

# Literacy demands: Writing

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*'I hear and I forget; I see and I  
remember; I write and I understand.'*

# NAPLAN Narrative Marking Criteria

## Criteria

The ten criteria assessed in the writing task and their score range are:

1	<b>Audience</b>	0-6	The writer's capacity to orient, engage and affect the reader
2	<b>Text structure</b>	0-4	The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure
3	<b>Ideas</b>	0-5	The creation, selection and crafting of ideas for a narrative
4	<b>Character and setting</b>	0-4	Character: the portrayal and development of character Setting: the development of a sense of place, time and atmosphere
5	<b>Vocabulary</b>	0-5	The range and precision of language choices
6	<b>Cohesion</b>	0-4	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	<b>Paragraphs</b>	0-2	The segmenting of text into paragraphs that assists the reader to negotiate the narrative
8	<b>Sentence structure</b>	0-6	The production of grammatically correct, structurally sound and meaningful sentences
9	<b>Punctuation</b>	0-5	The use of correct and appropriate punctuation to aid reading of the text
10	<b>Spelling</b>	0-6	The accuracy of spelling and the difficulty of the words used

## Importance of Relationships

Write a narrative on the importance of relationships in our lives.

### Think about:

- The character/s
- Your descriptions of the setting
- The complication or the problem to be solved
- How the story will end

### Remember to:

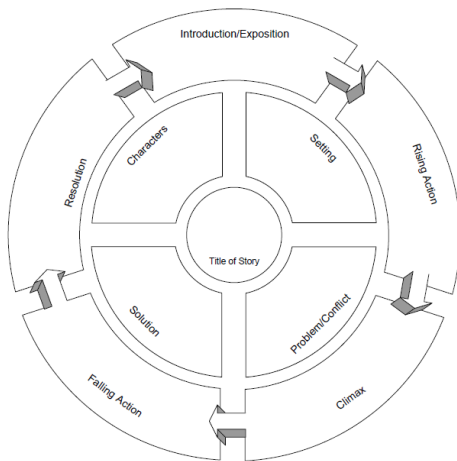
- Plan your story before you start
- Choose your words carefully
- Write in sentences
- Pay attention to your spelling, punctuation and paragraphs
- Check and edit your writing

### Timing

5 minutes to plan and 20 minutes to write



# Story Organiser



## **Criteria 1: Audience (0-6)**

- Your ability to orient, engage and affect the reader. You are able to influence the reader through the precise and sustained choice of effective language and a cohesive structure.
- You engage the reader's senses and emotions through figurative language and word choice.

### **How do you achieve this?**

- **Engaging openings:**
- Your opening should present a distinctive voice, a point of view, a sense of the plot and some hint of characterisation. We should also know the setting and conflict, unless there is a particular reason to withhold this information.

- You could start with a close-up description of setting or a character or a combination: *“The hottest day of the summer so far was drawing to a close and a drowsy silence lay over the large, square houses of Privet Drive”* (*Harry Potter and the Order of the Phoenix* by JK Rowling).
- You could start in the middle of the action: *“Peter crouched over the fire, stirring the embers so that the sparks swarmed up like imps on the rocky walls of hell”* (*Count Karlstein* by Phillip Pullman)
- **Engage the reader’s senses and emotions:**
- Engage the reader’s senses by using striking descriptive adjectives, adverbs and nouns, and evocative and painterly visual and auditory imagery, such as metaphors, similes and personification; onomatopoeia, consonance and assonance.

- Use powerful words that capture the mood of your narrative. You could select a mood or feeling you wish to convey, such as anger or fear. Then select the verbs and figurative devices that convey this. E.g. *“He clenched his fists so hard that his nails left jagged marks in his palm. The setting sun, a boiling red sphere, shone its light mercilessly down on him. As he marched forward, breathing heavily and muttering, a blast of thunder rumbled overhead.”*
- **Build tension or the unexpected:**
  - You could include unexpected humour in the middle of a serious incident.
  - Use irony.
  - Feature clever intertextual links, such as a link to Harry Potter through a quote or a symbol, such as broken reading glasses taped up with a Band-Aid.

## Key figurative devices to create imagery in your writing

<b>Sound devices</b>	
Alliteration	Repetition of consonants at the start of words
Consonance	Repetition of consonants throughout a sentence or phrase
Assonance	Repetition of vowels in a series of words
Sibilance	Repetition of the 's' sound
Onomatopoeia	The word echoes the sound it represents
Fricative sounds	Soft and gentle consonants, such as 'l' and 'f' and long vowel sounds
Plosive sounds	Harsh sounds that demand attention such as 'p' or 'b' or 'k'
<b>Imagery</b>	



Visceral imagery	We can see what is being described – painterly
Auditory imagery	We can hear what is being described
Olfactory imagery	We can smell what is being described
Gustatory imagery	We can taste what is being described
Metaphor	Comparison where one thing becomes the other
Simile	Comparison between two objects using 'like' or 'as'
Personification	Ascribing human qualities to a non-human
Apostrophe	A dead person or object is addressed as if it is a person
Zoomorphism	Humans are given animal qualities or features
Anthropomorphism	Animals are given human qualities

Symbolism	When an object represents something conceptually
Pathetic fallacy	Feelings reflected in nature
Synecdoche	Part of an object stands for a whole
Motif	Recurrent image or symbol
<b>Dramatic effect</b>	
Hyperbole	Exaggeration
Juxtaposition	Placing two things together for the purpose of developing comparisons and contrasts
Parody	Conscious imitation for dramatic purpose
Oxymoron	Combination of contradictory words for dramatic effect
Accumulation	Listing of things to make a point or build an image

## Criteria 2: Text structure (0-4)

- Your narrative is coherent, controlled and complete with effective plot devices in an appropriate structure, and includes an effective ending.
- Your narrative structure must feature an: orientation, complication and resolution.
- You could use different structures, such as a parallel plot, circular or elliptical plot, flash back...
- Build the tension, add contrast and even the unexpected in a red herring.
- You could use foreshadowing to hint at what is to come.
- You could feature an important coda (message) in the last line or a twist (an unexpected ending).

<b>Different text structures</b>	
Linear	Sequential telling of the story.
Circular or elliptical	Starts and ends in the same place but the ending suggests that there is an epiphany or realisation. The start and ending mirror each other.
Flash back	Moves between the present and the past. Could be from more than one perspective.
Parallel	Two story threads running at the same time in your response from different perspectives. The stories usually merge or connect at the end to make a unified narrative.
<i>In Media Res</i>	Starting your response in the middle action.

### Criteria 3: Ideas (0-5)

- Your creation, selection and crafting of ideas for your narrative.
- At the higher score levels (4 or 5) a **theme** or a key overarching **message** is an important consideration.
- You are judged on the maturity of your ideas.
- You could use an extended metaphor or a motif, such as a door or a key, to convey the main idea.

### How do I generate ideas?

- Look closely at the visual/s provided and ask: Where, when, what, why, how...

- Think about your own life and the experiences you have had and the people in your life. Could you tap into any of these?
- What about the books you have read? Did any inspire you?

#### **Criteria 4: Character and Setting (0-4)**

- Your portrayal and development of a character or character. In just 30 minutes, it is easier to focus on one character.
  - The details you use to create an authentic character.
  - Your development and maintenance of a sense of time and place.
- AND/OR
- The details you use to create a sense of place and atmosphere.

## How do I create a distinct character and setting?

### Characters:

- Sometimes our most effective writing is based on our lives and our experiences. Think about the people you have met or yourself and create one or more characters.
- Describe those details that bring a character to life, such as their thoughts, appearance, feelings and relationships.
- You could add their back story in a single sentence, such as: *“The faded sepia photograph of his grandfather pushing him high into the air on the backyard swing as a three year old reminded him of what he had lost with his passing.”*
- Create convincing dialogue.

- Including introspection or stream of consciousness to reveal inner thoughts.

**Setting:**

- Zoom into the setting and focus on the details, such as the tiny flower struggling to grow in the crack of the pavement.
- Show don't tell. Focus on appealing to the senses through imagery.
- Incorporate pathetic fallacy – nature reflecting the mood of the character/s.
- Use authentic place names, such as street and river names and well-known buildings.



## Criteria 5: Vocabulary (0-5)

- Your ability to select effective words with precision, for effect.
- Your use of figurative language to give connotations of meaning and to develop the emotive qualities of the text, such as metaphors.
- Using vocabulary to enrich the details and increase the complexity of your ideas.
- Your language choice is matched to the genre, such as a mystery story creates suspense and builds the tension through word choices, such as forceful verbs.
- Words are generally categorised into two classes:
  - **Content words** (or lexical items) describe objects and concepts. This class of words consists of nouns, verbs, adverbs, adjectives, noun groups, phrasal verbs and verb groups.

- **Grammatical word classes** (or structural words) consist of prepositions, articles, conjunctions, pronouns and interjections.

## **How do I improve my vocabulary?**

- **Read, read and read!** The single most effective way to build vocabulary is by increasing the amount that you read. Just 10 minutes a day outside of school leads to significantly higher rates of vocabulary growth. Keep a list of great words and descriptions that you encounter.
- Build a glossary of adjectives for different moods and feelings, and striking verbs that have layers of meaning.
- Use Visuword: <http://www.visuwords.com/> - a beautiful online thesaurus to find more effective synonyms.

- Go to <http://www.vocabulary.com/> and test your vocabulary.

### **Criteria 6: Cohesion (0-4)**

- An extended, highly cohesive piece of writing showing **continuity of ideas** and **tightly linked** sections of text.
- You consistently use word associations and substitutions to enhance the reading.
- Your control of multiple threads and relationships across the whole narrative, achieved by the use of referring words (pronouns), substitutions, word associations and text connectives.

## Criteria 7: Paragraphing (0-2)

- The use of correct paragraphing.
- In narrative, a paragraph can be a single sentence long for dramatic effect.
- Your paragraphs are deliberately structured to pace and direct the reader's attention.
- Start a new paragraph when:
  - The setting or time sequence changes
  - A new idea is introduced
  - A new character enters the story
  - A new event happens
  - A new person is speaking
  - To make an impact

For the purposes of the task, paragraphing can be indicated by any of the following conventions:

- indentation of a new line
- space between blocks of text
- annotations, E.g. P for paragraph, tram lines, square brackets, asterisk
- available space on previous line left unused, followed by new line for paragraph beginning.

### **Criteria 8: Sentence Structure (0-6)**

- The production of grammatically correct, structurally sound and meaningful sentences.
- To achieve a '6' all sentences should be correct.

- You will achieve more marks for including at least three correctly structured complex sentences.
- Focus on:
  - Variety of sentences: simple, compound, complex and truncated
  - subject verb agreement
  - Variety of sentence beginnings, such as beginning with a preposition to situate the reader in your setting. E.g. *“Under the watchful gaze of the moon, the river snaked its way to the sea.”*
  - Using tricolon (the magic of 3): Three successive phrases or adjectives – *“Ruthless, dangerous, lethal, the animal leaps for its prey.”*
  - Using a loose sentence (an independent clause followed by a series of phrases): *“It was a perfect day at the beach, the waves rolling, the sun shining, the easterly wind caressing, and the salty smell of hot chips enticing to buy them.”*

- verb control, i.e. the correct form and correct tense
- modality

### **Criteria 9: Punctuation (0-5)**

- The use of correct and appropriate punctuation to aid reading of the text.
  - Mark points 1-3 are about sentence boundary punctuation.
  - Level 4 is about handling other punctuation as well as the correct sentence punctuation.
  - Level 5 — all applicable punctuation correct.
- You have correct sentence punctuation includes: capital letters to begin sentences; full stops to end sentences; question marks to end sentences; exclamation marks to end sentences

## Criteria 10: Spelling (0-6)

- The accuracy of your spelling and the difficulty of (spelling) the words used.
- To achieve a level 5: Correct spelling of all simple and common words, and at least **10 difficult words**.
- To achieve a level 6: Correct spelling of all simple and common words, at least **10 difficult words** and **some challenging words** OR , at least **15 difficult words** and **no challenging words**
- Spelling is referred to as: simple, common, difficult and challenging.
- **Challenging words:**
  - unusual consonant patterns — *guarantee, scintillate, ubiquitous*
  - longer words with unstressed syllables — *responsibilities, environment*



- foreign words — ricochet, cliché
- suffixes added to a word ending in *-ce*, *-ge* — *changeable*, *noticeable*

## **How do I improve my spelling?**

- Explicitly learn spelling rules and patterns
- Develop a list of challenging and tricky words that you know that you struggle with in writing.
- Regularly test your spelling at home.
- Look, Say, Cover, Write, Check

## Narrative writing success checklist

- My opening is so engaging that the reader wants to read on.
- I have established the setting and/or character with descriptive language.
- I use the structure of a narrative: orientation, complication, resolution.
- I use figurative language and descriptive words, such as striking verbs and adjectives.

- I vary my sentence structure and beginnings, and include at least three complex sentences.
- My setting includes sensuous details aided by auditory imager, such as onomatopoeia and visual imagery, such as similes.
- My character/s voice, actions, feelings and relationships come to life through the details I provide.
- My paragraphs drive the pace of the action and ideas, and are clearly structured to ensure cohesion.
- My spelling and punctuation are correct, and I have used some challenging words.

## Persuasive Writing

*“The purpose of persuasive writing is to persuade a reader to a point of view on an issue. Persuasive writing may express an opinion, discuss, analyse and evaluate an issue. It may also entertain and inform” (ACARA).*

### People Have Forgotten to Live in the Moment

These days people are so involved in getting a ‘selfie’ that, they do not live in the moment. What do you think? Does it lead to people not being aware of the various aspects of the moment?

Present your viewpoint on the validity of the statement  
*People do not live in the Moment.*

Write to convince readers of your opinion.

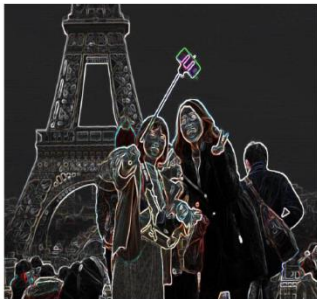
**Start with an introduction:** informing the reader about what you are going to write.

**Write your opinions on the topic:** give reasons for your opinions and explain your reasons for these.

**Finish with a conclusion:** that sums up your reasons and convinces the reader of your viewpoint.

#### Remember to:

- Plan your writing
- Use paragraphs
- Write in sentences
- Choose your words carefully to convince the reader with your viewpoint.
- Pay attention to using correct spellings and punctuation.
- Edit and check your writing so that it is clear.



## NAPLAN Persuasive Marking Criteria

Criteria	Skills Focus
Audience	Writer's capacity to orient, engage and persuade reader
Text structure	Organisation of the structural components of a persuasive text (intro, body & conclusion) into appropriate & effective text structure
Ideas	Selection, relevance & elaboration of ideas for persuasive argument
Persuasive devices	Use and range of persuasive devices to enhance the writer's position and persuade the reader
Vocabulary	Range & precision of contextually appropriate language choices
Cohesion	Control of multiple threads and relationships across the text, achieved through the use of referring words, ellipsis, text connectives, substitutions and word associations
Paragraphing	Segmenting of text into paragraphs that assists reader to follow line of argument
Sentence structure	Production of grammatically correct, structurally sound and meaningful sentences
Punctuation	Use of correct and appropriate punctuation to aid reading of text
Spelling	Accuracy of spelling and the difficulty of words used

The following table shows the range of score points for each criterion:

Audience	Text structure	Ideas	Persuasive devices	Vocabulary	Cohesion	Paragraphing	Sentence structure	Punctuation	Spelling
0-6	0-4	0-5	0-4	0-5	0-4	0-3	0-6	0-5	0-6

### **Criteria 1: Audience (0-6)**

- Your ability to orient, engage and persuade the reader.
- You establish a strong, credible voice.
- You craft the writing to influence the reader by the use of precise and sustained language choices and persuasive techniques.
- You might appeal to reason, emotions and/or cultural values

## **Criteria 2: Text structure (0-4)**

- The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure.
- You compose a coherent, controlled and complete argument
- All the components are well developed.
- You open with a clear position statement that expresses your stance or point of view in response to the question.
- You provide strong supporting evidence in the body.

## How to improve the structure of your persuasive writing (ACARA)

- **Purpose**

- To argue a case for or against a particular point of view.
- To engage the reader.

- **Introduction**

- The purpose of the introduction is to introduce the reader to the main argument or point of view of the essay.
- It introduces a thesis statement which states the topic and the writer's position on it and describes the line of argument to be taken in the writing.
- It should provide some context or identify issue(s) associated with the topic



- It should capture the interest of the reader and tell why the topic is important.
- You should provide at least TWO or THREE strong supporting ideas.
  
- **Body**
  - The body is used to convince the reader to agree with the position taken. It develops the point or points of argument that have been outlined or foreshadowed in the introduction.
  - Presents reasons in logically sequenced paragraphs.
  - A case for each point of argument is developed with supporting evidence that may include explanation, examples, comparisons, contrasts, expert opinion or references, quotations, data, and/or anecdotes. You could refer to opinions of experts, scientific or historical facts or include an authentic example.

- Use persuasive language to try to persuade the reader to accept your point of view.
- Cohesion: You use substitutions, word associations, and connectives and conjunctions through the sentences and paragraphs. Connectors, such as: *Firstly, secondly, lastly, therefore, thus...*
  
- **Conclusion**
  - The purpose of the conclusion is to bring closure to the argument in a way that reinforces your position on the topic.
  - Summarises and reinforces the argument.
  - Restates your position.

### **Criteria 3: Ideas (0-5)**

- The selection, relevance and elaboration of ideas for a persuasive argument.
- Your ideas are generated, selected and crafted to be highly persuasive.
- You might explain cause and effect.
- Include a range of a range of issues both for and against the stated position.

### **How do I generate ideas?**

- Read and view the news to keep up to date with current affairs.
- Practise composing expositions to a range of questions.

- Share ideas and conduct meaningful debates with family members and friends.
- Ethos, Logos and Pathos are the means by which persuasion to a point of view on an issue can occur.
- ❖ **Ethos:** persuading by appealing to the readers' values
- ❖ **Logos:** persuading by the means of logical reasoning
- ❖ **Pathos:** persuading by appealing to the reader's emotion

#### **Criteria 4: Persuasive Devices (0-4)**

- The use of a range of persuasive devices to enhance the writer's position and persuade the reader.
- Devices could include rhetorical devices, forceful verbs, figurative language, statistics and connectors.

## Elevating your use of persuasive devices

**Verbs:** Elevate the style of your persuasive writing through the verbs!

conveys	proffers	ascribes	positions	evinces
represents	advances	affirms	validates	argues
posits	substantiates	challenges	confirms	states
expounds	clarifies	amplifies	espouses	
elicits	confounds	illuminates	elaborates	

## Persuasive devices

Repetition	Repeating key words or phrases emphasises your points
Tricolon or rule of three	Repeating three adjectives or phrases in a sentence adds to the power of the argument. E.g. <i>“Computer gaming can become <b>obsessive, distracting and invasive</b> for young people.”</i>
Rhetorical questions	Posing strong questions that do not require an answer but provoke people to think. E.g. <i>“Have you ever stopped to consider how many hours you spend gaming rather than doing school work?”</i>
Emotive words	Strong, forceful words to support your ideas. E.g. <i>‘destruction’, ‘devastation’, ‘obsession’</i>

Conditional sentences	Statements discussing known factors or hypothetical situations and their consequences. E.g. <i>“If students spend excessive hours gaming then their school work will suffer.”</i>
Second person	A direct address to the reader. E.g. <i>“<b>You</b> need to understand that...”</i>
Inclusive personal pronoun	A direct appeal to the reader by using the inclusive pronoun “we” or “our”. E.g. <i>“Deforestation means that <b>our</b> rainforests are at risk of extinction. <b>We</b> need to take a stand...”</i>
Imperative voice or mood	Forceful verb at the start of a sentence – high modality. E.g. <i>“<b>Direct</b> your attention to...”</i>

**Connectives:** Create cohesion in your persuasive writing through connectors!

in contrast	alternatively	furthermore	moreover
however	in comparison	similarly	correspondingly
conversely	nevertheless	additionally	indeed
firstly	secondly	lastly	therefore

**Connectives (ACARA):**

- **Temporal** (to indicate time or sequence ideas): *first, second, next, meanwhile, till, while, then, later, previously, finally, to conclude*
- **Causal** (to show cause and effect): *because, for, so, consequently, due to, hence, since, accordingly*
- **Additive** (to add information): *also, moreover, above all, equally, besides, furthermore, as well as, or, nor, additionally*



- **Comparative:** *rather, elsewhere, instead, alternatively, on the other hand*
- **Conditional/concessive** (to make conditions or concessions): *yet, still, although, unless, however, otherwise, still, despite, nevertheless*
- **Clarifying:** *in fact, for example, in support of this, to refute*

### **Criteria 5: Vocabulary (0-5)**

- The range and precision of contextually appropriate language choices.
- Your ability to select effective words with precision, for effect.
- Your use of figurative language to persuade, such as metaphors.
- Using vocabulary to enrich the details and increase the complexity of your ideas.

- The use of modal adjectives and adverbs, such as: *ultimate, certain, extreme, possibly, definitely, rarely*
- The use of technical words when appropriate.

### **Criteria 6: Cohesion (0-4)**

- The control of multiple threads and relationships across the text, achieved through the use of referring words, ellipsis, text connectives, substitutions and word associations.
- An extended, highly cohesive piece of persuasive writing showing **continuity of ideas** and **tightly linked** sections of text.

## Criteria 7: Paragraphing (0-2)

- The segmenting of text into paragraphs that assists the reader to follow the line of argument.
- The use of correct paragraphing.
- Your paragraphs are ordered and cumulatively build your argument across your response.
- Your paragraphs are deliberately structured to pace and direct the reader's attention.
- A single sentence may be used as a final comment for emphasis.

For the purposes of the task, paragraphing can be indicated by any of the following conventions:

- indentation of a new line

- space between blocks of text
- annotations, E.g. P for paragraph, tram lines, square brackets, asterisk
- available space on previous line left unused, followed by new line for paragraph beginning.

### **Criteria 8: Sentence Structure (0-6)**

- The production of grammatically correct, structurally sound and meaningful sentences.
- To achieve a '6' all sentences should be correct.
- You will achieve more marks for including at least three correctly structured complex sentences.

## **Dr Perlman's tips for persuasive writing**

1. Memorise the list of difficult and challenging spelling words and sprinkle them throughout the paper.
2. If you are not sure how to spell a word, do not use it.
3. Repeat the language and ideas in the Writing Task throughout the paper.
4. Master the five-paragraph form.
  - a. Have a minimum of four paragraphs, preferably five.
  - b. Each paragraph, except the last one, should have a minimum of four sentences.
  - c. The first paragraph should end with your thesis sentence.
  - d. The next-to-last paragraph should modify your thesis sentence by taking the other side of the issue in special cases.

- e. The last paragraph should begin with “In conclusion” and then repeat the thesis sentence from the first paragraph. Then just repeat two or three ideas from the other paragraphs.
5. Increase your score on the “Audience” and “Persuasive Devices” categories by addressing the reader using “you” and ask questions.
6. Use connective (Velcro) words such as “Moreover,” “However,” “In addition”, “On the other hand” at the beginning of sentences.
7. Begin sentences with phrases such as “In my opinion”, “I believe that”, “I think that” etc.
8. Use referential pronouns, such as “this”.
9. Make arguments using forms such as “We all believe that we should do X” or “We all know that Y is harmful”.
10. Always have at least one, preferably two adjectives next to nouns. Thus, not “the dog” but the “frisky and playful dog”.

## Syntax – sentence structure

Simple sentence	Basic elements of a sentence - a subject, a verb, and an object. E.g. <i>'You will always be in the dark.'</i>
Compound sentence	A compound sentence often combines two sentences with a comma and "joining word" such as <i>and, but, so, yet, or because.</i>
Complex sentence	A sentence made up of an independent clause and one or more <b>dependent clauses</b> connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence. E.g. <i>'He was going to buy some lunch when the bell unexpectedly sounded for period 5.'</i> Common subordinating

	conjunctions: 'after', 'although', 'as', 'because', 'before', 'even though', 'if', 'since', 'though', 'unless', 'until', 'when', 'whenever', 'whereas', 'wherever', 'while'
Declarative sentence	Makes a statement - E.g. <i>"I am exhausted!"</i>
Truncated or fractured sentence	An incomplete sentence – E.g.
Exclamatory sentence	Expresses a strong feeling –E.g. <i>"I am correct!"</i>
Rhetorical question	A question that is designed to provoke thought rather than require an answer.



Imperative sentence	Gives a command. The sentence begins with a verb. E.g. <i>"Do your work!"</i>
Semi-colon sentence	When two independent sentences are closely related, you can join them with a semicolon instead of a joining word. To make sure it works, try replacing the semicolon with a joining word such as 'and' or 'but'. E.g. <i>"When I went surfing at Palm Beach I broke my surfboard; I guess the waves were big."</i>
Disjunction	Beginning a sentence with 'yet' or 'but' to shift the mood or provoke thought by dramatically disrupting the sentence
Ellipsis	A dramatic pause or suggesting that there is more that has been left unsaid ...

Anaphora	Repetition of a word at the start of more than one sentence
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### **Criteria 9: Punctuation (0-5)**

- The use of correct and appropriate punctuation to aid reading of the text.
- Mark points 1-3 are about sentence boundary punctuation.
- Level 4 is about handling other punctuation as well as the correct sentence punctuation.
- Level 5 — all applicable punctuation correct.
- You have correct sentence punctuation includes: capital letters to begin sentences; full stops to end sentences; question marks to end sentences; exclamation marks to end sentences.

## Punctuation (ACARA)

Colons	Colons are normally used to signal the following: a list: The boy likes the following genres: fantasy, science fiction, mystic realism and horror.
Ellipsis	Ellipsis (...) indicate that something has been omitted in a line of text. It can also indicate suspense in the story, E.g. <i>"I was engulfed in darkness ..."</i>
Semicolons	Semicolons are used within sentences to separate different though related pieces of information: The use of a semicolon strengthens the link between the ideas.

## Criteria 10: Spelling (0-6)

- The accuracy of your spelling and the difficulty of (spelling) the words used.
- To achieve a level 5: Correct spelling of all simple and common words, and at least **10 difficult words**.
- To achieve a level 6: Correct spelling of all simple and common words, at least **10 difficult words** and **some challenging words** OR , at least **15 difficult words** and **no challenging words**
- Spelling is referred to as: simple, common, difficult and challenging.

## Grammatical terms (ACARA)

Adjective	Adjectives are words that give additional information about the noun.
Adverb	Adverbs give additional information about verbs, adjectives and other adverbs. They tell how, when and where, something happens, E.g. <i>“He trudged slowly.”</i>
Noun	Nouns are words that name people (James Blunt), places (New York), things (chair, family, sunshine) and concepts – abstract nouns - (hope, frustration, liberty).
Preposition	Prepositions are positional words such as: <i>below, for, down, above, to, near, under, since, between, with, before, after, into, from, beside, without, out, during, past, over, until, through, off, on, across, by, in, around, onto</i> . Prepositional

	phrases, E.g. ...with tears in her eyes, can be used as a device to enhance description.
Pronoun	A pronoun stands in place of a noun or noun group. A pronoun refers to something that has been named and has already been written about.
Verb	Verbs are the basis of any message communicated. They are the engine of the sentence or clause and provide movement or action, or a sense of what is happening.
Verb agreement	A verb has to agree with its subject in number. If the subject is singular, the verb must be singular too. If the subject is plural then the verb too must be plural. E.g. <i>"She enjoys reading books."</i>
Adjectival clause	A clause that gives additional information about a noun or noun group is known as an adjectival or relative clause. It is

	said to be ‘embedded’ if the information it provides is embedded or located within the subject or object of another clause. An adjectival clause generally (but not always) begins with a relative pronoun such as who, which or that. E.g. <i>“The play equipment <b>that children love</b> is not necessarily the safest equipment in the playground.”</i>
Adverbial clause	An adverbial clause is a subordinate or dependent clause that provides optional information about time, place, condition, concession, reason, purpose or result. E.g. <i>“<b>After studying so hard during the week</b>, all students want to do on the weekend is relax.”</i>
Noun clause	A noun clause is a clause that acts as the subject or object of another clause. <i>“Some studies show <b>that crimes committed by teenagers are rising.</b>”</i>

## Practice tests

# Childhood memories...

Write a narrative (story) about a childhood memory.

**Think about:**

- The character/s and the childhood memory.
- The complication or the problem to be solved.
- How the story will end.

**Remember to:**

- Plan your story before you start
- Choose your words carefully
- Write in sentences
- Pay attention to your spelling, punctuation and paragraphs
- Check and edit your writing.

**Timing**

- 10 minutes to plan the story
- 30 minutes to write the story





# Special Powers...

The mobile phone has come to dominate our lives. It is almost an extension of ourselves. We take selfies, check messages, skim Facebook and Instagram, and occasionally use it to make and receive calls. Imagine if your mobile phone could do so much more.

**Your task is to write a story about how a mobile phone has special powers.**

Use one of the pieces of stimulus as a starting point or source of ideas for your story. Limit your story to one event and one timeframe. Give your story a title.

- Who are your characters?
- Where are they?
- What's happening?
- How can you build tension in each paragraph?
- Where is the climax?
- What is the complication?
- How will the story end?

**Remember to:**

- Plan your story before you start
- Choose your words carefully
- Write in sentences
- Pay attention to your spelling, punctuation and paragraphs
- Check and edit your writing.

**Timing**

- 10 minutes to plan the story
- 30 minutes to write the story

He hit a link on the net to surfing in Bali and found himself standing on a beautiful beach with perfect waves breaking on the reef.

Peter's friend Jake appeared in front of him as a hologram...

# The Dream Holiday...

Write a narrative (story) about a character who goes on their dream holiday. However, everything is not as they expected. What might have happened?

**Think about:**

- The character/s and their holiday experience.
- Your descriptions of the holiday destination.
- The complication or the problem to be solved that happened on the holiday.
- How the story will end.

**Remember to:**

- Plan your story before you start
- Choose your words carefully
- Write in sentences
- Pay attention to your spelling, punctuation
- and paragraphs
- Check and edit your writing.

**Timing**

- 10 minutes to plan the story
- 30 minutes to write the story



# The Sea

Write a narrative (story) about the sea. It could be about an adventure at sea, a story about how the sea was inspiring, a surfing adventure, an encounter with dolphins... You could use one of the images as a stimulus.

**Think about:**

- How you will describe the sea.
- The character/s and what happens.
- The complication or the problem to be solved
- How the story will end.

**Remember to:**

- Plan your story before you start
- Choose your words carefully
- Write in sentences
- Pay attention to your spelling, punctuation and paragraphs
- Check and edit your writing.



# To game or not to game?

## To game or not to game?

Some people think that young people should not be allowed to game. Others think that computer gaming improves people's problem-solving, creativity and collaborative skills. What do you think about computer gaming?

Does it lead to addiction?

Does it become such a distraction that students' learning outcomes at school decline?

Present your point of view on whether young people should be allowed to game.

Write to convince a reader of your opinions.

- **Start with an introduction.**

An introduction lets a reader know what you are going to write about.

- **Write your opinions on this topic.**

Give reasons for your opinions.

- Explain your reasons for your opinions.
- **Finish with a conclusion.**

A conclusion sums up your reasons so that a reader is convinced of your opinions.

### Remember to:

- plan your writing
- use paragraphs to organise your ideas
- write in sentences
- choose your words carefully to convince a reader of your opinion
- pay attention to your spelling and punctuation
- check and edit your writing so it is clear



## Final Tips

- Practise, practise and practise writing every day!
- Read, read and read every day!
- Build your vocabulary and test your spelling!

## Resources

- QLD Education Department: <https://www.qcaa.qld.edu.au/p-10/naplan/test-preparation/writing2/imaginative-writing>
- ACARA: <http://www.nap.edu.au/naplan/writing>
- ACARA tests: <http://www.nap.edu.au/naplan/the-tests>
- Grammar: <http://www.perfect-english-grammar.com/grammar-exercises.html>
- DEC: [http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2012/index.php?id=literacy/writing/lw\\_cohe/lw\\_cohe\\_s1\\_12](http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2012/index.php?id=literacy/writing/lw_cohe/lw_cohe_s1_12)