



# Genre Writing – Exposition and Narrative

Week 8, Term 1

2015

# Learning Intentions

- » **Review** NAPLAN Writing for 2015 – expectations and marking criteria
- » **Discuss** our current practices in teaching genre writing
- » **View** a range of templates and examples
- » **View and discuss** our NAPLAN Writing data
- » **View** key learning from Steps to Writing Success PD
- » **Discussion**



# NAPLAN Writing 2015

- » NAPLAN writing for **2015**: *Narrative or Persuasive*
- » All students will receive the same genre
- » Year 3 and 5 students will receive a simplified version of the writing stimulus/prompt. Year 7 and 9 students will receive a more advanced version.



# NAPLAN Writing 2015

## What is persuasive writing?

- » A persuasive text is any text where the main purpose is to present a point of view and seeks to persuade a reader. Persuasive text types include, for example, arguments, expositions, discussions, and letters to the editor, debates, reviews and advertisements.
- » The purpose of the **introduction** is to introduce the reader to the main idea of the text. It should provide some context associated with the topic and present the writer's opinion on the topic. It should capture the interest of the reader and say why the topic is important. **The style of the introduction may change according to the style of the writing and the opinion being presented and might include, for example, a definition of the topic, generalisations about the topic, a list of the main points of argument or a short anecdote.**
- » The **body** of the persuasive text should develop the intentions stated in the introduction and may make use of the structures typical of non-fictional essays. For example, listing and describing parts, comparing and contrasting, and showing cause and effect are some ways students can present their opinions.
- » The **conclusion** should bring closure to the text and the writer's point of view in a way that reinforces the writer's position on the topic. A conclusion should do more than simply repeat what has already been said. Conclusions may summarise the writer's position, reflect on the topic and draw conclusions by synthesising ideas presented in the body. The conclusion should not present new information.

# NAPLAN Writing 2015

## What is narrative writing?

- » Narrative writing tells a story. Narrative text types include, for example, short stories, fairy-tales, fables and myths. They can take a variety of styles including adventure stories or mysteries. Stories can be realistic or imaginative. Many story writers base their stories on real life events. **The main purpose of a narrative is to entertain a reader, but stories can also contain a universal theme or moral, or teach the reader a lesson.**
- » An **orientation** (or beginning) sets the scene and introduces the characters in the story. It lets the reader know what the story is going to be about.
- » The building up of a **complication** (or middle) is usually the largest part of the story. It is made up of a series of events that presents a problem or conflict that needs to be solved. The problem, often in the form of an obstacle that needs to be overcome, introduces tension or excitement into the story. The problem or complication needs a response from the main character in the story that leads to the resolution.
- » The **resolution** (or ending) brings the story to an end. It lets the reader know how the problem was solved or sometimes, in more sophisticated stories, how it couldn't be solved and how the main characters deal with this.



# NAPLAN Writing 2015

## Persuasive

### The Marking Criteria

Students' writing is assessed using an analytic criterion-referenced marking guide, consisting of a rubric containing ten marking criteria and annotated sample scripts. The ten criteria are:

1	Audience	The writer's capacity to orient, engage and persuade 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
3	Ideas	The selection, relevance and elaboration of ideas for a persuasive argument
4	Persuasive devices	The use of a range of persuasive devices to enhance the writer's position and persuade the reader
5	Vocabulary	The range and precision of contextually appropriate 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
7	Paragraphing	The segmenting of text into paragraphs that assists the reader to follow the line of argument
8	Sentence structure	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
10	Spelling	The accuracy of spelling and the difficulty of the 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

## Narrative

### Criteria

The ten criteria assessed in the writing task are:

1. Audience – The writer's capacity to orient, engage and affect the reader
2. Text structure – The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure
3. Ideas – The creation, selection and crafting of ideas for a narrative
4. Character and setting – 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 language choices
6. Cohesion – 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 negotiate the narrative
8. Sentence structure – The production of grammatically correct, structurally sound and meaningful sentences
9. Punctuation – 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 following table shows criteria and the range of score points for the writing task.

Audience	Text structure	Ideas	Character and setting	Vocab.	Cohesion	Paragraphing	Sentence structure	Punctuation	Spelling
0-6	0-4	0-5	0-4	0-5	0-4	0-2	0-6	0-5	0-6

-Common drive  
-NAPLAN Resources  
-Writing



# Discussion

*Discuss your current practices around teaching genre writing.*

- » What templates do you use for narrative and exposition?
- » Is there a particular stimulus that you use?
- » Is this consistent across your PLC?



# NAPLAN Writing 2015

## The Box

Today you are going to write a narrative or story.

The idea for your story is "The Box".

What is inside the box? How did it get there?  
Is it valuable? Perhaps it is alive!

The box might reveal a message or something that was hidden.

What happens in your story if the box is opened?

### Think about:

- the characters and where they are
- the complication or problem to be solved
- how the story will end.

### Remember to:

- plan your story before you start
- write in sentences
- pay attention to the words you choose, your spelling and punctuation, and paragraphs
- check and edit your writing when you have finished.



## It is cruel to keep animals in cages.

What do you think? Do you agree or disagree? Perhaps you can think of ideas for both sides of this topic.

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 is a way to sum up your writing so that a reader is convinced of your opinions.

### Remember to:

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



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## Books or TV

### Reading books is better than watching TV.

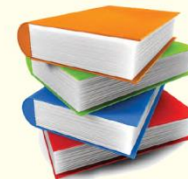
What do you think about this idea? Write to convince a reader of your opinions.

### Think about:

- if you agree or disagree or see both sides of the argument.
- an introduction – a way to introduce your ideas by clearly saying what you think about the topic.
- your opinions – with reasons or evidence that explain them.
- a conclusion – a summary of the main points of your argument.

### Remember to:

- plan your argument before your start.
- write in sentences.
- pay attention to your spelling and punctuation.
- choose your words carefully to convince a reader of your opinions.
- use a new paragraph for each new idea.
- check and edit your writing so that it is clear for a reader.





# Writing Samples

★ Writing Fun ★ Jenny Eather © 2006

Using **text organizers** to assist students with the writing process.



## Persuasion (exposition)

You could challenge another class to debate the issue.

Have your best arguments ready!!

### GREAT DEBATE CHALLENGE

Homework should be banned.



Next Tuesday in the Assembly Hall



## Homework should be banned



Most little kids get far too much homework. Our class believes homework should be banned in primary school.

Firstly, it's well known that kids are not as fit as they should be. Sitting around for hours doing homework is dreadfully unhealthy.

Secondly, kids work hard at school all day so they need time to relax and refresh their brains. Worrying about homework causes stress for kids and frustration for parents.

Thirdly, homework is hideously difficult to complete for many kids. Therefore, they need help from the teacher and lots of resources which they can't get at home.

In conclusion, we believe homework (which is really just more schoolwork) should be done at school or banned entirely.

**TIPS:** Mouse over tips to see the examples.



**State your position (point of view).**

**Include your best arguments and evidence.**

**Sum up and restate your position.**

**New paragraph for each point.**

**Word focus:**

- emotive words
- words that link arguments

**Tense:**

- simple present

**Style:**

- Persuasive
- Logical

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BLANK ORGANIZER and publishing ideas.

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EXAMPLES

1

2

3

4

5

6

HOME

WRITE ONLINE



A text may be **FACTUAL** (true) or **LITERARY** (imaginary).

# Writing Samples

★ Writing Fun ★ Jenny Eather © 2006

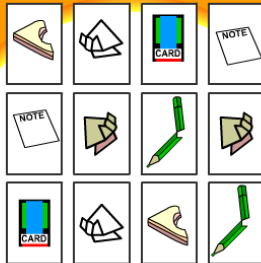
Using **text organizers** to assist students with the writing process.



## Narrative

You could make a game to go with your narrative.

### MEMORY GAME



Can you remember all the rubbish in your bag?



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EXAMPLES



HOME

WRITE ONLINE



## The Great Grey Sandwich

The inside was dark and still, packed with forgotten treasures. Bent pens, fossilised food, unwrapped cards and unread notes filled it up.

That fateful Tuesday, Ben opened his school bag to search for lunch. Grey fur stirred as the oldest sandwich of all came to life.

Ben watched in horror as the great, grey, mouldy sandwich crawled carefully out of his bag. It gave him a long, sad look and slithered over to the teacher's desk.

"Lift me up," it croaked.

Ben was transfixed. He carefully lifted the great, hairy thing onto the desk and shuddered as it slowly slimed its way into the very back of the teacher's drawer, where lost things hide.

It's still there, waiting for a teacher's hand to reach the back of the drawer and wake it again.

**TIPS:** Mouse over tips to see the examples.



**Set the scene.**

- Who or what
- When • Where

**Introduce a problem or complication.**

**Describe the events that follow ... in order.**

**Describe the ending.**

**New paragraph for each part.**

**Word focus:**

- Noun groups
- Verbs, adverbs

**Tense:**

- past (usually)
- present (dialogue)

**Style:**

- Descriptive
- Entertaining

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A text may be **FACTUAL** (true) or **LITERARY** (imaginary).

# Writing Samples – Sheena Cameron



## The Spinning Chair

(Based on the image 'Under the Rug' from *The Mysteries of Harris Burdick* by Chris Van Allsburg.)



### Text structure

### Look closer

Introduction

Hooks

Link to the next paragraph

New paragraph: change in time

New paragraph: change in place

Link to next paragraph

New paragraph: change in person

Link to introduction

Conclusion

He hated the chair and everything about it. It had ruined his life and so he tried to destroy it but all he succeeded in doing was breaking his favourite lamp; the lamp that his daughter had given him on his 47th birthday. Just thinking about it made tears come to his eyes. He walked away into his room and fell asleep. The dream came again.

He was sitting on the chair with his daughter on his lap, laughing as the chair spun around gaining speed. He appeared in a land white with snow. His daughter ran into a nearby forest. He followed her; not knowing that it was the last time he would ever see her. Then he heard her scream and saw her sinking beneath the powdery snow. He reached out to her but it was too late. The snow closed over her head and she disappeared. Then everything spun faster and faster until he reappeared in his house, on the chair but without his daughter. She was gone.

He woke with a start, sweating. He got out of bed and got dressed. As he ate his breakfast, he decided to go back to the place where his daughter disappeared. As always, he sat on the chair, thought about where he wanted to go and the chair spun faster and faster until everything was a blur. Then he appeared in a beautiful land, only it was not beautiful to him anymore. This was where his daughter disappeared. He refused to believe she was dead. He walked towards the forest in front of him, hoping that the chair wouldn't whisk him away like the last time – it seemed to have a mind of its own. He got to the spot where his daughter disappeared and got the shock of his life. There was a face he never thought he would see again.

He gazed down on his daughter who was sleeping peacefully on the snow. Gently, he shook her awake and she opened her eyes. She tried to get up but she wobbled and fell back on the snow almost immediately. He picked her up and carried her back to the chair. He sat down and thought about his house. As always, the chair spun around until the whole place was a blur. Then he appeared in his house again, but this time, his lamp was fixed. He looked down at his daughter and saw that she had fallen asleep.

He carried her to the bed and laid her down and tucked her in. This was the best day in his life.

Feeling

Complex sentence

What the character could hear and see

Repetition

Descriptive verbs

Adverb





## A letter from a concerned parent



### Text structure

### Look closer

Introduction:  
stating the  
argument

### Scooting at School should be Banned

In my opinion children should not be allowed to ride scooters at school during interval and lunchtime.

Paragraph one:

Main point

Elaboration on the  
main point

The most **important reason** that scooting should be banned from schools is that it is **dangerous**. Scooters are fast and solid and are a danger to others. **Furthermore**, they move very quickly and could easily knock over **small children** who are playing with their friends, unaware of the risk.

Persuasive sentence  
starters

Emotive language

Paragraph two:

Main point

Another point is that children on scooters **dominate the playground**. There is limited playground space in schools and scooters **take over** large areas, leaving less space for the others. The netball courts and concreted areas are already used for organised games and sports as well as impromptu activities.

Personal opinion

Paragraph three:

Main point

Finally, scooting is a **dangerous sport** and often the riders do not wear safety gear. Many children learn tricks and jumps, and this often results in accidents. **For example, one trick involves spinning the scooter over the rider's head, which could be extremely unsafe in a crowded space.**

Complex sentence

Conclusion:  
restating the  
argument

I therefore believe that no schools should permit children to scoot in the school grounds.

## Written narrative: What a mess

What a mess

One day Jake went to the shop. Jake was a medium-sized boy with brown hair and green eyes. He was very messy and liked to mess things up on purpose. He was going to the shop to make a big mess. There was a giant stack of cans near the front of the shop. He walked up to the stacks and pulled out the can at the bottom of the pile. The cans toppled down and food spilled everywhere. He walked off, satisfied. He got back home a few minutes later and walked up to his room. There were empty coke cans and crunched-up balls of paper everywhere. He was about to start playing his DS when his mom came into the room.

"Jake! Clean your room now!!" she yelled.

"Fine..." he muttered. He began to pick up cans and paper. But the moment his mom left the room, he threw all the rubbish back down again. Suddenly, his phone rang. He walked over and picked it up. It was his friend, Alex.

"Hi Jake! Do you want to come over to my house soon?" Alex asked casually.

"Sure, I'll be there in a few minutes," Jake replied. He hung up and walked over to Alex's house.

A few minutes later, Jake was at his friend's house. They were watching a movie. It was about how people shouldn't make a mess. Alex had chosen it because he wanted his friend to be less messy. The movie said that in a few hundred years, the world would become a massive dumpsite. Jake looked surprised when the movie ended. He thanked Alex and went back home.

At home he immediately began to clean up his room. His mom was amazed. She thanked Alex for the idea. Jake also went to clean up the mess at the shop.

"I guess I won't be messy anymore!" he said.

### Annotations

*Leads the reader towards the resolution through effective use of sequenced events.*

*Uses action and speaking verbs to develop character, for example, 'muttered', 'yelled', 'threw'.*

*Uses extended noun groups/phrases to develop descriptions, for example, 'a medium-sized boy with brown hair'.*

*Uses a variety of sentence structures including complex sentences to connect ideas with subordinating conjunctions, for example, 'because' in the sentence 'Alex had chosen it because he wanted his friend to be less messy'.*

*Consistently spells accurately, for example, 'massive', 'muttered', 'crunched'.*

*Uses vocabulary for precision, for example, 'toppled', 'crunched-up'.*

*States the moral message implicit in the text using a reflective statement by the main character, for example, 'I guess I'll never make such a big mess again'.*

*Uses a variety of sentence beginnings to assist the unfolding and development of text, for example, 'One day', 'At Alex's ('A few minutes later)' and 'At home'.*

*Uses a variety of punctuation conventions to add meaning to the text, for example, speech marks and points of ellipsis ('Fine ...').*



# Australian Curriculum Work Samples

## Year 6 – Satisfactory

### More Money, Less Toys and Games

Too much money is spent on toys and games. It's true. Nearly every week, children come home complaining that their friends and the whole school have a new toy/game and that they want one too. When a child buys a game, who will they play it with? It won't help to buy a computer game as they won't have enough time for friends. What happened to sports and fitness? Kids buy brand new toys then they try to figure out the rules of the game and at the end they don't know how to play. Today's children need time with people and sport, not time with plastic toys and computer games.

Firstly when children come home to their parents, they complain that everyone as a new game/toy and that they want one too. The poor parents don't know how to say 'no' and they end up spending money for something that is not important. The more the parents do this the more it will affect affect the young one's attitude and they will expect everything they ask for.

Secondly, the children become anti-social. All they care about is themselves and computer games. They are too busy playing on computer games that they don't have enough time for friends and that could create a problem between their friendships. No one wants that.

Finally, when a child buys a board game, who will they play with? They might not have brothers or sisters or they might but they are too busy to play. So they store the board game and don't use it. It's a waste of money and time.

In conclusion, parents must be careful about what to buy and what not to buy otherwise the kids will become spoilt, they will become anti-social and you will end up not using the particular game/toy. That's why you must spend your money on your needs.

## Year 6 – Above Satisfactory

### Too Much Money is spent on Toys and Games

How would you like to have so many toys that you can't afford to pay the bills to live? Many toys are expensive and are a financial burden on families. Also the variety of toys is large and unnecessary so that it creates waste. A lot of the modern electronic toys make children antisocial and unhealthy. This is why too many toys and games will definitely mean less food on the table.

To begin having too many toys and games is a major financial burden. For example the toys are really expensive and almost all the wanted toys are fancy and not just basic. Also, toys which are a part of a series make parents feel like they must get the next one in the series. The effects of this are that there are other bills to be paid and they don't get paid. Then the family goes into an economic meltdown. Expensive toys don't pay the bills to keep the house warm and put food on the table every night!

In addition, there are so many different toys to choose from that it creates waste. For instance there are so many toys and as soon as you buy one, the next version comes out and the version they already have is outdated, so they throw it out. Parents try saying "no", and then they feel that they have let their child down and end up buying the toy. The materials used to make the toys such as plastics only end up getting thrown out, creating more waste and land fill.

Furthermore, having too many toys makes your child unhealthy and antisocial. Playing with these toys means that they are not talking to and playing with other people, which mean that they are blocked from the outside world. If this is not curtailed, parents feel that they have to confiscate the toy and children can become agro. This only worsens the anti social behavior and further supports the argument that too many toys makes children anti social.

To summaries, too many toys and games are just plain expensive, wasteful and make your child unhealthy and anti social. This amount of toys makes your life almost impossible to live. So why get all of these toys, when all that is going to happen to them is end up wasted? All of this is why you must not have too many toys, as you will waste your money, waste resources, create waste and end up with unhealthy, anti social children.

# Writing Samples – Popular Authors

## From 'A Good Tip for Ghosts'

By Paul Jennings



A little way off behind some old rusting car bodies, I thought I heard a noise. Pete was looking in the same direction.

I was too terrified to move. I wanted to run but my legs just wouldn't work. I opened my mouth to scream but nothing came out. Pete stood staring as if he was bolted to the ground.

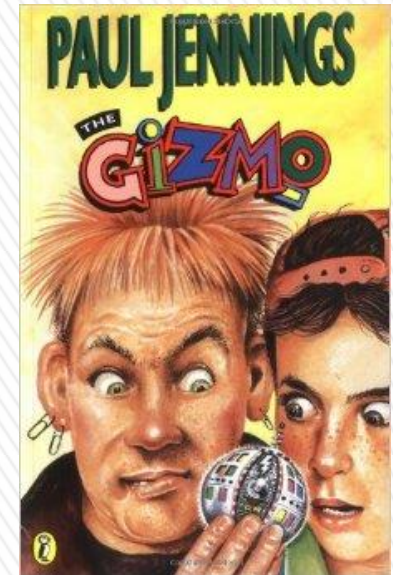
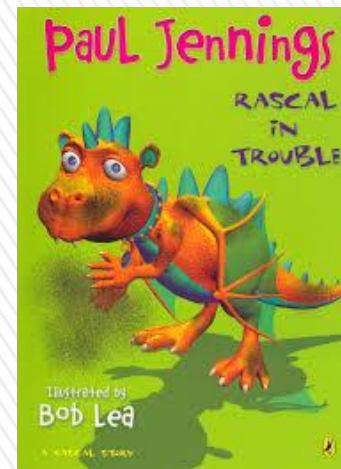
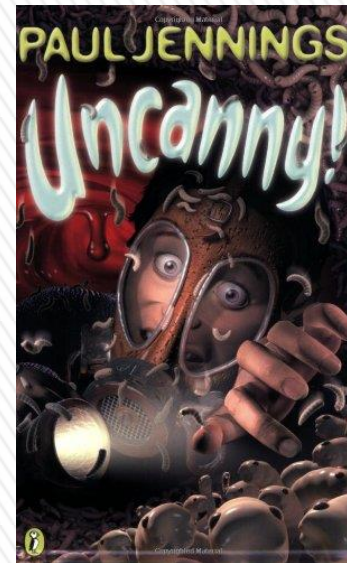
It was a rustling tapping noise. It sounded like someone digging around in the junk, turning things over. It was coming in our direction.

I just stood there pretending to be a dead tree or a post. I wished the moon would go in and stop shining on my white face.



The tapping grew louder. It was coming closer.

And then we saw it. Or him. Or whatever it was. An old man, with a battered hat. He was poking the ground with



# Writing Templates – Jenny Eather

★ Writing Fun ★ Jenny Eather © 2006

Using **text organizers** to assist students with the writing process.



## Persuasion (exposition)

- presents a point of view with supporting evidence.
- is often used to influence opinion or to sell something.

**I believe...**

**How can I convince you !!**

1. Firstly ... because ...
2. Secondly ... because ...
3. Thirdly ... because ...
4. In total, that means, ...



## Text Organizer

**The Position** • outlines the issue and writer's point of view

States what the issue or topic is.  
States what you think about it.  
Can be used to attract attention.

**Arguments** • series of points with supporting evidence

Why should people believe you?

**Argument 1** because ...

**Argument 2** because ...

**Argument 3** because ...

**More arguments** (if needed).

Hide details >

**Summing Up** • restating position and main arguments

Strongly repeats what you believe with a summary of the reasons why.

## Persuasion TIPS:

State your position (point of view).

Include your best arguments and evidence.

Sum up and restate your position.

New paragraph for each point.

**Word focus:**

- emotive words
- words that link arguments

**Tense:**

- simple present

**Style:**

- Persuasive
- Logical

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EXAMPLES

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A text may be **FACTUAL** (true) or **LITERARY** (imaginary).



# Writing Templates – Sheena Cameron

## Planning sheet: To persuade **PM 8**

Name .....

Date .....

Title .....

### Introduction

Who is persuading? ●

What is the argument? ●

E = elaborate, explain or give an example

Paragraph 1  
Main point (P)

●

E ●

E ●

Paragraph 2  
Main point (P)

●

E ●

E ●

Paragraph 3  
Main point (P)

●

E ●

E ●

Add or delete boxes and bullet points if necessary.

### Conclusion/Summary



# Writing Templates – Sheena Cameron

## PM1 Planning sheet: To narrate (early)


Name ..... Date .....

Title .....

### Introduction

Setting: Time, weather, place


Character/s

 Hook: A hint about the problem

↓

### Problem


•


 Feeling

↓

### Ending

•

 Thought

 Feeling


## Planning sheet: To narrate (fluent) PM2

Name ..... Date .....

Title .....

### Introduction

Setting: What can you see? time, place, weather | Characters: Names, important details

 Hook: A hint about the problem

↓ Introduce the problem

T.P.T.P. – change in topic/place/time/person (circle)

•

•

•

↓ Develop the problem

Change in time/place/person/topic (circle)

•

•

•

↓ Develop the problem

Change in time/place/person/topic (circle)

•

•

•

Add or delete boxes and bullet points if necessary.

### Resolution

Possible details to include



# Writing Templates – Stephen Graham

## EXPOSITION SCAFFOLD

Words to Think	Statement of Position:	Words to Write
	Argument 1:	
	Argument 2:	
	Argument 3:	
	Reinforcement of Position Statement:	

# Writing Templates – Stephen Graham

## NARRATIVE SCAFFOLD

Words to Think

Orientation:

Words to Write

Complication:

Series of Events:

Resolution:

# Discussion

## *Discussion:*

Continuity of Learning across PLCS and R-7

- » What ideas could we try now?
- » What questions?
- » What do we need?

