

# Write And Connect

## Book 3

Ages 11 - 14 years



- Editing And Proofreading
- Paragraphing And Sentences
- Writing In Different Genres
- Comprehension Skills



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# Teachers' Notes

*Write And Connect - Book 3* is written for lower secondary students who are struggling to keep up with their peers, and is therefore linked to the Year 5 English curriculum. Researchers and teachers know that a student's written literacy skills improve as the student writes more often and experiences success.

It is important to remember that secondary students experiencing difficulty with writing must be retaught basic written literacy skills that they may have had difficulty processing in earlier years. When they acquire these skills, they will begin to gain confidence with their writing.

Students at lower secondary level who are not writing confidently at their expected level of competency are more likely to engage with interesting texts that teach them about the writing process. In *Write And Connect - Book 3*, students will engage with a range of texts that are likely to be of interest to them and will complete language activities related to these texts.

*How you could use this book:*

- *model effective writing strategies and discuss the writing process as you compose a text or discuss a written text;*
- *discuss the topic knowledge, awareness of intended audience and the purpose of a particular piece of writing;*
- *actively teach the technicalities of writing e.g. sentence construction, complex sentences, paragraphing, vocabulary development, spelling, text coherence, editing and proofreading skills;*
- *encourage students to work with a partner or group to develop their ability to discuss and then improve their writing and to develop editing and proofreading skills;*
- *develop students' written literacy skills so that when they write they will know the expected format for different genres, they will know their intended audience and they will know the purpose of their writing and they will have the skills to write with confidence.*

## Australian Curriculum Links

Year 5

### Language

ACELA1797

ACELA1500

ACELA1502

ACELA1504

ACELA1505

ACELA1506

ACELA1508

ACELA1512

ACELA1513

### Literacy

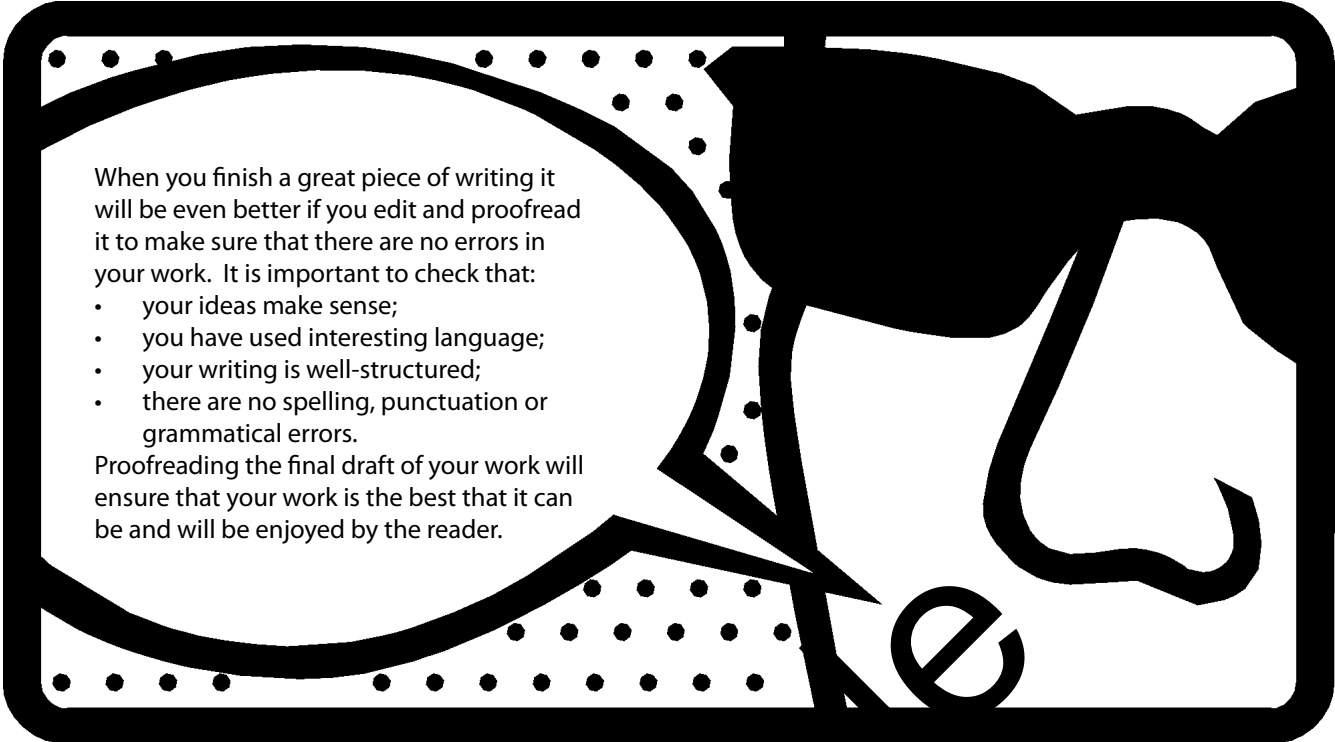
ACELY1701

ACELY1702

### Literature

ACELT 1608

ACELT1609



When you finish a great piece of writing it will be even better if you edit and proofread it to make sure that there are no errors in your work. It is important to check that:

- your ideas make sense;
- you have used interesting language;
- your writing is well-structured;
- there are no spelling, punctuation or grammatical errors.

Proofreading the final draft of your work will ensure that your work is the best that it can be and will be enjoyed by the reader.

- ① Capital letters are used to start a sentence, and for the names of people, places, days, months, festivals, organisations and for the titles of books and movies e.g. On Monday Rose went to Canberra and then to Mount Kosciuszko to the Snowy Mountain festival.

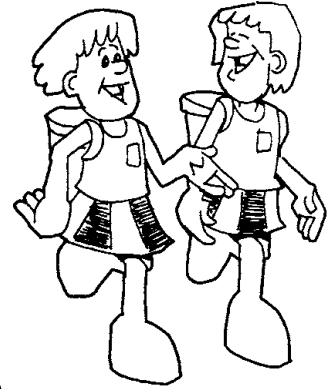
**A** ○ **Proofread these sentences and check for the correct use of capital letters. Circle any errors.**

1. last weekend i went to sydney to see jack.
2. on monday we went to see the movie red dog.
3. on the 1st march it's julie's birthday.
4. everyone had to read the book animal heroes for english.
5. "are you going to perth today?" sam asked will.
6. anzac day is always on the 25th of april.
7. the movie avatar was very popular in australia.
8. james and sam moved to darwin at the end of october.
9. the character, crocodile dundee was popular in america.
10. australia's highest mountain, mount kosciuszko is in new south wales.

○ Read the recount below, then answer the questions and complete the tasks.

① A recount describes something that has happened.

I first met my friend, Jane, in Kindergarten at Greentree School. She arrived with her mum and carried a bright purple backpack. I noticed the backpack because purple is my favourite colour. I noticed Jane because she was smiley and friendly and when it was time to sit down she sat next to me. I felt like we were twins because we both had red hair and green eyes and liked purple. Later she shared her lunch with me. As we grew up and went on to high school we stayed best friends. Our families moved to different states and we both made new friends but we remained best friends. We now live in different countries and our friendship is still as strong as ever. I think we'll be friends forever.

**A**

○ What does the topic sentence tell you about the subject of the paragraph?

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**B**

○ List in point form the information in the detail sentences.

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- ---
- ---
- ---
- ---
- ---

**C**

○ What does the closing sentence tell you about the subject?

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○ Read the recount below, then answer the questions and complete the tasks.

① A recount describes something that has happened.

I recently visited Uluru in central Australia. It is one of Australia's most recognised landmarks. When I saw it in the distance, it stood out dramatically from the surrounding flat desert country at 348 metres high. From a distance Uluru looked smooth but up close it was very different. We saw holes, ridges, valleys and caves when we did the 9 kilometre walk around the base. We saw signs saying that some areas of Uluru are sacred to the Anangu people and are important ceremonial sites. There is no vegetation growing on Uluru but at the base it is different. There are clear waterholes and plants growing and small caves. These support a variety of wildlife. Uluru changed at different times of the day showing a beautiful range of colours especially at sunrise and sunset. Uluru and the surrounding National Park were declared a World Heritage site in 1987 so will always be protected as special places.



1. This recount is written in the first person. How does this influence the reader?

\_\_\_\_\_

2. Who are the other people referred to in the text?

\_\_\_\_\_

3. What is the setting for this recount?

\_\_\_\_\_

4. When did the narrator visit Uluru?

\_\_\_\_\_

5. The visit to Uluru is told in past tense. Find five examples of verbs in the past tense.

\_\_\_\_\_

6. Which descriptive word tells the reader how the Anangu people regard Uluru?

\_\_\_\_\_

7. Give three examples of statistics.

\_\_\_\_\_

8. Why will Uluru always be protected as a special place?

\_\_\_\_\_

9. How would you describe the narrator's feelings about Uluru?

\_\_\_\_\_

\_\_\_\_\_

○ Write your own narrative paragraph by following the steps below.

① Your paragraph should have at least five sentences but can be longer.

**◦ Step One ◦**

○ Brainstorm some ideas about the subject of your narrative.

**◦ Step Two ◦**

○ Start with the topic sentence.

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**◦ Step Three ◦**

○ Add the detail sentences.

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**◦ Step Four ◦**

○ End with the closing sentence.

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**◦ Step Five ◦**

○ Edit and proofread your writing for errors.

**◦ Step Six ◦**

○ Rewrite your paragraph so that your writing is ready to be shared.