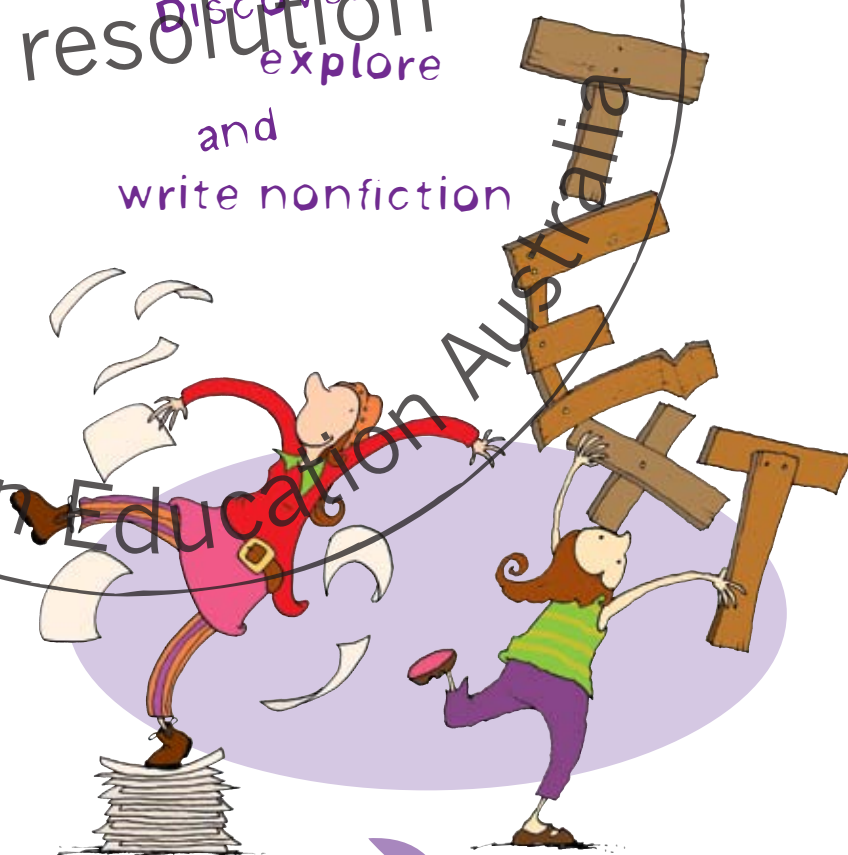


AGES
10+



NONFICTION TEXT TYPES

discover
explore
and
write nonfiction



Katy Collis



NONFICTION TEXT TYPES

Ages 10+

Discover, explore and
write nonfiction

Katy Collis



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CONTENTS

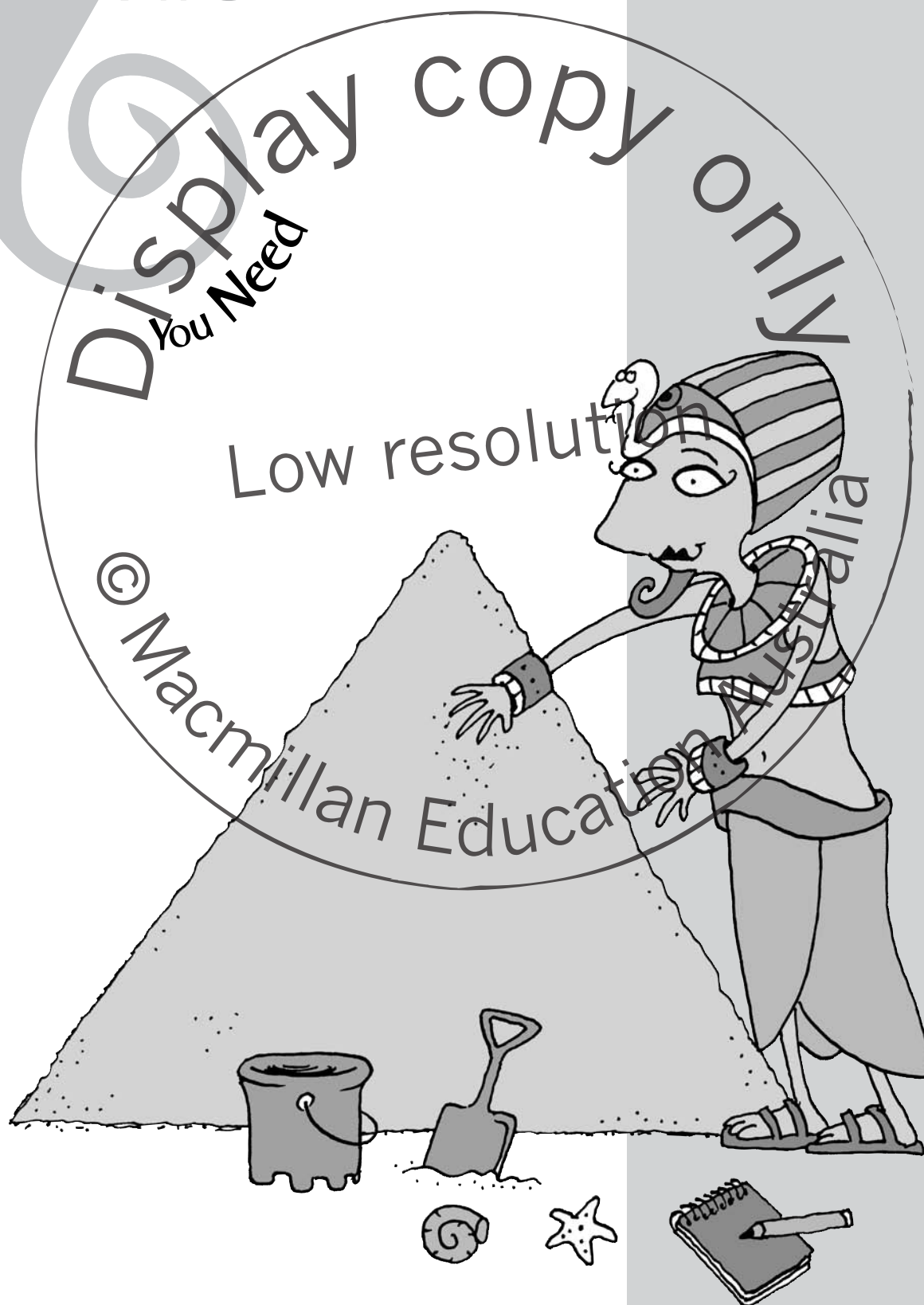


ALL THE TEACHING TIPS YOU NEED	4
TEACHING NONFICTION TEXT TYPES	5
Exploring Nonfiction Text Type Models	
Writing Nonfiction Text Types	
Assessing Nonfiction Writing with Rubrics	
THE NINE NONFICTION TEXT TYPES OR STRUCTURES.....	6
THE FIVE STAGES IN THE WRITING PROCESS.....	11
THE SEVEN TRAITS OF GOOD WRITING	11
ALL THE TEXT MODELS YOU NEED	13
Description	14
Discussion	15
Explanation.....	16
Exposition — Argument	17
Exposition — Persuasion	18
Information Report	19
Procedure.....	20
Recount.....	22
Response.....	23
ALL THE ASSESSMENT RUBRICS YOU NEED	24
ALL THE CHECKLISTS YOUR STUDENTS NEED	35
Text types	36
Traits	40
Writing process	44
ALL THE WORKSHEETS YOU NEED	45
Exploring text types	46
Writing frames for text types	57
Description.....	57
Discussion	58
Explanation.....	60
Exposition — Argument.....	61
Exposition — Persuasion.....	62
Information Report.....	63
Procedure	67
Recount	68
Response	69
Traits of good writing for text types.....	71



All the

TEACHING TIPS



TEACHING NONFICTION TEXT TYPES

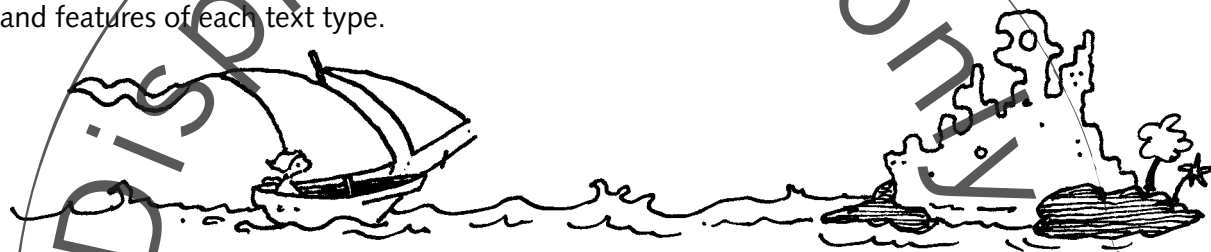


This book contains essential lists, checklists, text models, writing frames and more to support you and your students as they explore, discover and write nonfiction text types. Dip in, take what you need, or adapt to fit your own individual writing classroom.

EXPLORING NONFICTION TEXT TYPE MODELS

Before students write a chosen nonfiction text type, they need to understand its purpose, structure and language features. On pages 14 to 23 you'll find a **text model for each nonfiction text type**. These are 'pure' examples and have been written to contain all the main features appropriate for ages 10+. Photocopy the model in your chosen text type and give it to students. Have them read the model and then, in small groups or as a whole class, identify the features. They can record their findings on the **exploring text type worksheets** (pages 46 to 56). These worksheets can then be stored in their writing folders for reference later during independent writing time.

After students have analysed the texts, you could annotate the text models and display them on the wall. The **summary tables** on pages 6 to 10 can be used as a ready reference to the structure and features of each text type.



WRITING NONFICTION TEXT TYPES

On pages 57 to 70 you'll find **writing frames for the basic text type structures** needed for ages 10+. Use these during modelled writing lessons and for joint construction activities. Then have copies available in the classroom for students to use when they draft their own writing.

The **student checklists** on pages 36 to 44 are a quick and easy way for students to take control of their work. A blank line has been left on each one so you can add your own criteria if you wish. Have students check off the statements once they have drafted their writing. This will allow them to see if they have met the criteria for the text type or for the trait. They can then attach the checklists to their writing and refer to them in conferences, using the information when discussing revision ideas.

ASSESSING NONFICTION WRITING WITH RUBRICS

Writing has always been difficult to assess in a measurable, positive, meaningful and objective way. Rubrics help solve the problem. Rubrics are lists of levelled criteria, skills, concepts or understandings related to a specific task or process. They offer specific measurable and observable criteria in a continuum. They act as developmental maps on which you can plot the progress of your students, or where students can plot their own progress. Rubrics establish clear expectations for students, and help them to direct themselves and set their own goals. Because there is an entry point for all students, all students can be successful.

On pages 25 to 33 you'll find a **rubric for each nonfiction text type**. Each one has space to add criteria for traits depending on your focus. Use these in peer conferences, teacher conferences and to set goals for students' future learning. Separate columns are provided so that observed criteria can be ticked by the student for self-evaluation, by a friend in a peer conference, or by the teacher. Future goals can be set and recorded on the line underneath the rubric. Because the rubric is structured as a continuum, students can see where they are headed and select goals from that list of criteria.

A blank rubric has also been included on page 34 so you and your students can construct your own. Rubrics are even more powerful when students understand, own and control them.

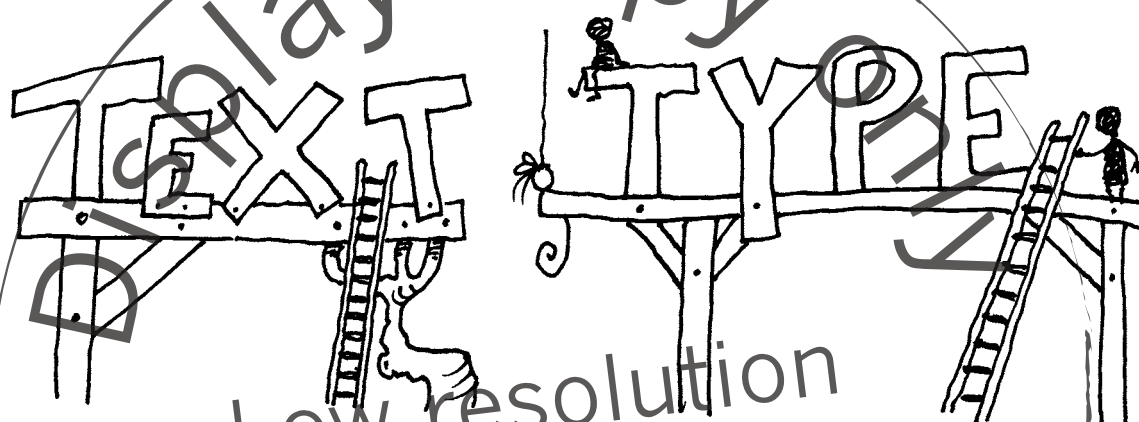
THE NINE NONFICTION TEXT TYPES OR STRUCTURES



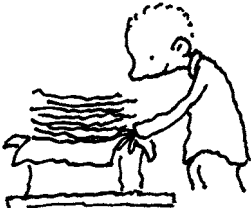
Most writing in the real world combines several text types. A response text might contain descriptive elements as well as arguments to support a point of view. An information report might include a description and an explanation flow chart. However, separating out the 'pure' text types or individual structures and explicitly naming their features can help students gain a better understanding. They can then recognise the structures when they come across them in other texts, and use the structures in their own writing.

The **summary tables** below can be used as a guide to the content and structure of the pure text models on pages 14 to 23.

As your students explore and write text types, use the specific terminology listed here to name the structural elements and language features. You and your students will then have a common language and be able to talk to each other with clarity. Your students will also be familiar with the terminology when they come across it in the assessment rubrics.

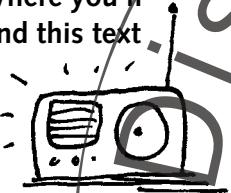


DESCRIPTION

Purpose	<p>To describe or give details about the features of a particular thing</p> <p>To describe a character or scene in a longer text such as a biography</p>
Structure	<ol style="list-style-type: none"> 1 Opening statement to introduce the subject 2 A series of paragraphs describing different features of the subject 3 Final comment (optional)
Visual elements	Can include photos or labelled diagram
Language and grammar features	<p>nouns and noun groups</p> <p>adjectives</p> <p>verbs</p> <p>figurative language (similes, metaphors)</p> <p>value judgements</p>
Where you'll find this text 	<p>Descriptions are usually part of a longer text.</p> <ul style="list-style-type: none"> ☉ diaries ☉ biographies ☉ reviews ☉ menus ☉ historical reports ☉ scientific reports ☉ police reports ☉ travel brochures <p>(Also found in poems and stories.)</p>

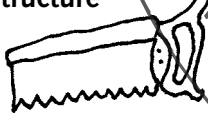


DISCUSSION

Purpose	To look at different points of view about an issue To explore an issue and then come to a decision or make a recommendation	
Structure	1 Statement outlining the issue (can include background information) 2 Arguments for one side of the issue, including evidence 3 Arguments against, including evidence 4 Conclusion to sum up both sides, or to decide in favour of one side	
Language and grammar features	general nouns pronouns thinking verbs, e.g. <i>think</i> conjunctions, e.g. <i>because</i> value judgements connectives to link arguments, e.g. <i>however, on the other hand</i> varying degrees of modality, e.g. <i>should, must, might</i>	
Where you'll find this text 	Spoken: <ul style="list-style-type: none"> ☉ conversations ☉ meetings ☉ talk-back radio ☉ current affairs television programs 	Written: <ul style="list-style-type: none"> ☉ essays ☉ reports ☉ newspapers ☉ magazines




EXPLANATION

Purpose	To explain why things are or how things happen To explain the steps of a process	
Structure 	1 General statement to identify the topic (can include a how or why question) 2 Series of events (in time order, according to cause, or both) 3 Concluding statement (optional)	
Visual elements	Often includes diagrams or flow charts	
Language and grammar features	nouns action verbs time sequence words, e.g. <i>then, next, after this</i> technical language, e.g. <i>contract</i> simple present tense passive voice adverbial phrases	
Where you'll find this text	<ul style="list-style-type: none"> ☉ scientific, technical and historical topics ☉ books ☉ magazines ☉ television programs 	

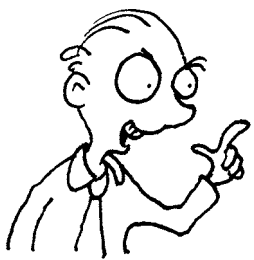


EXPOSITION—ARGUMENT

Purpose	To argue a case for or against a point of view	
Structure	1 Statement of point of view 2 Arguments in a logical order (each one with a point and an elaboration) 3 Reinforcement of point of view, or recommendation	
Language and grammar features	general nouns abstract nouns technical language action verbs relating verbs, e.g. <i>It is vital</i> high modality, e.g. <i>of course</i> connectives, e.g. <i>firstly, secondly</i> evaluative language, e.g. <i>nonsense</i>	
Where you'll find this text 	Spoken: <ul style="list-style-type: none"> ⦿ lectures ⦿ speeches ⦿ debates ⦿ talk-back radio 	Written: <ul style="list-style-type: none"> ⦿ letters to the editor ⦿ editorials ⦿ essays

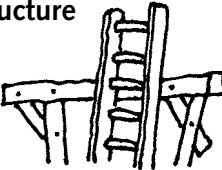


EXPOSITION—PERSUASION

Purpose	To persuade people to act in a particular way To promote something	
Structure	1 Opening positive statement to attract attention 2 Series of arguments to support the subject (not supported by evidence) 3 Reinforcement or reorientation (optional)	
Visual elements	Can include a variety of visual elements, e.g. photos, drawings, charts	
Language and grammar features 	nouns verbs adjectives emotional language high modality can be biased questions, statements, commands slogans	
Where you'll find this text	<ul style="list-style-type: none"> ⦿ advertising ⦿ junk mail ⦿ pamphlets 	<ul style="list-style-type: none"> ⦿ environmental print ⦿ conversations




INFORMATION REPORT

Purpose	To present factual information in general terms, usually about an entire class of things
Structure 	1 Opening general statement, usually defining the topic 2 Statements about the topic, usually in paragraphs 3 Finishing-off statement Can include glossary
Visual elements	Can include diagrams, photos, tables, graphs, illustrations
Language and grammar features	general nouns technical or topic-specific language passive voice, usually third person relating verbs, e.g. <i>has</i> action verbs to describe behaviour word chains repeated naming of topic as theme of clause
Where you'll find this text	☉ encyclopedias ☉ reference books ☉ magazines and newspapers ☉ internet




PROCEDURE

Purpose	To tell how to do something To tell how to get somewhere To give rules of behaviour
Structure 	1 Statement of goal of the activity 2 Materials needed, listed in order of use (optional) 3 Series of steps, listed in order (can include alternative steps and reasons for steps) Can also include cautions or warnings
Visual elements	Can be pictures of some or all of the steps, or of the final product
Language and grammar features	nouns, e.g. <i>jars</i> action verbs, e.g. <i>feel, walk, remove</i> adverbs, e.g. <i>carefully</i> commands, e.g. <i>Beware!</i> important aspects at beginning of clauses
Where you'll find this text	☉ instruction manuals ☉ craft books ☉ games ☉ on medicine bottles ☉ cooking and gardening television shows ☉ conversations giving direction ☉ rule books ☉ scientific investigations

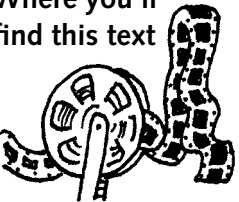


RECOUNT

Purpose	To retell events in sequence To record a series of events and evaluate their significance
Structure	<ol style="list-style-type: none"> 1 Orientation, includes background information or gives a critical perspective 2 Series of events, recorded in time order (can include personal comments or evaluative remarks) 3 Conclusion with a personal comment, or reorientation
Visual elements	Can include time lines
Language and grammar features	nouns adjectives action verbs past tense adverbial phrases, e.g. <i>just before dawn</i>
Where you'll find this text 	Spoken: <ul style="list-style-type: none"> ☉ conversations ☉ television and radio current affairs programs Written: <ul style="list-style-type: none"> ☉ letters ☉ biographies ☉ diaries ☉ newspapers and magazine articles ☉ results of scientific experiments



RESPONSE

Purpose	To summarise a text To tell your thoughts or feelings about something To analyse a text or a work of art
Structure	<ol style="list-style-type: none"> 1 Context (background information about the text or subject) 2 Exploration of the subject's qualities (this can include the writer's feelings) 3 Judgement (opinion or recommendation)
Language and grammar features	nouns adjectives action verbs saying and thinking verbs persuasive language present tense (can change to past if historical setting) text or subject in theme position
Where you'll find this text 	<div> ☉ book reviews ☉ theatre reviews ☉ film reviews ☉ conversations ☉ art reviews </div> <p>They may be spoken (on television or radio) or written (in magazines or newspapers).</p>



THE FIVE STAGES IN THE WRITING PROCESS

These stages reflect the process writers go through as they write any text type.

- 1 Prewriting** involves discussing and brainstorming to gather thoughts and ideas about a topic, and to define the purpose and audience.
- 2 Drafting** is the first attempt at writing. The writer gets their ideas down on paper and shapes them according to the chosen text type.
- 3 Revising** involves fine-tuning. The writer improves their work. They might clarify ideas, check the organisation, consider voice, check word choice or review sentence fluency.
- 4 Proofreading** is the mechanical stage. The writer double-checks conventions.
- 5 Publishing** provides motivation for revising and proofreading. The writer shares their work.



Remember — the writing process is messy and not necessarily linear! Writers move in and out, backwards and forwards through the stages. They can have more than one piece of writing in progress at a time. And they do not take every piece of writing through every stage to the published form.



THE SEVEN TRAITS OF GOOD WRITING

There is more to teaching writing than text types and process. Text types give students an overall structure for their writing. Process gives students a way to get the words on paper. But traits help them develop their writing. There are seven main components or traits of good writing: ideas, organisation, voice, word choice, sentence fluency, conventions and presentation — see page 12.

Thinking about traits can help students understand text types or structures. The form each trait takes will vary from text type to text type. The writing will be organised differently in a procedure than in an information report. And word choice will be quite different in a persuasion than in a description. On pages 71 to 80 you'll find **worksheets focusing on specific traits of good writing**. These can be used across the text types.

FIRST PURPOSE, THEN PROCESS, THEN TRAITS

With text types, process *and* traits to consider, the writing classroom can feel overwhelming. But putting the three models together is easy. Encourage students to use the following simple steps:

- 1** First think, 'What is my purpose and audience?' This will give you the text type.
- 2** Next, decide what stage you are up to in the writing process.
- 3** Finally, look to the traits to support that stage and help use the text type effectively.

The following table is a guide only. Writers can think about any of the traits at any of the writing stages. However, certain traits do most logically fit with certain stages.

Purpose? Audience?	Stage	Writing trait/s that support it
T E X T T Y P E	Pre-writing	Ideas and details
	Drafting	Ideas and details
		Organisation Word choice
	Revising	Word choice Voice Fluency
	Proofreading	Conventions
	Publishing	Conventions Presentation

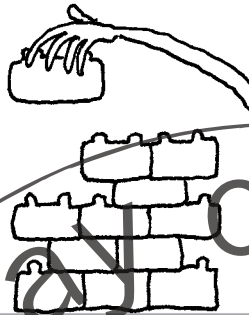
Traits of Good Writing

Ideas and details

Building blocks

The meaning and development of the message is clear.

- ☉ Identify the purpose
- ☉ Decide what to say
- ☉ Focus on the main point
- ☉ Get rid of fluff
- ☉ Add important details

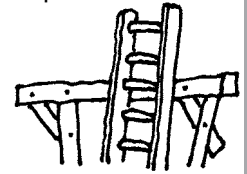


Organisation

The framework

The structure is coherent, with sequencing and idea development.

- ☉ Put things in order
- ☉ Write an introduction
- ☉ Write a conclusion
- ☉ Link ideas together in a way that matches the purpose (text type)



Word choice

The paint

Precise, rich or colourful words are used in a natural way to effectively convey the message.

- ☉ Find the right words
- ☉ Avoid 'tired' words
- ☉ Don't try to impress
- ☉ Use natural everyday words well
- ☉ Match words to purpose and audience



Voice

The microphone

You can hear the author in the writing.

- ☉ Put yourself in your writing
- ☉ Like your topic and show it
- ☉ Think of your audience
- ☉ Match your voice to the purpose



Conventions

Good manners

Conventions are used to guide the reader. Punctuation, spelling, capitalisation, paragraph breaks, grammar and usage are all mechanically correct.

- ☉ Proofread
- ☉ Use tools such as a dictionary



Fluency

The music

The writing flows together. It is easy and enjoyable to read.

- ☉ Think about the sound of the words
- ☉ Read the writing aloud
- ☉ Create sentences that flow
- ☉ Vary sentence length
- ☉ Vary sentence beginnings

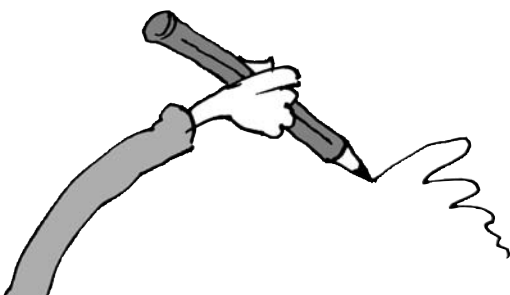


Presentation

Time to show off

The page looks good. It is welcoming. Margins, bullets, frames, illustrations, fonts/handwriting and so on are all appropriate.

- ☉ Put everything in the right place
- ☉ Make it easy to read
- ☉ Share



All the

TEXT MODELS

Display copy only
You Need

Low resolution



Dear Lin,

Today we arrived on the island of Atlantis.

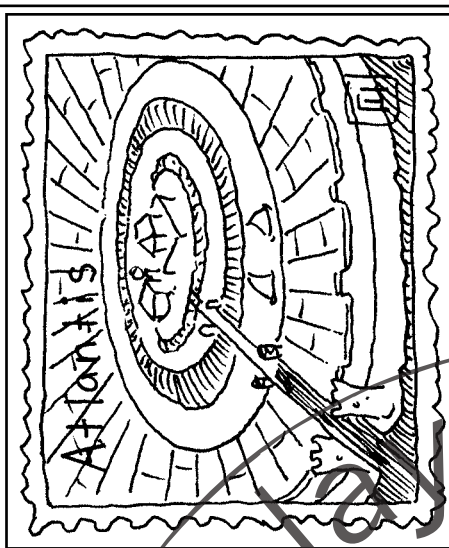
At the top of the hill in the centre of the island is a temple built to honour Poseidon, god of the sea. Inside is a giant gold statue of Poseidon riding a chariot pulled by a winged horse.

The temple is surrounded and protected by five rings of water and land. A water canal cuts through the rings and runs south to the sea. The last ring of water is surrounded by the outer city. Most of the people live in this area.

Beyond the city lies a fertile plain where the people grow their food. To the north are mountains which soar to the skies. Villages, lakes, rivers and meadows dot the mountains. All kinds of flowers, herbs, fruits and nuts grow wild here. There is also an amazing number of animals, including elephants, roaming the island. It's like a big zoo, except these animals are wild.

Tomorrow we head for Stonehenge.

Love,
Kyle

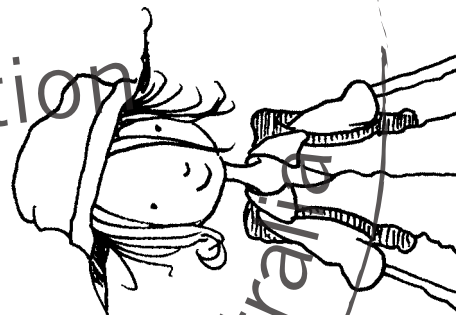


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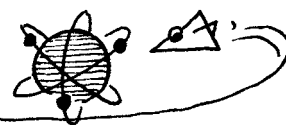
Lin Leong

Mystery Island

Bermuda 1313



THE SCIENCE BREAK



[Transcript of Science Break with Dr Knowitall, first aired 1 June 2042]

... segue to The Science Break with Dr Knowitall ...

THE BERMUDA TRIANGLE. IS IT FACT OR FICTION?

Vanishing ships. Vanishing planes. For hundreds of years people have reported strange happenings like these in an area of the Atlantic Ocean known as the Bermuda Triangle.

Over the years, different theories have been put forward to explain the strange happenings. Here are some of them.

- ▲ Giant sea monsters pull the ships under the water.
- ▲ Hostile aliens hide under the water to abduct the crew of the ships and planes.
- ▲ A deadly laser beam points up from the bottom of the ocean, destroying ships and planes.
- ▲ Ships and planes are hit by falling meteors.
- ▲ A violent 'black hole' from another dimension sucks in the ships and planes.

On the other hand, sceptics put forward some less exciting explanations for the strange happenings.

The Bermuda Triangle runs between Bermuda, Miami in Florida and Puerto Rico. This is just north of the area where most of the Atlantic hurricanes are born. The Gulf Stream also flows violently through the Bermuda Triangle. This makes it an area where wild storms can suddenly appear, and just as suddenly fade.

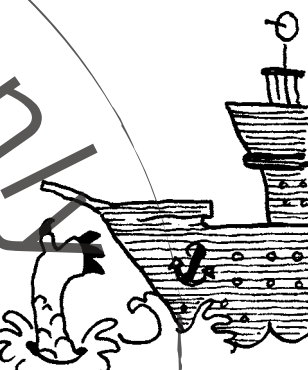
It is also one of the heaviest-travelled pleasure craft routes in the world. You would expect that many ocean accidents would happen there.

When shipwrecks do occur, they can be very hard to find as the landscape undersea is hugely varied. It ranges from continental shelf to the deepest ocean. Ships that sink in this area can seem to have 'disappeared'.

When you look at stories of planes disappearing, the myth of the Bermuda Triangle falls apart even more. The most famous story is Flight 19 in 1945. Five bomber planes took off into a clear sky and vanished without a trace. And, according to myth, so did the rescue plane sent to search for them!

However, the weather was not in fact clear. There was a sudden storm with 15 metre waves. The bombers simply ran out of fuel and sank after dark in the high seas. It is not surprising that the planes sank without a trace. They were nicknamed 'Iron Birds' because they were so heavy. As for the rescue plane, there were in fact sightings of it exploding shortly after take-off. And its debris was seen floating in the stormy seas.

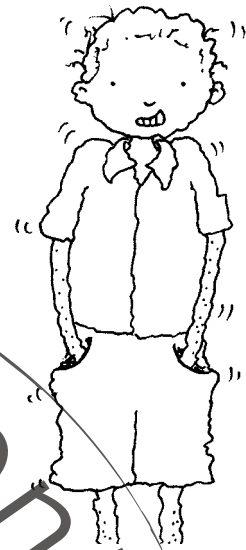
So it turns out the Bermuda Triangle is not so mysterious after all.



Why do people get Goose bumps?

Imagine you are in an old, deserted house. It's dark. Cobwebs brush against your face as you tiptoe up the creaking stairs. Suddenly a shrieking ghost flies towards you ...

What do you do? Scream? Run? Either option is bound to be accompanied by goose bumps!



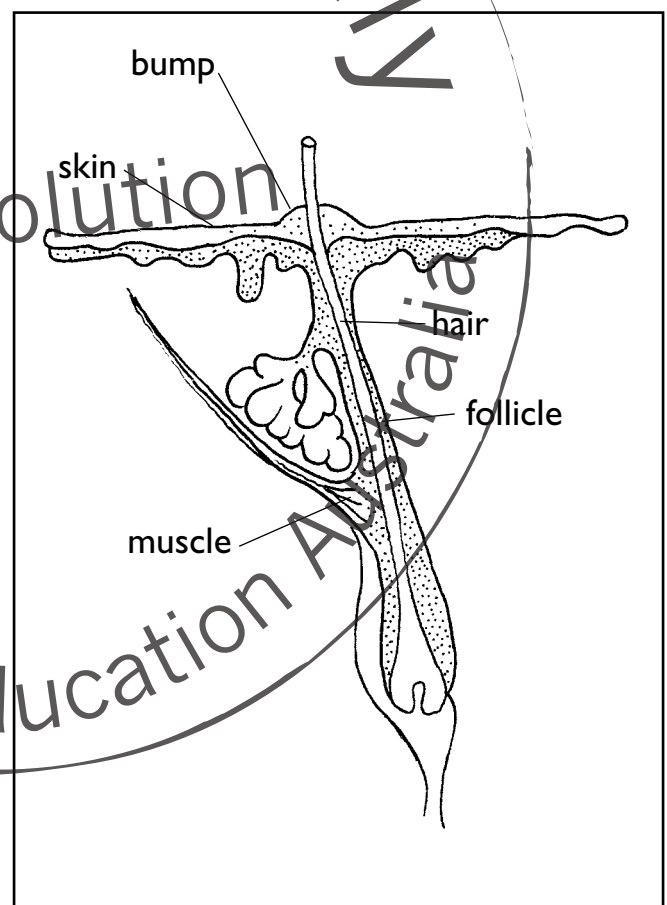
Goose bumps are the small bumps that can suddenly pop up on your skin and then go away again.

When an animal gets a fright, it causes a rush of stress. This stress makes the animal's muscles contract (tighten).

When the small muscles around a hair follicle suddenly contract, it pushes up a bit of skin. This makes a bump.

The bump in turn causes the hair to stand on end.

With all its hairs standing on end the animal looks big and scary to whatever is giving it a fright.



People used to have a lot more hair. So goose bumps are really your hair standing on end to make you look big and scary! Hopefully that ghost will get such a fright it will leave you alone.

THERE IS NO MUMMY'S CURSE

The most famous 'mummy's curse' story followed the discovery of King Tutankhamen's tomb in 1923. Lord Carnarvon, who paid for the search for the tomb, and archaeologist Howard Carter entered the king's burial chamber on February 17. In early March, Lord Carnarvon was bitten on the cheek by a mosquito.

Within a few weeks he was dead. Fearful rumours spread that all the tomb raiders would have an early and unnatural death. Of course such stories are nonsense.

Here are four of the rumours that made headlines around the world — and the real facts.

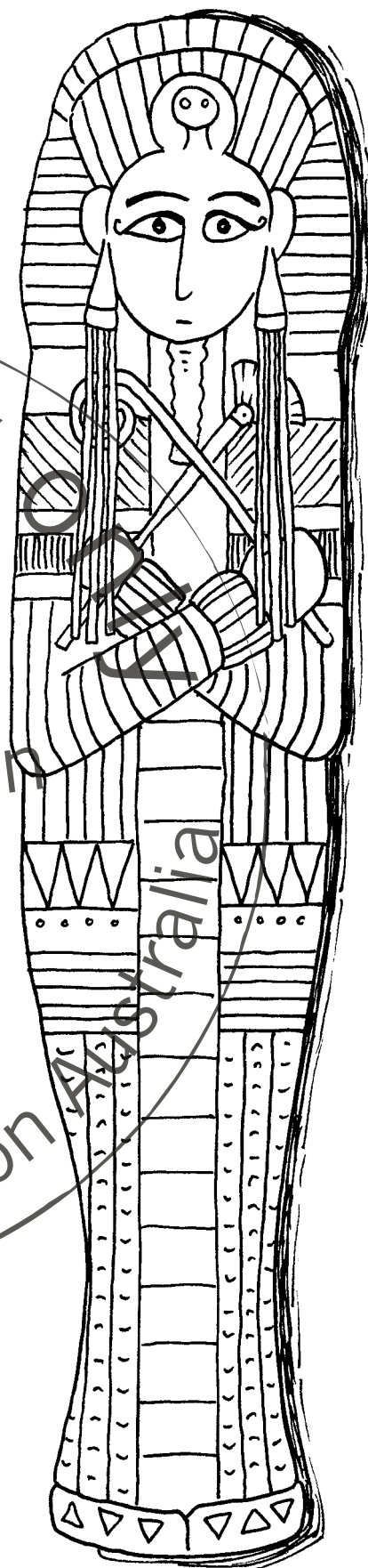
Story 1: *A curse was written in hieroglyphics at the entrance to the tomb. Translated it read, "They who enter this sacred tomb shall swift be visited by wings of death".* This story is simply not true. There was no such inscription anywhere in the tomb.

Story 2: *Carter's pet canary was swallowed by a cobra on the day the tomb was opened.* This story sounds even spookier because there was a cobra on King Tutankhamen's mask. But like the inscription story, it just isn't true. The canary was alive and well when Carter gave it to a friend.

Story 3: *At the very moment that Carnarvon died, the lights went out across Cairo.* This story does have some truth to it. But the lights often went out in Cairo.

Story 4: *Everyone connected with the expedition met an untimely death.* This story is easily disproved. A study of all those exposed to the mummy revealed that they lived to an average of almost 71 years. Carter, who you would expect to be at the top of the curse's hit list, worked in the tomb for about 10 years without mishap.

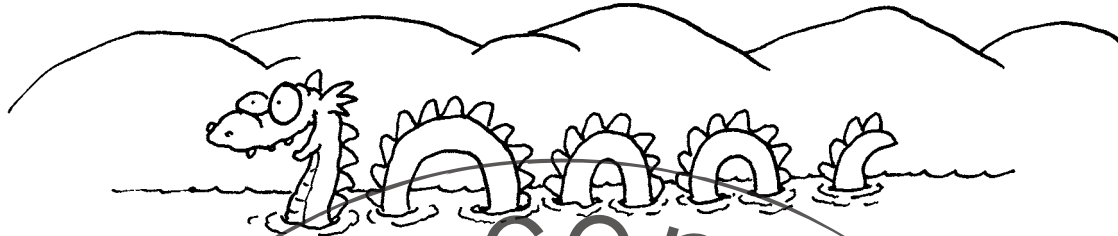
So the curse can be put to rest once and for all. It is nothing more than wild rumour and superstitious nonsense.



The mummy's coffin

1 April 2020

MAJOR LOCH NESS EXPEDITION SEEKS SPONSORS



“The only way to prove that the Loch Ness monster exists is to capture it,” according to Loch Ness expert Loof Lirpa. Loof Lirpa is currently putting together a major expedition to Loch Ness and is inviting sponsors to participate.

‘The Great Loch Ness Expedition’ will be both a commercial and scientific expedition. The expedition is offering companies the opportunity to participate by outfitting and equipping the expedition. There is also the opportunity to bid for the rights to televise it, and the rights to any future merchandise.

Goods and services needed include outdoor gear, food and water supplies, hi-tech communications devices, global positioning equipment, computer equipment, boats and submarines. Sponsors will also be eligible to send a qualified representative of their company on the expedition.

The expedition will make detailed observations of its findings for publication in respected scientific journals. These findings will include natural and environmental studies as well as botanical and zoological reports. The expedition photos, stories and findings will be the property of *‘The Great Loch Ness Expedition’* and will be offered for sale and for scientific study.

The actual location that the expedition will be working in will be kept secret to prevent interference by amateur Loch Ness hunters, who might flock to the site and endanger the monster as well as themselves.

Make sure your company is part of this exciting adventure. For further information or to arrange an interview, please contact:

Loof Lirpa

The Great Loch Ness Expedition

1900 650 450 0000

Text Type: Exposition — Persuasion **Form:** Press release

What Alien Is That?

Common Name: Greys

Habitat: Volcanic areas on the surface of Venus.

Diet: Greys feed on the insectoid organisms that live in the volcanic lava.

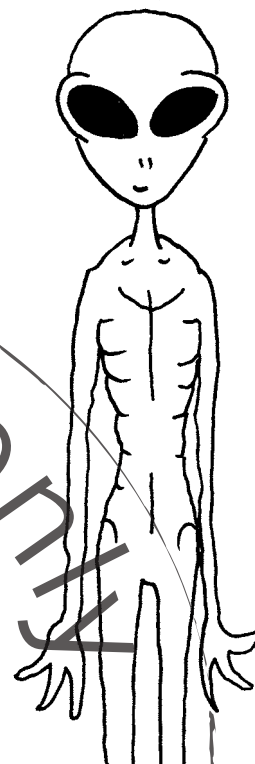
Physical Features: Greys are short (about 1 metre tall) with greyish skin. They have a long, thin torso. Legs and arms are also thin, with the arms reaching to the knees. Each hand has three long fingers with no joints.

They have large heads with no hair and a narrow jaw. The eyes are large and black. They have almost no nose, and small nostril holes. The mouth is only a small slit.

Danger Level: High. Greys abduct humans to conduct experiments on them. They are usually found near advanced technology.

Special Notes: The way Greys breathe causes a high-pitched humming sound that can be an effective warning to humans.

VENUSIAN GREYBACKS



What Alien Is That?

Common Name: Reptilians

Habitat: Planet Zog in the Perseus galaxy.

Diet: Any carbon-based life forms.

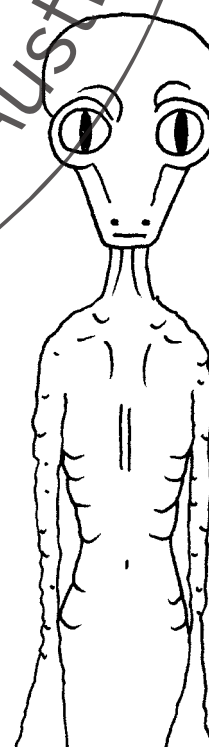
Physical Features: Reptilians are tall (over 2 metres tall) with green skin covered in smooth scales. They walk on two legs.

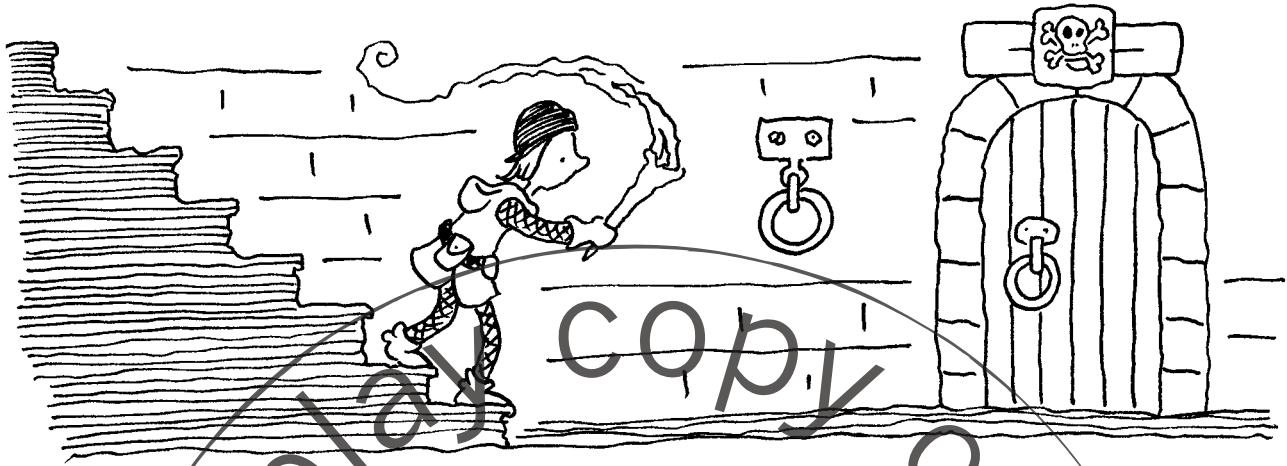
They have large heads with no hair. The eyes are large and yellow or gold, with a vertical pupil. They have a blunt snout-like nose and mouth area which makes them look like a cross between a dragon and a human.

Danger Level: Very high. Reptilians should be approached with caution. They regard humans as we would a herd of cattle. If hungry, they will eat a human.

Special Notes: A hungry Reptilian is capable of speeds up to 200 km/h.

PERSEUS A REPTILIANS






HOW TO REACH THE LOST TREASURE


Once you find the entrance, you'll see a flight of stairs. Go down the stairs. They will lead you to a short corridor. Make sure you have a torch, because from this point there is no light. Walk carefully along the corridor — there are traps for treasure raiders ahead.

If you make it safely to the end of the corridor, you will come to a false wall. Feel along the left edge until you feel three raised symbols. Push on the middle symbol. The wall will open and you can enter the dungeon.

 Beware! If you push on the wrong symbol, the floor will drop away and you will fall into a nest of vipers.

From the moment you enter the dungeon, you have exactly four minutes to reach the secret chamber and remove the emerald from the golden mask. If you don't do this, millions of *Dermestes maculatus* beetles will be released and consume your flesh.

Go straight to the wall on the right. There are three panels. Lean on the middle panel. The first panel will slide open. Walk quickly through into the passageway.

 Beware of the stakes that can spring up from the floor at any time.

On your right is the doorway to the secret chamber. Make sure you do not step on the floor in the doorway — step over it instead. Once in the secret chamber, find the golden mask and remove the emerald.

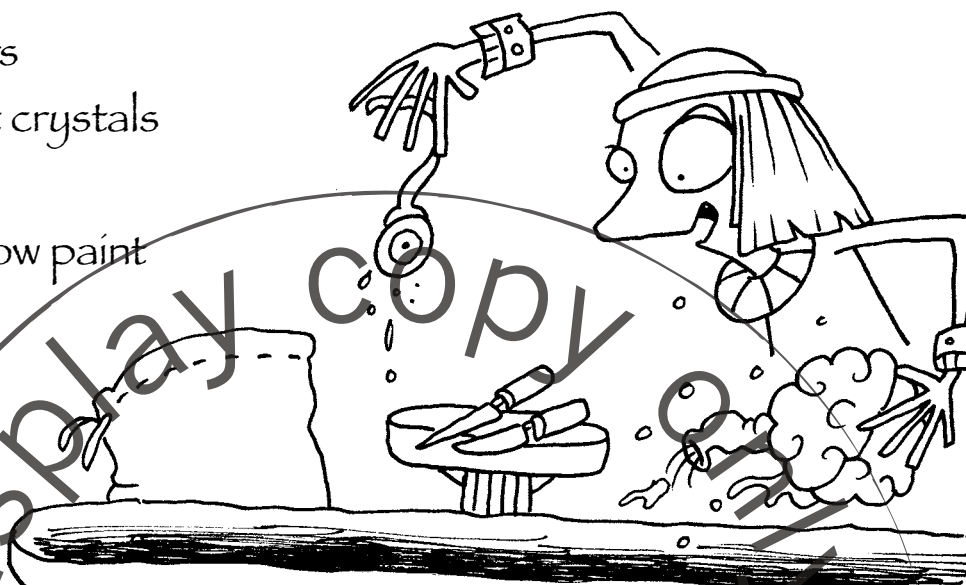


HOW TO MAKE A MUMMY



What you need:

storage jars
 natron salt crystals
 sawdust
 red or yellow paint
 jewels
 hot resin
 bandages
 amulets
 mask
 coffin



What to do:

- 1 Remove the eyes, brain and internal organs (except the heart). Throw out the brain. Store the other organs in the jars.
- 2 Cover the body with natron salt and leave it to dry out for 35 to 40 days.
- 3 Once the body is dry, pack it with sawdust.
- 4 Next, paint the body (red if male, yellow if female) and place jewels in the eye sockets.
- 5 Finally, coat the entire body with hot resin and begin bandaging. It will take 10 to 15 days to wrap enough layers. Insert protective amulets in the bandages as you go.
- 6 When you have 20 to 80 layers of bandages, put a mask on the mummy and place it in a coffin.





Sunday, 21 September

We all met in town for a final briefing session. After that, Edwards led the group in a convoy deep into the wilderness. We arrived at the cabin at about 7.30 pm and spent the rest of the evening sorting out room assignments and unloading equipment.

Monday, 22 September

The morning was spent unpacking more equipment and setting it up. It took some time to get the variety of radios to work with each other. After lunch, Elliott and Gibbs drove to the study site to set up the hidden cameras, infra-red lights and recording devices. After dinner, Edwards posted the schedule of research activities for the following week.

Tuesday, 23 September

Just before dawn I heard a sound that gave me the shivers. It was a loud, drawn-out, low sound unlike anything I'd heard before in years of camping out. No one else heard the noise. Later, at the study site, similar sounds were reported by Gibbs. They were too faint to be recorded.



Wednesday, 24 September

There were no unusual sounds or sightings all day. I decided to stay the night in a tree at the study site. At 7.45 pm I heard a branch snapping. Then nothing until about 11.30 pm when I heard heavy footfalls pacing near my location, and occasionally a twig snapping. Unfortunately I was not able to see the creature through the dense vegetation. At about 1.30 am I radioed for back up. The creature must have heard me speaking because it immediately retreated and I didn't hear it again.

Thursday, 25 September

There were no incidents all day. Then at 10.27 pm Gibbs and Edwards reported hearing a noise along the trail to the south of my tree location. They decided to follow the trail as best they could in the dark. Then they heard running footfalls on the rocky stream bed. By the time they reached the area all was quiet again.

Friday, 26 September

It rained all day and there were no incidents.

Saturday, 27 September

The weather forecast was not good. Flooding was expected so we had to make the decision to break camp and get out of the area while we still could in safety. We intend to return to the study site when the floodwaters recede.



WHAT'S HAPPENING IN THE **ARTS**

Big Foot Comes to Broadway



The Harbour Theatre Company has broken with tradition with its latest offering, *Sasquatch — the Musical*. The Company is famous for staging serious plays, so this musical by an unknown composer is quite a gamble.

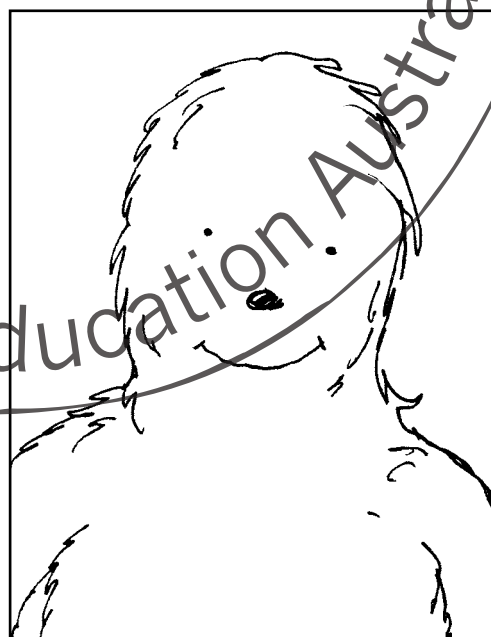
It's almost impossible to describe *Sasquatch — the Musical* in a few sentences. The story of three apemen desperately searching for their true natures rocks along at a breakneck pace.

The whole thing takes place in a wild forest, full of tall green plants, trees, herbs and flowers. Award-winning set designer Art King created the amazing sets, so you know you are in for a visual treat.

The show is certainly full on. It's high-energy and it's exciting. These actors make you sweat just watching them — and it's not just

the ape suits. The original music score and the lighting contribute to the high-energy atmosphere as well.

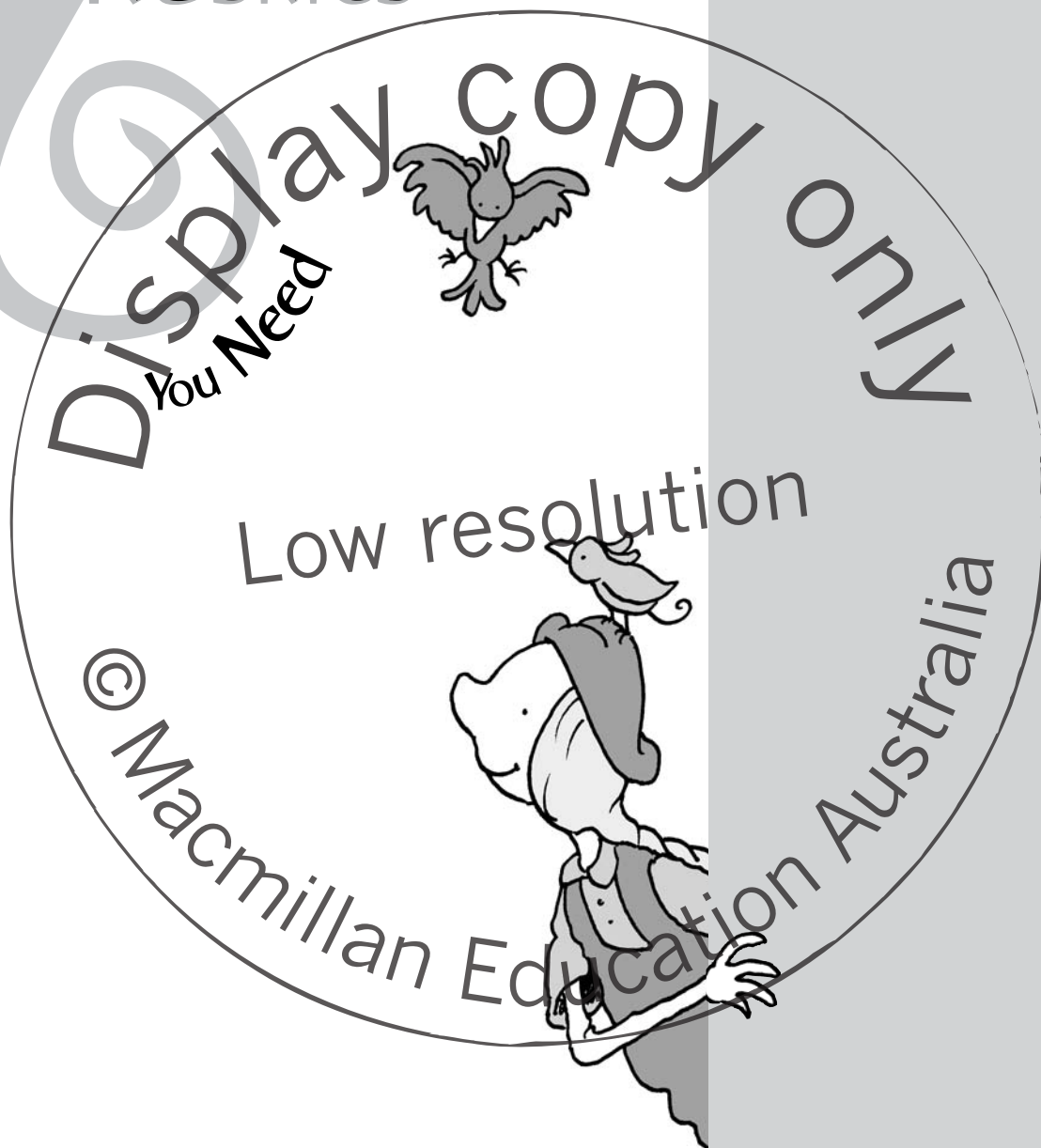
Sasquatch — the Musical is at times funny and at times magical. Get your tickets before they sell out!



Jack Russell is unrecognisable in apeman make-up.

All the

ASSESSMENT RUBRICS



Assessment Rubric

Description

Student name:

Date:

Title of writing piece:

What did you learn? Tick each statement. Make sure you have proof in the writing.

S = Student F = Friend T = Teacher

		S	F	T		S	F	T		S	F	T
S T R U C T U R E	Writes an opening statement to introduce the subject Groups sentences logically in paragraphs Includes several details Writes a final comment				Introduces the subject Develops paragraphs with extra details Evaluates significance of subject				Writes a detailed, objective description, or a literary, evocative description as appropriate			
L A N G U A G E	Uses nouns, noun groups and pronouns Uses adjectives Uses verbs				Uses at least one simile or metaphor Uses more than two adjectives or noun groups				Uses one or more similes or metaphors Uses a range of adjectives Uses adverbs			
Visual elements	Draws a picture and adds suitable labels				Interrelates illustration and text				Interrelates illustration and text if required			
Traits												

My next goal:

Assessment Rubric

Discussion

BLM 12

Student name: _____

Date: _____

Title of writing piece: _____



What did you learn? Tick each statement. Make sure you have proof in the writing.

S = Student F = Friend T = Teacher

		S	F	T		S	F	T		S	F	T
S T R U C T U R E	Writes an opening statement of the topic or issue and includes background information Writes arguments for and against, with some supporting reasons Writes a conclusion or recommendation				Writes an opening statement with background information Writes at least two arguments for and two arguments against, with supporting reasons Writes a conclusion or recommendation				Writes a clear statement of the issue, with relevant background information Writes three or more balanced arguments, both for and against the issue, with solid evidence Writes a conclusion that weighs up the different points of view Makes a final judgement about one side			
L A N G U A G E	Uses the beginning of sentences to focus attention on the subject Uses modality, e.g. <i>should</i> , <i>perhaps</i> , <i>might</i>				Uses language that is not overly emotive Uses at least one compound sentence Uses varying degrees of modality Uses connectives to order the arguments				Uses language that is not overly emotive Writes one or more complex sentences Uses strong and weak modality where appropriate Uses connectives to order the arguments			
Traits												

My next goal: _____

Assessment Rubric

Explanation





Student name:

Date:

Title of writing piece:

What did you learn? Tick each statement. Make sure you have proof in the writing.

S = Student F = Friend T = Teacher

		S	F	T		S	F	T			S	F	T
S T R U C T U R E	Writes a title as a 'How' or 'Why' question, e.g. <i>Why do people get goose bumps?</i> Sequences the ideas in a sentence in a logical order Writes a concluding statement with one added interesting fact				Writes an event sequence in time order or according to cause Refers to visual elements				Considers the audience's likely knowledge of the topic and adds helpful features, e.g. a glossary or extra information Includes all essential events Focuses on causal relationships as well as sequential ones				
L A N G U A G E	Uses action verbs, e.g. <i>moves</i> Uses a variety of time sequence words, e.g. <i>then, after this</i>				Shows understanding of technical language used Uses action verbs and nouns to build word chains				Uses complex sentences Uses passive voice				
Visual elements	Draws a diagram to help plan an explanation Draws a map, flow chart or cycle diagram				Shows whether the relationships in the visual are in time order or according to cause				Refers to visual images in the text				
Traits													

My next goal:

Student name: _____

Date: _____

Title of writing piece: _____



What did you learn? Tick each statement. Make sure you have proof in the writing.

S = Student F = Friend T = Teacher


		S	F	T		S	F	T		S	F	T
S T R U C T U R E	Writes a statement of position				Includes a preview of arguments in the statement of position				Writes a clear and forceful statement of position			
	Writes two or more arguments with extra information				Writes three or more arguments				Writes more than three arguments			
	Writes arguments in a logical order				Elaborates each argument with evidence				Orders arguments from strongest to weakest			
L A N G U A G E	Uses connectives to order arguments, e.g. <i>firstly, secondly</i>				Ends with a reinforcement of position				Presents each argument with a clear and concise point, followed by an elaboration with substantial evidence			
	Uses high modality, e.g. <i>must</i>				Uses a variety of connectives to order arguments				Ends with a forceful restatement of position			
T r a i t s					Uses evaluative language, e.g. <i>important, valuable</i>				Changes from passive to active voice as appropriate			

My next goal: _____





Student name: _____

Date: _____

Title of writing piece: _____

 **What did you learn?** Tick each statement. Make sure you have proof in the writing.

S = Student F = Friend T = Teacher

		S	F	T		S	F	T			S	F	T
S T R U C T U R E	Writes an opening statement that stands out and attracts attention				Writes an opening statement to attract attention				Opens with a strong statement to attract attention				
	Writes two or more arguments				Writes two or more arguments with extra information to support the opening position				Writes more than two arguments with extra information to support the opening position				
	Writes a call to action, telling reader what they should do, e.g. <i>Book now!</i>				Writes a call to action				Writes a forceful call to action				
L A N G U A G E	Writes a slogan or jingle				Uses a variety of statements, questions and commands				Uses quotes or other references to experts				
	Includes at least one question or command				Uses thinking and feeling verbs Uses emotional language instead of evidence				Uses at least one rhetorical device				
Traits													

My next goal: _____

Assessment Rubric

Information Report

BLM 16

Student name: _____

Date: _____

Title of writing piece: _____



What did you learn? Tick each statement. Make sure you have proof in the writing.

S = Student F = Friend T = Teacher		S F T		S F T		S F T		S F T	
S T R U C T U R E	Writes an opening statement			Includes information on more than three aspects of the topic				Begins with a clear opening statement to introduce the topic	
	Writes sentences about the topic, organised in paragraphs			Includes a bibliography				Orders information in paragraphs	
	Includes information on more than two aspects of the topic			Includes a glossary				Each paragraph elaborates on a different aspect of the topic	
	Groups information under headings							Where appropriate, includes other text types, e.g. description, explanation	
	Writes a finishing-off statement								
L A N G U A G E	Uses technical language specific to the topic			Shows understanding of technical language				Uses complex sentences	
	Uses passive voice			Includes at least one complex sentence					
	Uses word chains								
Visual elements	Includes at least one diagram, chart, map or graph			Includes more than one visual element				Closely relates visual elements to the text	
	Experiments with layout and headings			Closely relates visual elements to the text				Presents clear and accessible layout	
Traits									

My next goal: _____





Student name: _____

Date: _____

Title of writing piece: _____

 **What did you learn?** Tick each statement. Make sure you have proof in the writing.

S = Student F = Friend T = Teacher

		S	F	T		S	F	T			S	F	T
S T R U C T U R E	Writes a goal for the activity Lists materials needed in order of use Adds details to steps Writes steps in logical order				Writes at least one warning or caution				Provides an alternative step Includes reasons for doing things, e.g. <i>If you don't do this . . .</i>				
L A N G U A G E	Uses adverbs to tell manner, e.g. <i>quickly</i> Uses adverbial clauses, e.g. <i>until you . . .</i>				Uses precise vocabulary				Uses technical language as appropriate Uses modality to make meaning stronger				
Visual elements	Draws pictures of all of the steps				Uses formatting to suit topic				Adds visual elements and formatting to suit the topic				
Traits													

My next goal: _____

Assessment Rubric


Recount

BLM 18





Student name: _____

Date: _____

Title of writing piece: _____

 **What did you learn?** Tick each statement. Make sure you have proof in the writing.

S = Student F = Friend T = Teacher

		S	F	T		S	F	T			S	F	T
S T R U C T U R E	Writes an orientation that tells who, what, where and when				Writes at least one personal comment or evaluative remark				Writes an extended recount				
	Writes an extended sequence of events in time order								Includes background information or a critical perspective in orientation				
	Elaborates on events								Adds at least three personal comments or evaluative remarks interspersed throughout				
	Writes a conclusion with an evaluation												
L A N G U A G E	Uses a variety of words to indicate time order				Uses action verbs to refer to events				Uses a variety of action verbs				
	Uses adverbs and adjectives to add descriptions				Uses consistent tense				Uses complex sentences				
	Uses reported speech												
Visual elements	Experiments with layout and visuals				Uses layout and visuals to suit the purpose and audience				Includes visual element such as a map, time line or diagram that helps reader understand the text				
Traits													

My next goal: _____

Assessment Rubric

Response

Student name:

Date:

Title of writing piece:

What did you learn? Tick each statement. Make sure you have proof in the writing.

S = Student F = Friend T = Teacher

		S	F	T				S	F	T
S T R U C T U R E	Writes an introduction giving background information Adds more detail in paragraphs Includes feelings Writes a final recommendation or judgement				Writes a context Includes at least two paragraphs describing the subject's qualities Writes a judgement including at least one evaluative statement					
L A N G U A G E	Uses persuasive language Uses subject of response as clause or sentence theme				Uses past tense if text has historical setting Uses persuasive language in judgement Uses subject of response as clause or sentence theme					
Traits										


My next goal:

Student name: _____








Date: _____

Title of writing piece: _____

Text Type _____

 **What did you learn?** Tick each statement. Make sure you have proof in the writing.

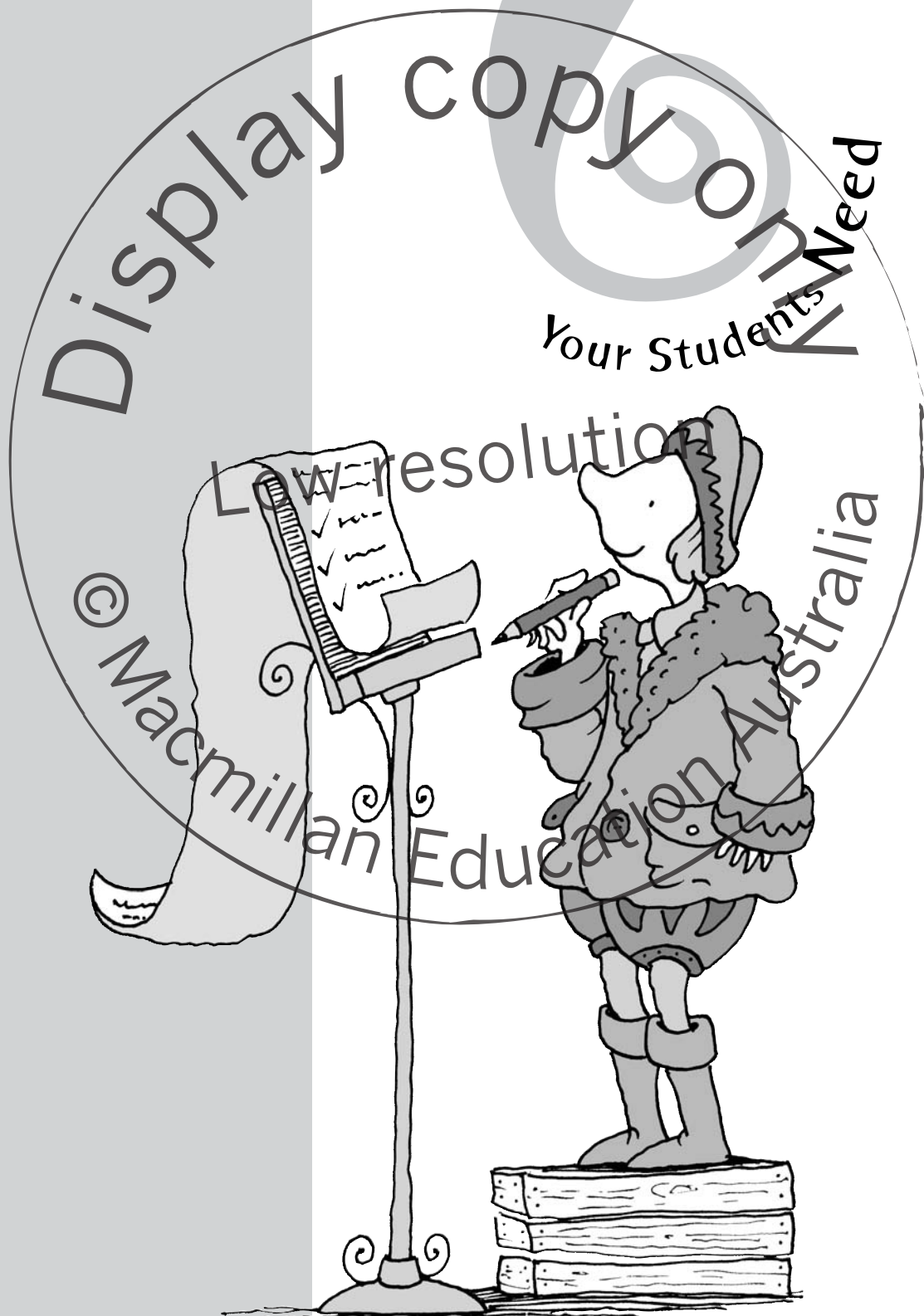
S = Student F = Friend T = Teacher

		S	F	T		©			S	F	T				S	F	T
S T R U C T U R E																	
L A N G U A G E																	

My next goal: _____

All the

CHECKLISTS





Description Checklist

Name _____

My purpose was to:

- ☐ Describe or give details about something

I remembered to include:

- ☐ Opening statement to introduce the subject
- ☐ Details about sounds, smells, tastes and feelings — not just how something looks
- ☐ Specific statements rather than general ones
- ☐ Evaluation of the significance of my subject
- ☐ _____



Discussion Checklist

Name _____

My purpose was to:

- ☐ Look at different points of view about an issue

I remembered to include:

- ☐ Statement of topic or issue
- ☐ Background information
- ☐ Balanced arguments for and against
- ☐ A conclusion to weigh up the different points of view
- ☐ A final judgement for one side, or a recommendation
- ☐ _____





Explanation Checklist

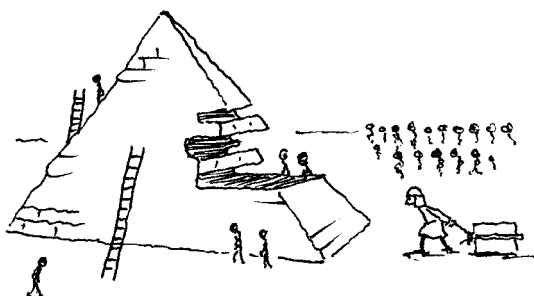
Name _____

My purpose was to:

- ☐ Tell why things are or how things happen
- ☐ Explain the steps something goes through

I remembered to include:

- ☐ General statement to identify the topic (can include a how or why question)
- ☐ Extra helpful information depending on my audience's likely knowledge of the topic
- ☐ Series of events (according to cause)
- ☐ Concluding statement
- ☐ Diagram or flow chart
- ☐ _____



Exposition (Argument) Checklist

Name _____

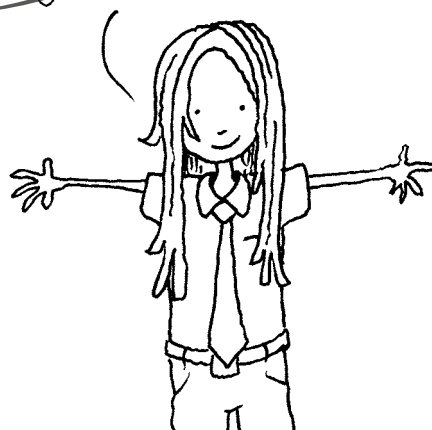
My purpose was to:

- ☐ Argue for or against a point of view

I remembered to include:

- ☐ Clear statement of position
- ☐ Arguments in a logical order
- ☐ A point and elaboration for each argument
- ☐ Substantial evidence
- ☐ Reinforcement of my point of view, or recommendation
- ☐ _____

I believe it's fine for boys to wear long hair.





Exposition (Persuasion) Checklist

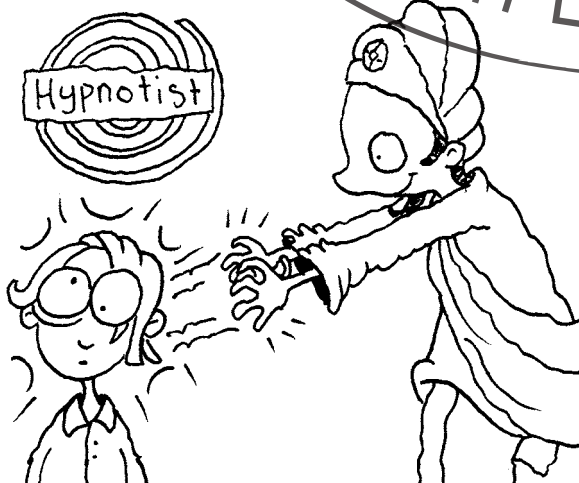
Name _____

My purpose was to:

- ☐ Persuade people to act in a particular way
- ☐ Promote something

I remembered to include:

- ☐ Opening positive statement to attract attention
- ☐ Series of arguments to support the subject (not supported by evidence)
- ☐ Emotional language
- ☐ Variety of statements, questions and commands
- ☐ Forceful call to action
- ☐ _____



Information Report Checklist

Name _____

My purpose was to:

- ☐ Present factual information in general terms

I remembered to include:

- ☐ Opening general statement
- ☐ Sentences about the topic, in paragraphs
- ☐ Interesting and unusual details
- ☐ Answers to any questions I think my readers might ask
- ☐ Finishing-off statement
- ☐ Headings
- ☐ Diagrams, photos, graphs or illustrations





Procedure Checklist

Name _____

My purpose was to:

- ☐ Tell how to do something
- ☐ Tell how to get somewhere
- ☐ Give rules of behaviour

I remembered to include:

- ☐ Statement of goal of the activity
- ☐ Materials needed, listed in order of use (optional)
- ☐ Series of steps, listed in order to achieve the goal
- ☐ Reasons for doing things
- ☐ Warnings or cautions
- ☐ Pictures of the steps or the final goal
- ☐ _____



Recount Checklist

Name _____

My purpose was to:

- ☐ Retell events in sequence
- ☐ Record a series of events and evaluate their significance

I remembered to include:

- ☐ Orientation that gives background information or a critical perspective
- ☐ Series of events, recorded in time order
- ☐ Extra information about events
- ☐ Personal comments or evaluative remarks
- ☐ Time line, map or other helpful visual (optional)
- ☐ _____





Response Checklist

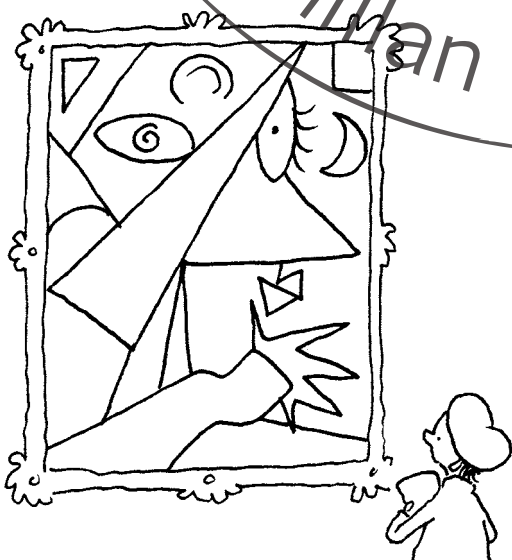
Name _____

My purpose was to:

- ☐ Summarise a text
- ☐ Tell my thoughts or feelings about something
- ☐ Analyse a text or work of art

I remembered to include:

- ☐ Context with background information
- ☐ Exploration of the subject's qualities (including my feelings)
- ☐ Critical judgement (opinion or recommendation)
- ☐ _____

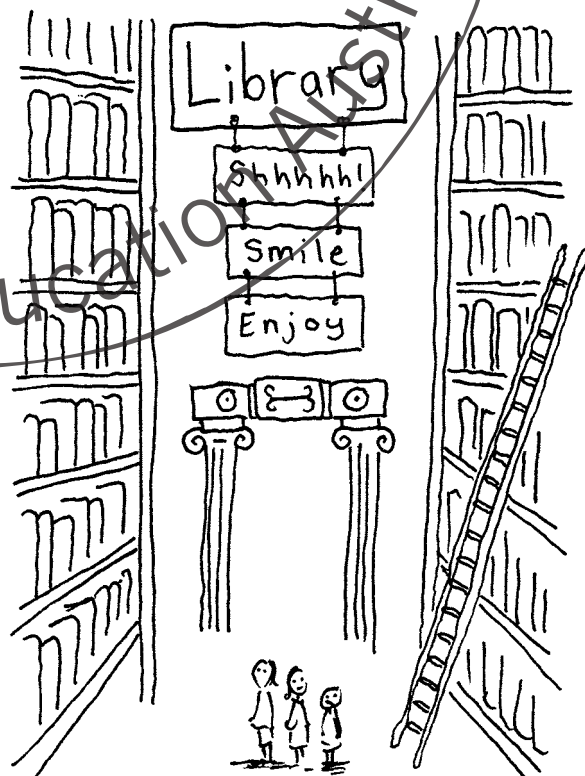


Ideas and Details Checklist

Name _____

I remembered to:

- ☐ Have a clear message
- ☐ Include interesting details to support my main idea
- ☐ Include information from experience and research
- ☐ Choose information I knew would answer my readers' questions
- ☐ Show that I understand my topic
- ☐ _____





Organisation Checklist

Name _____

I remembered to:

- ☐ Choose a text type to match my purpose and audience
- ☐ Create a beginning that pulls readers in and lets them know where I am headed
- ☐ Tell things in a good order to help my reader go from point to point
- ☐ Make my main idea stand out
- ☐ Relate every statement to the main idea
- ☐ _____

Monsters
Scary, hairy and
under your chair...

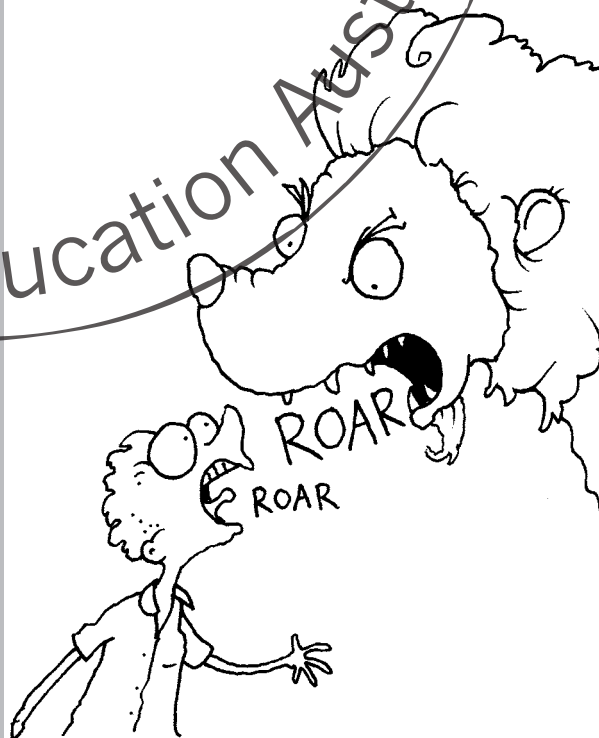


Voice Checklist

Name _____

I remembered to:

- ☐ Be brave and sound like *me*
- ☐ Choose a voice to suit my purpose and audience
- ☐ Keep my voice from start to finish
- ☐ Show that I really like this writing
- ☐ Know my topic well so I can write with energy
- ☐ _____





Word Choice Checklist

Name _____

I remembered to:

- ☐ Use words that match my topic
- ☐ Use some new words, but make the meaning of every word clear
- ☐ Use strong verbs and precise nouns, not fluffy or vague words
- ☐ Put just the right word in just the right place
- ☐ Play with words and use the best words I can
- ☐ _____

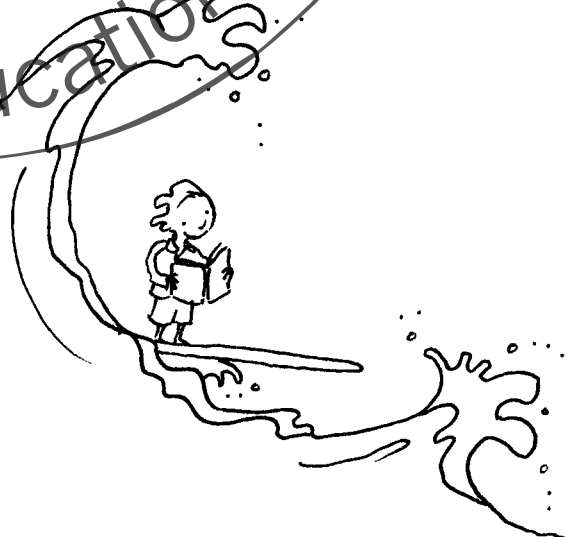


Fluency Checklist

Name _____

I remembered to:

- ☐ Begin my sentences in different ways so the reader won't get bored
- ☐ Use connectives between sentences to show how ideas relate
- ☐ Think about the sound of the words as well as the meaning
- ☐ Check that my writing is easy to read aloud with expression
- ☐ Create sentences that flow and have rhythm
- ☐ _____





Conventions Checklist

Name _____

I remembered to:

- ☐ Check that spelling is correct
- ☐ Use accurate and creative punctuation to guide my readers
- ☐ Use correct capitals
- ☐ Check for correct grammar
- ☐ List my sources correctly and thoroughly
- ☐ _____



Presentation Checklist

Name _____

I remembered to:

- ☐ Use a format to suit my purpose
- ☐ Use title page, margins, numbers and bullets to guide the reader
- ☐ Think about how best to display diagrams, charts and other visuals
- ☐ Make it clear how the visuals link to the writing
- ☐ _____



The Writing Process Checklist

Name _____

Date I began writing this piece _____

Title _____

Text type _____

Purpose _____

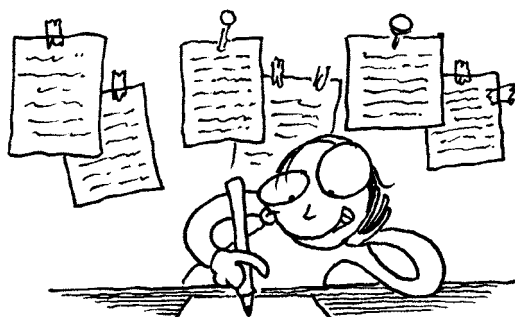
Audience _____

Step 1 Prewriting

- ☐ I know my purpose and audience.
- ☐ I have gathered my thoughts and ideas.
- ☐ I have narrowed my topic.

Step 2 Drafting

- ☐ I have fine-tuned my ideas.
- ☐ I have organised my ideas.
- ☐ I have made a first attempt at writing.



Step 3 Revising

- ☐ I have read my writing to a friend.
- ☐ I have read my writing to my teacher.
- ☐ I have improved my writing.
- ☐ My writing is organised and makes sense.
- ☐ My writing is fluent.
- ☐ My writing has voice.
- ☐ I have chosen the best words.

Step 4 Proofreading

I have polished my writing and checked conventions:

- ☐ Spelling
- ☐ Punctuation
- ☐ Grammar
- ☐ Bibliography

Step 5 Publishing

- ☐ I have shared my writing.
- ☐ I have reflected on my writing.



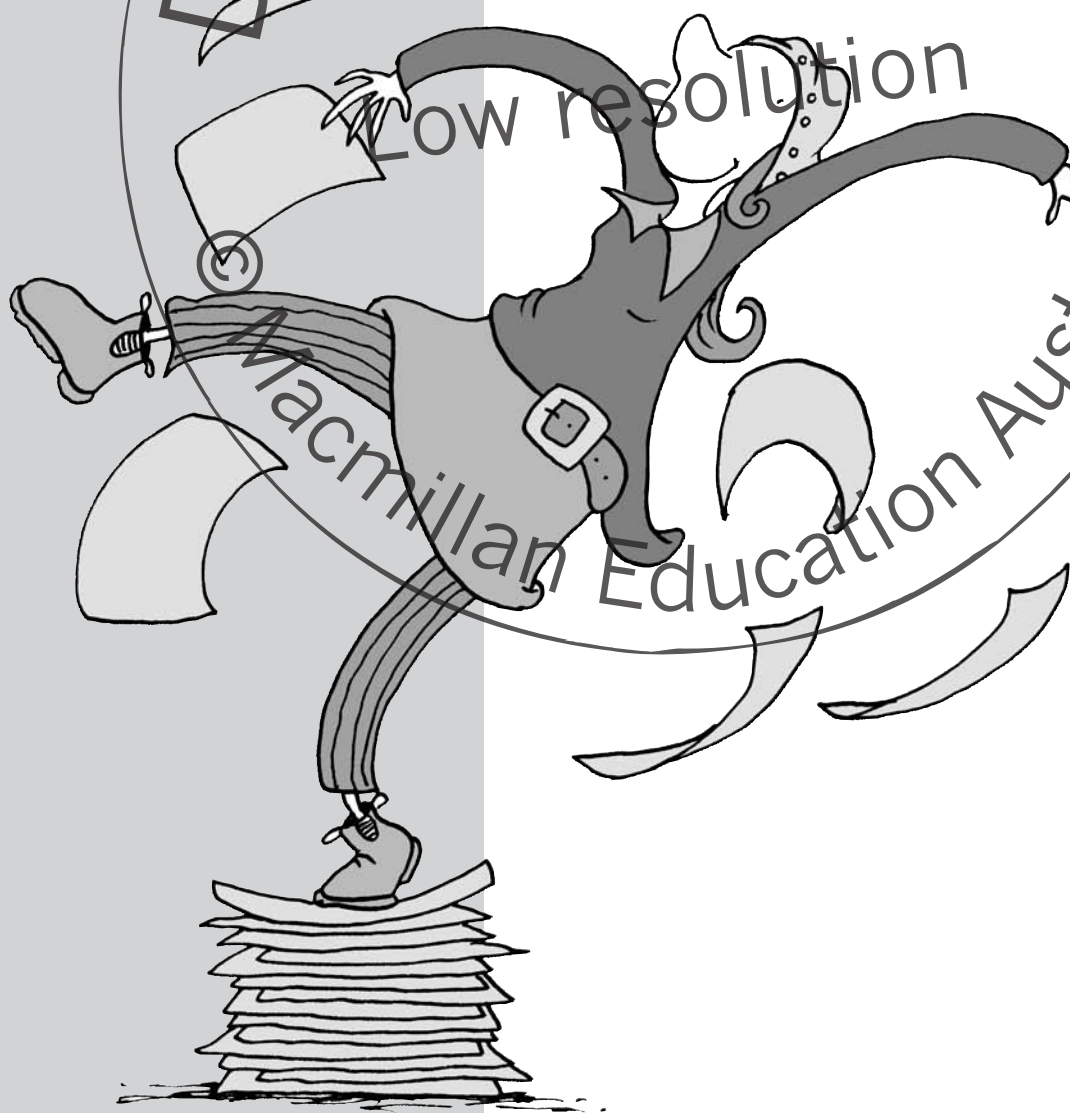
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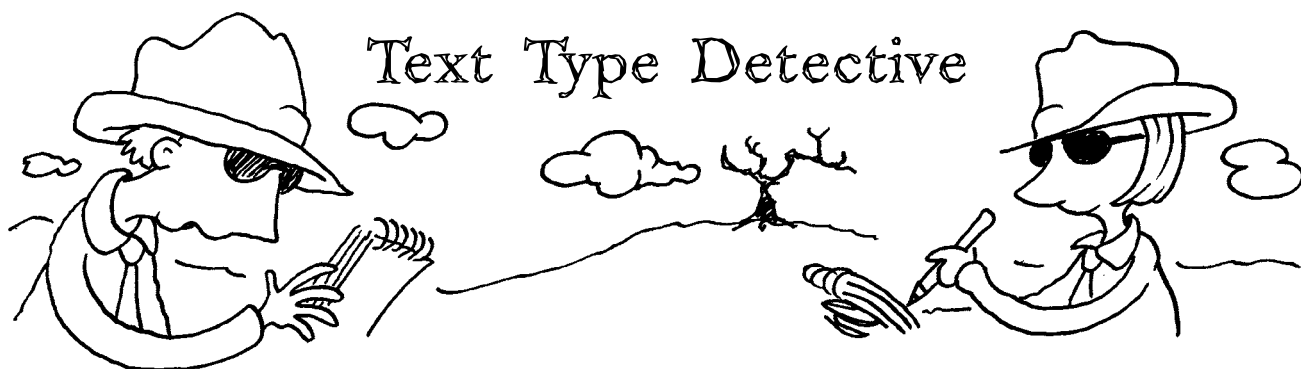
WORKSHEETS

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You Need

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Read a text and write down all the clues you notice.

Title
What did the author want to do?
What audience do you think the author had in mind?
How is the text organised?
What kinds of words are used?
Any other features?

Now you have all the clues, what's the text type? _____

Text Type: Any

Name _____

Date _____

Analysing Descriptions

Find different description texts. Write the title of each description you find at the top of a column.

Now analyse each description. Tick the boxes if the description includes the listed features. Add to the table any extra features you notice and see if they are in the other descriptions as well.




Opening statement to introduce the subject							
Series of paragraphs describing different features of the subject							
Final comment							
Photos							
Labelled diagram							
Nouns and noun groups							
Adjectives							
Verbs							
Figurative language (similes, metaphors)							
Value judgements							

Text Type: Description

Analysing Discussions

Find different discussion texts. Write the title of each description you find at the top of a column.

Now analyse each discussion. Tick the boxes if the discussion includes the listed features. Add to the table any extra features you notice and see if they are in the other discussions as well.



Statement outlining the issue							
Arguments for one side of the issue, including evidence							
Arguments against, including evidence							
Conclusion to sum up both sides, or to decide in favour of one side							
General nouns							
Pronouns							
Thinking verbs, e.g. <i>think</i>							
Conjunctions, e.g. <i>because</i>							
Value judgements							
Connectives to link arguments, e.g. <i>however, on the other hand</i>							
Varying degrees of modality, e.g. <i>should, must, might</i>							

Text Type: Discussion

Name _____

Date _____

Analysing Explanations

Find different explanation texts. Write the title of each explanation you find at the top of a column.

Now analyse each explanation. Tick the boxes if the explanation includes the listed features. Add to the table any extra features you notice and see if they are in the other explanations as well.



General statement to identify the topic							
Series of events (time or cause)							
Concluding statement							
Diagram							
Nouns							
Actions verbs							
Time sequence words, e.g. <i>then, next, after this</i>							
Technical language							
Simple present tense							
Passive voice							

Text Type: Explanation

Analysing Arguments

Find different argument texts. Write the title of each argument you find at the top of a column.

Now analyse each argument. Tick the boxes if the argument includes the listed features. Add to the table any extra features you notice and see if they are in the other arguments as well.



Statement of point of view							
Arguments in a logical order							
Each argument with a point and elaboration							
Conclusion to reinforce the point of view or make a recommendation							
Technical language							
Action verbs							
Relating verbs, e.g. <i>It is vital</i>							
High modality							
Connectives, e.g. <i>Firstly, secondly</i>							
Evaluative language							

Name _____

Date _____

Analysing Persuasions

Find different persuasion texts. Write the title of each persuasion you find at the top of a column.

Now analyse each persuasion. Tick the boxes if the persuasion includes the listed features. Add to the table any extra features you notice and see if they are in the other persuasions as well.

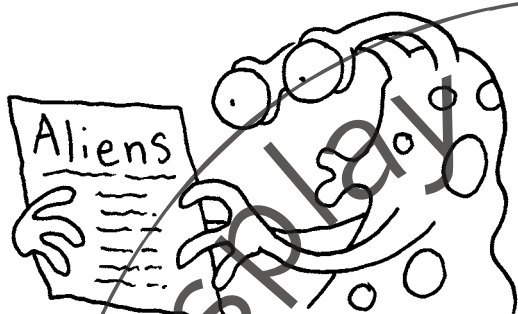
Persuasion copy						
Opening positive statement to attract attention						
Series of arguments not supported by evidence						
Photo or drawing						
Emotional language						
High modality						
Biased						
Questions						
Commands						
Slogan						

Text Type: Exposition — Persuasion

Analysing Information Reports

Find different information report texts. Write the title of each information report you find at the top of a column.

Now analyse each information report. Tick the boxes if the information report includes the listed features. Add to the table any extra features you notice and see if they are in the other information reports as well.



Opening statement — defining the topic							
Statements about the topic, in paragraphs							
Finishing-off statement							
Glossary							
Diagram, photo, table or graph							
Passive voice							
Relating verbs, e.g. has							
Word chains							
Repeated naming of topic as theme of clause							

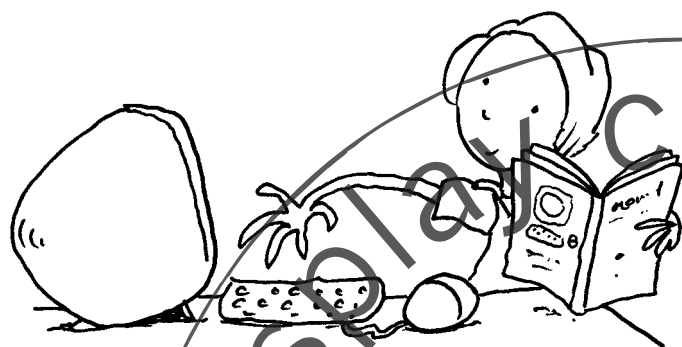
Name _____

Date _____

Analysing Procedures

Find different procedure texts. Write the title of each procedure you find at the top of a column.

Now analyse each procedure. Tick the boxes if the procedure includes the listed features. Add to the table any extra features you notice and see if they are in the other procedures as well.



Goal of the activity in opening statement							
Materials list							
Series of steps							
Caution or warning							
Alternative step							
Pictures							
Action verbs							
Adverbs							
Commands							
Important aspects at beginning of clauses							

Text Type: Procedure

Analysing Recounts

Find different recount texts. Write the title of each recount you find at the top of a column.

Now analyse each recount. Tick the boxes if the recount includes the listed features. Add to the table any extra features you notice and see if they are in the other recounts as well.



Orientation — with background information or a critical perspective							
Series of events in time order							
Personal comments or evaluative remarks							
Nouns							
Adjectives							
Action verbs							
Adverbial phrases, e.g. <i>Last Monday</i>							
Past tense							

Text Type: Recount

Writing Record

Use this chart to help you make decisions about your writing.

Topic What do I want to write about?	Purpose Why am I writing this?	Audience Who will read it?	Text type What structure and language do I need to use?	Title and date of writing piece

Text Type: Any

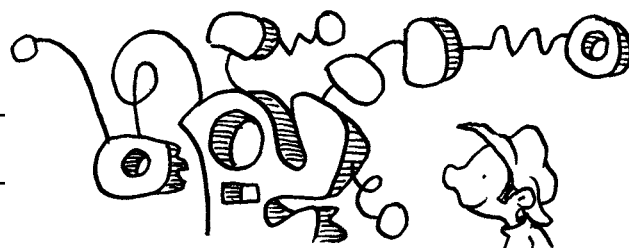
Name _____

Date _____

BLM 41

Describe the features of a particular thing.

Title: _____



Opening statement (Introduce your subject and tell something interesting to hook your readers in.)

Special features (Each paragraph should describe a different feature.)

How does it
look, sound, feel,
smell and taste?

What does
it do?

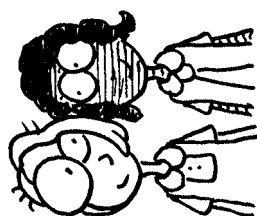
What does
it make you
think of?

What is it made
of? What are
its different

What is it
similar to
or different

Final comment (Leave your reader informed or entertained.)

Text Type: Description



Plan a discussion.

Issue (with background information)

Arguments for

Evidence

Arguments against

Evidence

Conclusion (with recommendation)

Text Type: Discussion

Name _____

Date _____

BLM 43

Write a discussion.

Some people think that

They claim that

They also say that

On the other hand _____ disagree.

They argue that _____

They also claim that

After looking at both sides, my opinion is

because



Text Type: Discussion

Plan an explanation.

Title (a how or why question that tells what you are going to explain)



General statement to identify the topic (Include some interesting background information.)

Series of events (in time order or according to cause)

Words to signal time.

first, then,
next, after
that, finally

Words to signal cause:

so,
as a result,
this is
caused by,
consequently,
because,
this means,
this makes

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Conclusion (add an extra interesting fact or question)

Text Type: Explanation

Name _____

Date _____

BLM 45

Write an argument.



Opening statement (Give your point of view. A question or emotional statement might grab your reader's attention.)

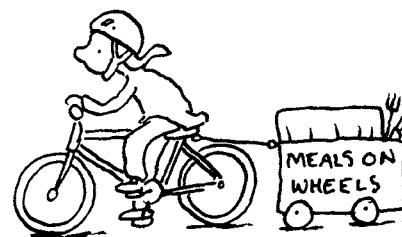
Argument 1	Topic sentence: Elaboration:
Argument 2	Topic sentence: Elaboration:
Argument 3	Topic sentence: Elaboration:

Conclusion (Reinforce your point of view and/or suggest an action.)

Text Type: Exposition — Argument

Plan an advertisement.

Item or service being promoted:



What is it?	Appeal to logic	Appeal to senses	Ideas for photos or other visuals
Appeal to emotions	Questions	Commands	

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Slogan or jingle

Call to action (What should the reader do?)

Text Type: Exposition — Persuasion

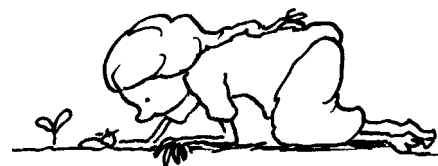
Name _____

Date _____

BLM 47

Write a report about a living thing.

Title: _____



Opening (What is your report about? Does the subject belong to a particular family or group?)

Series of paragraphs

What does it look like?

Where does it live?

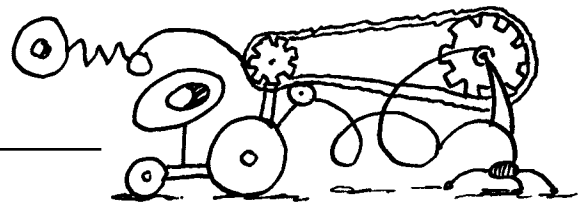
What does it eat/live on?

How does it behave?

Conclusion (What else do you know about it?)

Text Type: Information Report

Write a report about a non-living thing.



Title: _____

Opening (What is your report about? What kind of thing is it? Does it belong to a particular group?)

Series of paragraphs

What does it look like?

What is it used for? Why? When?

What does it do or how does it work?

What are its interesting features?

Conclusion (What else do you know about it?)

Text Type: Information Report

Name _____

Date _____

BLM 49

Write a report about a country.

Title: _____



Opening (What is your country? Where is it located?)

Series of paragraphs

Geography

Climate

Animals and plants

Government

Culture and language

People

Conclusion (What else is interesting about this country?)

Text Type: Information Report

Write an information report.

Title: _____

Opening (Tell what the report is about and engage your reader's interest.)



Paragraphs

Subheading:
(Describe the subject.)

Subheading:

Main idea:

Details:

Subheading:
(How is the subject similar to or different from something else?)

Similarities:

Differences:

Subheading:
(Are there any problems? What are the solutions?)

Problems

Solutions

1

1

2

2

Finishing-off sentence (Make an interesting statement or give your reader something to think about.)

Name _____

Date _____

BLM 51

Write a procedure.

Goal: How to _____



Materials needed (optional)

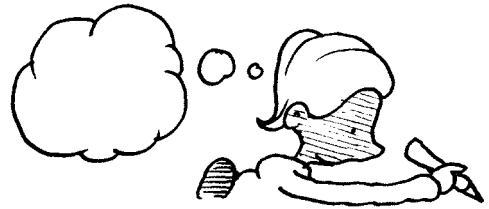
Action plan (A series of steps: step 1, 2, 3, etc. Begin each one with a command.)

Alternative step, caution or warning

Diagram/drawing/map

Text Type: Procedure

Write a recount. If you are writing about something you did, use the pronouns *I* or *we*. If you are writing a biography, or about what someone else did, use the pronouns *he*, *she* or *they* or the person's name.



Title: _____

Orientation (What is this recount about? Tell who, what, where and when.)

Series of events recorded in time order (Why is each one significant?)

Conclusion (How would you sum up what happened? What do you think or feel about the events?)

Text Type: Recount

Name _____

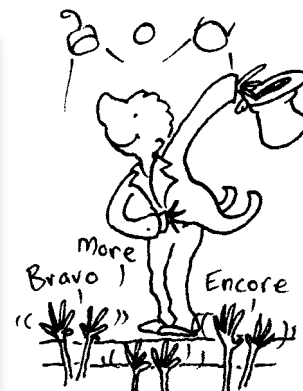
Date _____

BLM 53

Write a review of a play or movie.

Name of play or movie: _____

Context (Give background information about the play or movie.
When was it written? Who is the target audience? Where is it playing?)



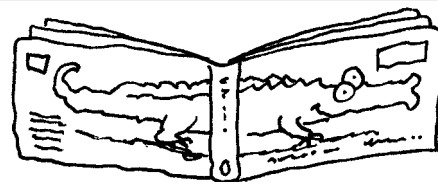
Exploration (Give details in paragraphs. Include your own feelings about each one.)

Theme
Character development/actors
Set design/props/special effects/photography
Music
Any problems?

Judgement (What is your final opinion? Would you recommend the play?)

Text Type: Response (Play or movie review)

Plan a book review.



Title: _____

Context (Give background information about the book, or the author or illustrator.)

Exploration of the book's qualities (Important events and characters. How is the book organised? What extra features does it have?)

Diagram illustrating the structure of a book review, centered around a circle with a large watermark reading "Display Copy only". The circle is divided into four quadrants by a vertical and a horizontal line, each with a label and a corresponding "My feelings" box.

- Top Left Quadrant:** Labeled "Characters". Below the label is a box labeled "My feelings".
- Top Right Quadrant:** Labeled "Setting". Below the label is a box labeled "My feelings".
- Bottom Left Quadrant:** Labeled "Events". Below the label is a box labeled "My feelings".
- Bottom Right Quadrant:** Labeled "Conflicts". Below the label is a box labeled "My feelings".

In the center of the circle, overlapping the four quadrants, is a large box labeled "Theme" at the top and "My feelings" in the middle.

Judgement (What is your final opinion? Would you recommend the book? Who to?)

Text Type: Response (Book review)

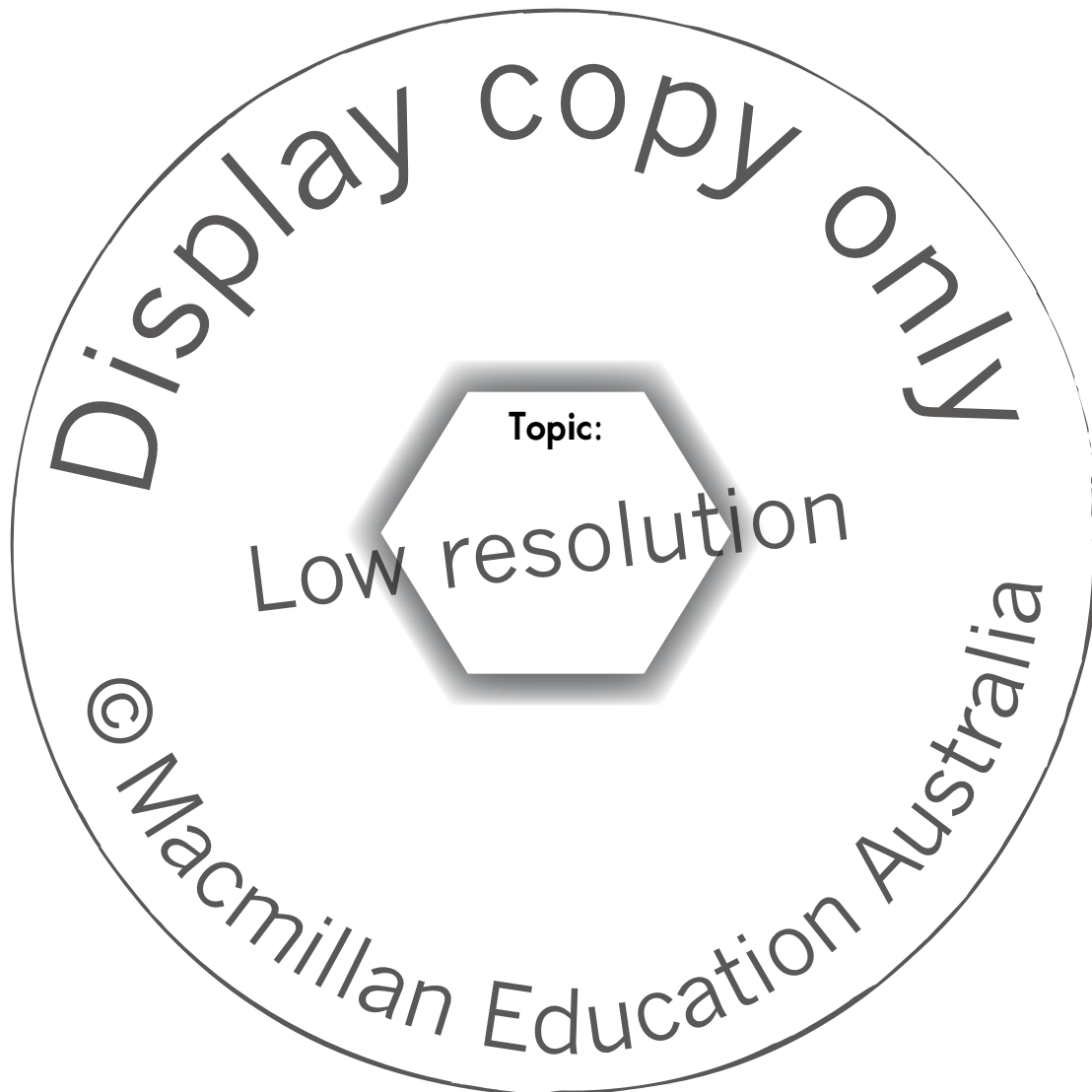
Name _____

Date _____

Brainstorming



Around the hexagon, write down all the words and phrases you can think of that have something to do with your topic.



Now circle the best ideas you want to use in your writing.

Next, highlight the circled ideas that belong together (have similar ideas) in the same colour.

Finally, put your colour groups in the order that you want to use them in your writing. (To do this, write a number next to each colour.)

Text Type: Any **Trait:** Ideas and details

Big Questions, Little Questions

Write the main idea for your writing in the box at the top. In the next four boxes, write four big questions that will support your main idea. On the lines, write little questions that will help you answer the big questions. Now you are ready to research.



Topic: _____

Purpose: _____

Main idea

Supporting idea/question

Supporting idea/question

Supporting idea/question

Supporting idea/question

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Name _____

Date _____

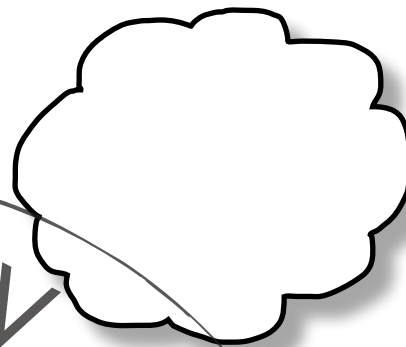
BLM 57

Compare/Contrast Paragraph

Using different paragraph structures will make your writing more interesting. This chart will help you organise a paragraph with a compare/contrast structure. Write your ideas in the boxes then, on the back of the sheet, organise them into a paragraph using the helpful connectives.

Comparing

and



Helpful connectives

is like, is similar to, and, as well as, the same as

Same

Different

Helpful connectives

is different from, on the other hand, although, while, unless, except, but also, not only, but

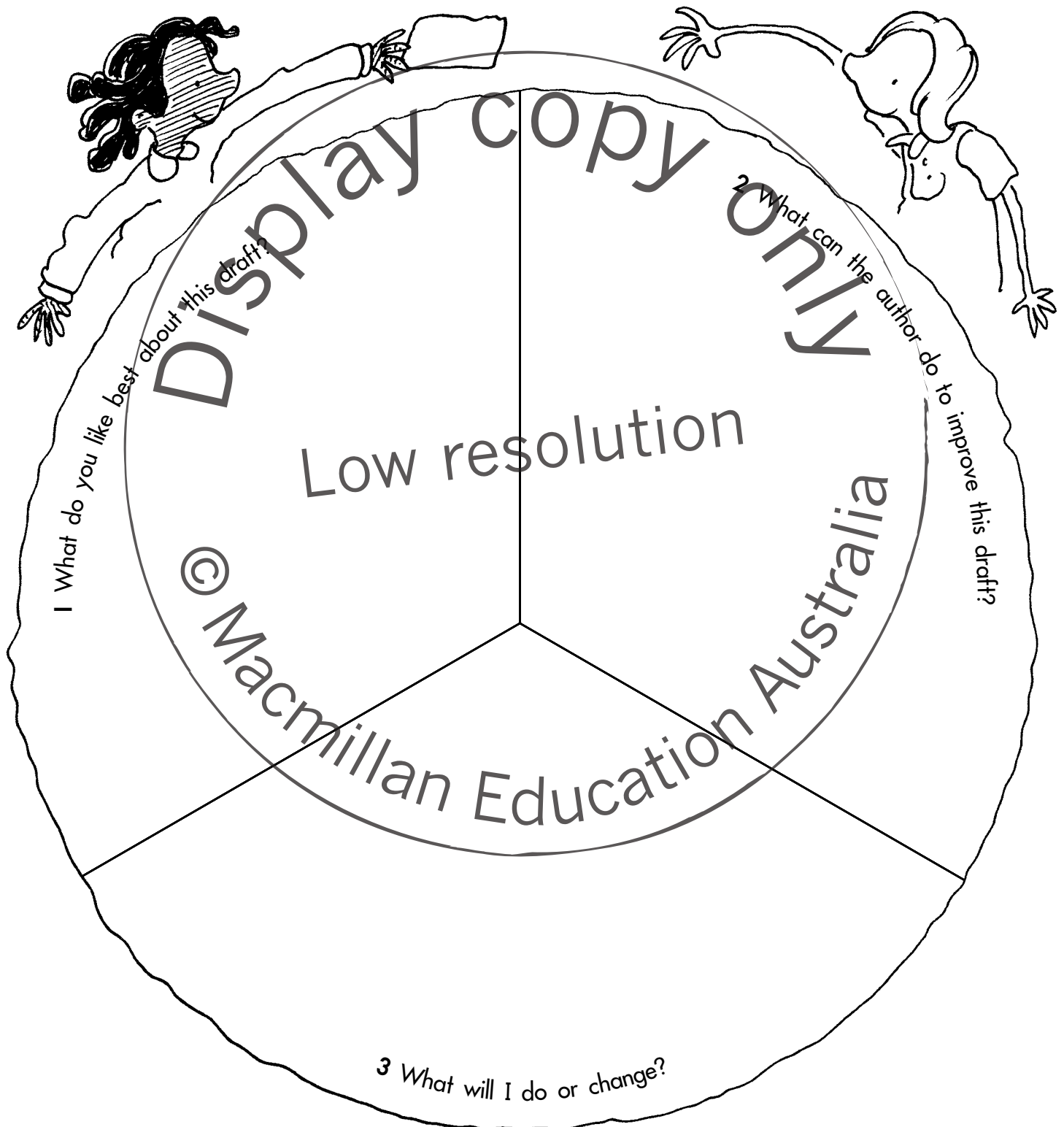
Text Type: Any Trait: Organisation

Critical Friend Pie

Have a critical friend read your draft and answer the first two questions. Then answer question 3 yourself.

Critical friend's name: _____

Title of draft: _____



Text Type: Any **Trait:** Organisation

Name _____

Date _____

Enthusiastic Voice

Often, it's the writer's own interest in a subject that leaps out of the writing and catches the reader's attention. One way you can give your writing this kind of enthusiastic voice is to add a personal experience.

Choose a piece of draft writing.



Title of writing: _____

Purpose: _____

Audience: _____

My personal experiences with this topic

Choose one of the ideas from the box above. Revise your first paragraph to incorporate that experience.

Are there any other places where your personal experience could enhance the writing? Write your ideas on the back of the sheet.

Remember, the voice must be appropriate for the topic, purpose and audience.

Text Type: Any **Trait:** Voice

Choosing Words

Think of as many words as you can. Then choose just the right words to add to your writing.

Topic: _____

Purpose: _____

Audience: _____



Precise nouns

Strong verbs

Alliteration

Metaphors

Similes

Technical language

Variety of connectives

Text Type: Any **Trait:** Word choice

Name _____

Date _____

BLM 61

Bridges Between Paragraphs

Choose a piece of draft writing. Is it a collection of choppy paragraphs? You need to revise with some bridges so that the writing moves smoothly from paragraph to paragraph.

1. Subtitles can help. Write here some ideas for subtitles you could use between paragraphs.

Subtitle ideas

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2. Transition sentences are trickier but will help make all text types more fluent. A transition sentence is like a bridge. It links the ideas from one paragraph to the ideas in another paragraph. Read some nonfiction books and look for examples of good transition sentences. Write them in the box.

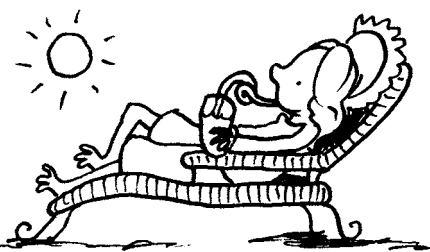
Ideas for transition sentences

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Now have a go at writing some transition sentences to bridge the paragraphs in your own draft.

Text Type: Any **Trait:** Fluency

Bibliography



Record your information sources in this chart.
Then use it to write a bibliography.

Books

Author	Title	Publisher	Date

Encyclopedias

Entry title	Encyclopedia title	Volume	Page	Date

Web

Item	Site name	Site address	Date

Magazines

Author	Article title	Magazine title	Month/year	Page

Text Type: Any **Trait:** Conventions

Name _____

Date _____

BLM 63

Proofreading Chart

Use these marks to show where changes need to be made in your draft writing.

Add other marks your teacher would like you to use.



Mark	What it means	Example
/ 9	Take it out (letters, words, sentences, lines, punctuation marks)	Of course such such stories are 9 nonsense.
^	Put it in (letters, words, sentences, punctuation marks)	Of course such ^{stories} are nonsense.
o	Add a full stop	Go down the stairs. o
=	Make a capital letter	The <u>only</u> way to prove that the loch <u>ness</u> monster exists is to catch it.
/ (lc)	Make a lower-case letter	Place a mask on the Mummy. (lc)
[(n.p.)	Begin a new paragraph	They walk on two legs. [They have (n.p.) large heads with no hair.
run on	Don't start a new paragraph	Vanishing ships. Vanishing planes. (run on) For hundreds of years people have reported strange happenings.
o (sp)	Wrong spelling	(take-of) (sp)
(trs)	Change the order	They have large heads, and a narrow jaw (with no hair). (trs)
#	Make a space	Throw out the brain . #

Text Type: Any Trait: Conventions

Reflecting

After you have presented your writing, reflect on what you learned from the piece and how you have developed as a writer. Then set one or two goals to work towards.



Title: _____

Purpose: _____

Audience: _____

What was the writing about? _____

What is the best part of this piece of writing? Why? _____

What did you think you did well in this piece of writing? _____

Were any parts difficult to write? Why? _____

Were any parts easy to write? Why? _____

Did you change or revise your writing? What for? _____

How do you feel about the finished writing? _____

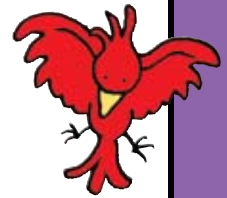
Is there anything you would change now that you have presented the writing? _____

Did you learn anything while writing this piece that you could use in future writing? _____

My goals for next time are:



All the tools a smart teacher needs!



Nonfiction Text Types

All you need to teach . . . Nonfiction Text Types contains essential lists, text models, writing frames, checklists and more to support you and your students as they explore, discover and write nonfiction text types.

Teaching Tips — including information on the nine nonfiction text types, the five stages in the writing process and the seven traits of good writing

Text Models — examples of each nonfiction text type, written to contain all the main features needed by ages 10+

Assessment Rubrics — lists of levelled criteria to help you assess students' writing, and students to set their own goals

Student Checklists — students can check that their draft meets the criteria for the text type or trait

Worksheets — including writing frames for all the basic text type structures.



Text types included:

- Description
- Discussion
- Explanation
- Exposition—Argument
- Exposition—Persuasion
- Information Report
- Procedure
- Recount
- Response.



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Nonfiction Text Types Ages 5–8**

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