

2020 Calendar

JANUARY 2020

Mon	Tue	Wed	Thu	Fri	Sat	Sun
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FEBRUARY 2020

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MARCH 2020

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APRIL 2020

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MAY 2020

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JUNE 2020

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JULY 2020

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AUGUST 2020

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SEPTEMBER 2020

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OCTOBER 2020

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NOVEMBER 2020

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DECEMBER 2020

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Writing Self Editing Tool

Persuasive and Narrative Writing

Criteria	Skill	How It Is Done	✓
1. Audience	1.1. Talk to your reader	<i>You might think this is weird, but I think about what teachers were like when they went to school.</i> <i>What is the "Big Bang Theory" anyway?</i>	
	1.2. Make the reader feel sorry for your character	Harry lived under the stairs with his beastly relations. Poor Meg (Family Guy-do you remember the episode where she goes to the prom with the family dog? ☹) or 'Butters' (South Park-his parents are so mean to him and he is so cute! ☹)	
	1.3. Ask your reader a question	Have you ever wondered what it would be like to be invisible?	
2. Text Structure	2.1. Make a list (Persuasive)	In this essay I will discuss pollution: 1. In the city 2. In the ocean 3. In rural farming 4. Green-house gases	
	2.2. Tell events/put thoughts in order, to set the scene. Make it easy for the reader to follow you (Narrative)	It was a cold morning-icy cold like Antarctica. I was starting to panic. It was still dark which made it even worse. I could hear a noise getting closer. I reached for my light switch, feeling the wall as my hands trembled with fear. It was my worst nightmare!	
	2.3. Use some evidence	Did you know that 40% of the food that is produced is thrown away and never used? I read in the West Australian yesterday that supermarkets and restaurants are restricted by laws to give away their excess food or sell it cheap to charities.	
	2.4. Conclude	The one key issue here is 'pollution' is everywhere and it is affecting the world.	
	2.5. PERSUASIVE Short and powerful!	These murderers should be locked up!	
	2.6. NARRATIVE Leave them in suspense (if you run out of time) OR with a moral to the story.	There was no way the bandit could escape. He was hanging from the bridge by one hand when it started to shake and crack-pieces of concrete falling into the sea below. OR This is why I say-nothing good happens after midnight.	

Writing Self Editing Tool

Criteria	Skill	How It Is Done	✓
3. Ideas	3.1. Make Bad stuff happen	If your character desperately wants to win a race, make them twist their ankle and trip over a dog and stop for a baby crawling across the track. If your character wants to be left alone, give them a surprise party. If your character needs to chase a bank robber across a bridge, make the bridge incredibly high and your character horribly afraid of heights.	
	3.2. Have an opinion about it.	It is incredibly unfair OR It is not good policy....	
4a. Persuasive Devices	4.1. Make out bad stuff will happen.	If we don't do something about this _____ problem everyone will die.	
	4.2. Have an opinion about it.	It gets me so angry when I hear about people throwing plastics in the ocean.	
4b. Character and Setting	4.3. Character: Make your character talk	"That is my seat," he growled angrily, with saliva dribbling from his puffy lips.	
	4.4. How does your character move	Crept, galloped, waddled, hobbled	
	4.5. Setting: Refer to the time and place	Turning the torch on to see Smelling the smoke Crabs scuttling on wet leaves	
5. Vocabulary	5.1. Think of the smartest word you know-and use it!	Dichotomy There is a 'dichotomy between thought and action.	
	5.2. Think of a great simile-use it!	She was so happy she was <i>jumping around like a kangaroo on a pogo stick</i> .	
6. Cohesion	6.1. Tie it all together.	However, additionally, even though, finally, therefore...?	
	6.2. Give your sentence a friend to support it.	I first met Mandy in Paris, where I lived as a small child (friend sentence or subordinate sentence is the bold sentence)	

Writing Self Editing Tool

Criteria	Skill	How It Is Done	✓
7a. Persuasive Paragraphing	7.1. Miss a line. Heading	Green-House Gases There have been many attempts to introduce efficient forms of energy to reduce.....	
	7.2. Stick to this argument	Talk only about 'green-house gases' in this paragraph.	
7b. Narrative Paragraphing	7.3. Topic Sentence Stick to this theme/ idea/place/time.	It was the first day of school and we had a test! I could tell this term was going to be a long one!	
8. Sentence Structure	8.1. Make it colourful.	We don't want to read about Paul who woke up and went to school and then came home and ate afternoon tea and then woke up and it was all a dream. We want to read about Bernard the Bikie who has a bright red beard that hangs down to his knees, rides a Chopper to school and lays burnouts in the school car park.	
	8.2. Make it come alive!	Use feeling and senses. You are so hungry you were thinking of eating a slug.	
9. Punctuation	9.1. Capitals, full stops, speech marks, question marks, exclamation marks.	Use them! Capital 'I' for reference to yourself!	
10. Spelling	10.1. Syllabify difficult words (clap it). Make sure each syllable has a vowel.	In/de/term/i/nate	

Naplan Writing Marking Criteria

Persuasive Writing

Criteria & Score Points	Skill Focus	Score	Comments
1. Audience (6 Marks)	The writer's capacity to orient, engage and persuade the reader.		
2. Text Structure (4 Marks)	The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure.		
3. Ideas (4 Marks)	The selection, relevance and elaboration of ideas for a persuasive argument.		
4. Persuasive Devices (4 Marks)	The use of a range of persuasive devices to enhance the writer's position and persuade the reader.		
5. Vocabulary (5 Marks)	The range and precision of contextually appropriate language choices.		
6. Cohesion (4 Marks)	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 (3 Marks)	The segmenting of text into paragraphs that assists the reader to follow the line of argument.		
8. Sentence Structure (6 Marks)	The production of grammatically correct, structurally sound and meaningful sentences.		
9. Punctuation (5 Marks)	The use of correct and appropriate punctuation to aid reading of the text.		
10. Spelling (6 Marks)	The accuracy of spelling and the difficulty of the words used.		

Naplan Writing Marking Criteria

Narrative Writing

Criteria & Score Points	Skill Focus	Score	Comments
1. Audience (6 Marks)	The writer's capacity to orient, engage and persuade the reader.		
2. Text Structure (4 Marks)	The organisation of narrative features including orientation, complication and resolution into a appropriate and effective text structure.		
3. Ideas (4 Marks)	The creation, selections and crafting of ideas for a narrative.		
4. Character and Setting (4 Marks)	Character: The portrayal and development of character. Setting: the development of a sense of place, time and atmosphere .		
5. Vocabulary (5 Marks)	The range and precision of contextually appropriate language choices.		
6. Cohesion (4 Marks)	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 (3 Marks)	The segmenting of text into paragraphs that assists the reader to follow the line of argument.		
8. Sentence Structure (6 Marks)	The production of grammatically correct, structurally sound and meaningful sentences.		
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10. Spelling (6 Marks)	The accuracy of spelling and the difficulty of the words used.		





Vocabulary for Writing Essays

Attribution	Conjunctions	Endorsement	Modality	Evaluation
<p>Attributing or projecting claims to outside authorities in a specific or general way</p> <p>According to _____ argues (that) _____ discusses _____ states (that) _____ shows (that) _____ expresses _____ proves (that) _____ explains (that) _____ suggests (that) _____ demonstrates _____'s argument _____'s statement _____'s claim _____'s thesis _____'s position</p> <p>In _____'s view</p> <p>As (argued) by _____</p> <p>There is (widespread) agreement that ...</p> <p>There is (strong) evidence to (suggest)</p> <p>A number of researchers (_____, 1995; _____, 2003)</p> <p>A study by _____ (found) that ...</p> <p>The researchers (suggest) that ... _____'s (claim) (that)</p>	<p>Words that link ideas, helping to create a 'flow' in the writing. Many conjunctions can be used at the start of a sentence and/or to link two short sentences into one long one.</p> <p>Comparison In the same way likewise just as both ... and</p> <p>Addition In addition Additionally Furthermore Moreover Similarly and also as well besides not only but also besides</p> <p>Contrast However In contrast On the other hand On the contrary Instead Nevertheless but yet still neither ...nor even so</p> <p>Replacement Alternatively or or else</p> <p>Concession Although Even though Despite Whereas While</p> <p>NB: Concession words allow the writer to acknowledge opposing positions in less powerful ways e.g. (Although) there are some valid points but there are many significant problems ...</p>	<p>Attributing claims with more or less support or certainty</p> <p>[neutral] reports states notes describes explains illustrates argues shows finds maintains persuades In the view of According to</p> <p>[positive] affirms agrees stresses asserts demonstrates emphasises makes clear</p> <p>[negative] claims assumes suggests proposes believes in his opinion overlooks</p>	<p>Words which express degrees of certainty, frequency or obligation</p> <p>may could can might will would has to had to should * must * ought to need perhaps probably certainly usually sometimes always * never * seldom rarely definitely absolutely by all means clearly of course surely obviously</p>	<p>Words interpreted as positive or negative or which intensify meaning of other words</p> <p>[+ve] important significant strong clear effective main major beneficial valuable relevant logical persuasive valid unbiased plausible useful succeeds in ...</p> <p>[-ve] problematic limited unrealistic irrelevant minor unnecessary insignificant biased invalid questionable controversial fails to ... neglects ... dismisses ... omits ...</p>
	<p>Exemplifying for example, for instance, to illustrate this such as</p> <p>Restatement in other words to sum up in brief that is to put it another way</p> <p>Time & Place First(y), Second(y), Finally, then after afterwards previously subsequently prior to up 'til now to the present at present first and foremost next</p>	<p>Cause because as so that since Therefore Thus Hence As a result, Because of this For this reason in order for in order that consequently</p>		

Words with an asterisk (*) indicate high modality (i.e. 'strong' words). In academic writing, it is often preferable to use medium modality words (e.g. "often" instead of "always", "may" instead of "must").

References: Droga, L. and Humphrey, S. (2002) A Workbook for Getting Started with Functional Grammar. Berry, NSW: Target Texts.
The Write Site <http://writeseite.elearn.usyd.edu.au> (click on Module 3: Structure → Unit 5: Writing Cohesively → Section 6: Using Conjunctions)

TEEL Paragraph Structure

			
Topic	Evidence	Explain	Link
T opic Sentence: the focus/main point of the paragraph	E vidence: support the point with well-chosen evidence from the text	E xplanation: explain the significance of the evidence and how it supports the point	L ink your overall point/argument back to the essay topic and potentially link forward to the next paragraph

Absentee Notes

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Reason: _____

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