lesson 35: Persuasive Essays	116–125
	Lesson 37: Research Reports	139–141
Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)	Lesson 4: Pronouns	10–11
Understand the uses of commas to separate clauses (ACELA1521)	Lesson 18: Kinds of Sentences	38–39
	Lesson 20: Joining Sentences	42–43
	Lesson 21: Run-On Sentences	44–45
	Lesson 24: Commas	50–51
	Lesson 26: Quotations in Dialogue	54–55
	Lesson 29: Varying Sentences in Paragraphs	60–61
Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)	Lesson 18: Kinds of Sentences	38–39
	Lesson 20: Joining Sentences	42–43
	Lesson 21: Run-On Sentences	44–45
	Lesson 29: Varying Sentences in Paragraphs	60–61
Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)	Lesson 7: Present, Past and Future Verbs	16–17
	Lesson 12: Exact Verbs	26–27
	Lesson 16: Adverbs	34–35
Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)	Lesson 35: Persuasive Essays	116–125
Literature		
Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)	Lesson 31: Descriptions	76–95
	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
Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)	Lesson 31: Descriptions	76–95
	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 6 (CONTINUED)

Content description	Lesson	Pages
Literacy		
Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)	Lesson 31: Descriptions	76–95
	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
Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)	Lesson 31: Descriptions	76–95
	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 interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)	Lesson 35: Persuasive Essays	116–125
	Lesson 36: Summaries	126–138
	Lesson 37: Research Reports	139–141
Analyse strategies authors use to influence readers (ACELY1801)	Lesson 35: Persuasive Essays	116–125
Reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)	Lesson 30: Proofreading	62–63
	Lesson 31: Descriptions	76–95
	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

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 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.