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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 H 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 H 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.

Adverbs

Think
Adverbs can make your writing more precise and informative. An adverb is a word that modifies, or describes, a verb, an adjective, or another adverb. Many adverbs end in *ly*.

The actor stumbled **clumsily**.
The passengers were **increasingly** uneasy.
The vehicles **creaked** very **loudly**.
Adverbs describe when, where, how, how much, or to what degree.
Whenever people **would** **swell** (swell),
The eagle **soared** **gracefully** (soar).
A name **automatically** **checked** my plate. (find)
That model is **almost** **eight feet** high. (five words)
The hiker **wandered** **on** for **seven**. (six words)
An adverb can come before or after a verb, at the beginning or at the end of a sentence, or between a helping verb and a main verb.

Smith **delightfully** offered her opinion.
The children **pointed** accurately at the dog.
After you are ready, we can go.
Try **repeating** the comments **carefully**.
We are **impatiently** opening our family.

Like adjectives, most adverbs have three forms. The positive form describes an action without comparing it to another action.
The comparative form compares two actions. Form it by adding *-er* to most short adverbs. For most long adverbs, add the word *more* or *less*.
The superlative form compares three or more actions. Form it by adding *-est* to most short adverbs. For most long adverbs, add the word *most* or *least*.

Positive	Comparative	Superlative
quick	quicker	quickest
often	more often	most often
obedient	less obedient	least obedient

Study a Model
Read the exercise tips. Positive forms of adverbs are green. Comparatives and superlatives are blue.

You can get in shape **most easily** by walking. Here are some tips:

- Start slowly. Find a time and distance that work well for you. Try **gradually** increase your distance.
- Walk **faster** than normal, but not **too fast** for your path.
- Try to work out **with friends**. You will exercise **more often**, if you do.

Soon you will **enjoy** **swimming** those walks with your friends. They are **most surprising** of all, you will be ready for more.

Notice the use of the adverb *well* in this sentence. Do not **compare** it with *good*. *Good* is an adjective and should never be used to describe a verb.
The word *so* always an adverb. Here it modifies the verb *find*.
More often is the comparative form. *Most surprising* is the superlative form.

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

A Find the adverb in each phrase. Label it *how*, *when*, or *where* to describe the way it modifies the verb.

- signed **disputably**
- had **dramatically** changed
- swam **upstream**
- had spoken **reasonably**
- slow **southward**
- always **overcast**
- works **daily**
- wanders **aimlessly**

B Read each sentence. Write the correct form of the underlined adverb.

- The teacher spoke angrily than the angry student spoke.
- Of all my employees, Jason works the fast.
- This year the hiker hiked much longer than they did last year.
- Ally creates the most beautiful paintings of all.
- The teenage runner stopped running for water than the older runner did.
- The ambulance got to the hospital more than the car did.

C Read the paragraph. Write the positive, comparative, or superlative form of each underlined adverb to correctly complete the paragraph.

The tree limb closest to my house is falling off, and I worry about this more than I care to admit. I can only see this limb falling against my bedroom window. I definitely suggested to Dad that we trim it today. He agreed quickly that I had expected. The same he can work on it, though, in tomorrow or 9 a.m. I will be holding the ladder in position higher than you can imagine. My worries will finally drop away.

An adverb is a word that modifies a verb, an adjective, or another adverb. Adverbs can come before or after a verb, at the beginning or end of a sentence, or between a helping verb and a main verb in a sentence. Most verbs have three forms: positive, comparative, and superlative.

Write
Write a set of tips to help others improve their health. Be creative in **organization** of your sentences. Make sure that you have formed **comparatives** correctly.

Writing Tip
Avoid a double comparative when you compare. *more quickly* is correct. *quicker and more quickly* is not.

Writing Tip
Incorrect: I run *more quicker* than you do.
Correct: I run *quicker* than you do.
Also correct: I run *more quickly* than you do.

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
Selection 1
Read this story about Aretha Franklin, a brilliant vocalist who was dubbed "Lady Soul." Then answer questions 1–18.

Respect and Lady Soul
(1) One day Rev. C. L. Franklin invited his young daughter, Aretha, to sing with his church's choir in Detroit. (2) With this invitation, he set the stage for a career that would sell millions of records, send twenty songs to number 1, fifteen Grammy Awards, (3) Since her father performed gospel programs in the country, Aretha traveled with them. (4) With her voice filled with fire, electrified audiences by age fourteen, she had recorded her first album. (5) called The Gospel sound of Aretha Franklin.

(6) In 1960, Aretha leveled her gospel roots. (7) She moved to New York signed with John Hammond. (8) John Hammond was a well-known talent: (9) Eventually Aretha sang for Columbia Records. (10) Although she recorded many albums during the early 1960s, Aretha struggled for fame. (11) Many Motown friends rang up hit after hit. (12) Finally, in 1966, Aretha signed or Wealer, which was a record producer with Atlantic Records. (13) The rest, say, are history.

(14) Jerry Wealer didn't try to fit Aretha's style into what was popular. Instead he helped Aretha find her "soul." (15) Early in 1967, Wealer began recording studio in Muscle Shoals, Alabama. (16) With a rhythm-and-blues Aretha's voice soared. (17) She sang with the passion and grit that became a trademark. (18) Her song "I Never Loved a Man Hit number 9 on the pop charts. Then, on June 3, 1967 the woman dubbed "Lady Soul" reached number 1 for time for her song "Respect."

- Which change should be made in sentence 1?
 - Change *for* to *so*.
 - Change *C. L.* to *C. L.*
 - Change *called* to *was called*.
 - Change *church's* to *church*.
- Which change should be made in sentence 3?
 - Change *father* to *father's*.
 - Change *country* to *country's*.
 - Change *recorded* to *records*.
 - Change *them* to *his*.
- Which is the best way to write sentence 4 as two sentences?
 - With her voice filled with fire, Aretha electrified audiences by age fourteen, she had recorded her first album.
 - With her voice filled with fire, Aretha electrified audiences. By age fourteen, she had recorded her first album.
 - With her voice filled with fire, Aretha electrified. Audiences by age fourteen, she had recorded her first album.
 - With her voice filled with fire, Aretha electrified audiences by age fourteen, she had recorded. Her first album.
- Which change should be made in sentence 5?
 - Change *was called* to *was called*.
 - Change *Called* to *called*.
 - Change *recorded* to *record*.
 - Change *of* to *to*.
- Which change should be made in sentence 6?
 - Add a comma after *And*.
 - Change *levelled* to *left*.
 - Change *levelled* to *well known*.
 - Change the period to a question mark.
- How can sentences 7 and 8 best be combined?
 - She moved to New York City and signed with John Hammond, and John Hammond was a well-known talent scout.
 - She moved to New York City and signed with John Hammond, and John Hammond was a well-known talent scout.
 - She moved to New York City and signed with John Hammond, a well-known talent scout.
 - She moved to New York City and signed with John Hammond, he was a well-known talent scout.

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 9–13 of this Teacher Guide lays out the specific correspondences between *WRITE!* H lessons and the Australian Curriculum: English for Years 8–9. The page numbers given for each lesson relate to *WRITE!* Student Book H.

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! H lessons and the Australian Curriculum: English for Years 8–9

YEAR 8

Content description	Lesson	Pages
Language		
Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)	Lesson 35: Persuasive Essays	116–125
Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)	Lesson 27: Punctuation: Quotation Marks	56–57
	Lesson 28: Paragraphs: Main Idea and Details	58–59
	Lesson 29: Paragraphs: Leads and Transitions	60–61
	Lesson 35: Persuasive Essays	116–125
	Lesson 36: Summaries	126–138
Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809)	Lesson 37: Research Reports	139–141
	Lesson 14: Simple, Compound and Complex Sentences	30–31
	Lesson 17: Joining Sentences	36–38
Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544)	Lesson 18: Joining Sentences with Appositives	38–39
	Lesson 25: Punctuation: Commas	52–53
	Lesson 29: Paragraphs: Leads and Transitions	60–61
Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1545)	Lesson 26: Punctuation: Apostrophes	54–55
	Lesson 27: Punctuation: Quotation Marks	56–57
	Lesson 14: Simple, Compound and Complex Sentences	30–31
	Lesson 15: Placing Modifiers in Sentences	32–33
	Lesson 16: Sentence Fragments	34–35
	Lesson 17: Joining Sentences	36–37
	Lesson 18: Joining Sentences with Appositives	38–39
Lesson 19: Run-On and Rambling Sentences	40–41	
Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)	Lesson 20: Revising Sentences	42–43
	Lesson 21: Varying Sentences	44–45
	Lesson 10: Adjectives	22–23
	Lesson 11: Adverbs	24–25
	Lesson 31: Descriptive Essays	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	
Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549)	Lesson 36: Summaries	126–138
	Lesson 37: Research Reports	139–141
	Lesson 2: Noun Suffixes	6–7

YEAR 8 (CONTINUED)

Content description	Lesson	Pages
Literature		
Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)	Lesson 31: Descriptive Essays	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
Literacy		
Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)	Lesson 31: Descriptive Essays	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
Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)	Lesson 31: Descriptive Essays	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 interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)	Lesson 35: Persuasive Essays	116–125
	Lesson 37: Research Reports	139–141
Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)	Lesson 20: Revising Sentences	42–43
	Lesson 21: Varying Sentences	44–45
	Lesson 30: Proofreading	62–63
	Lesson 31: Descriptive Essays	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 9

Content description	Lesson	Pages
Language		
Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)	Lesson 25: Punctuation: Commas	52–53
	Lesson 26: Punctuation: Apostrophes	54–55
	Lesson 27: Punctuation: Quotation Marks	56–57
Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557)	Lesson 14: Simple, Compound and Complex Sentences	30–31
	Lesson 15: Placing Modifiers in Sentences	32–33
	Lesson 17: Joining Sentences	36–37
	Lesson 18: Joining Sentences with Appositives	38–39
	Lesson 20: Revising Sentences	42–43
	Lesson 21: Varying Sentences	44–45
Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)	Lesson 10: Adjectives	22–23
	Lesson 11: Adverbs	24–25
	Lesson 31: Descriptive Essays	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	
Literature		
Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author’s literary style (ACELT1636)	Lesson 31: Descriptive Essays	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
Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)	Lesson 31: Descriptive Essays	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 9 (CONTINUED)

Content description	Lesson	Pages
Literacy		
Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)	Lesson 31: Descriptive Essays	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 interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)	Lesson 31: Descriptive Essays	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
Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)	All lessons	
Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)	Lesson 20: Revising Sentences	42–43
	Lesson 30: Proofreading	62–63
	Lesson 31: Descriptive Essays	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.