MIND MAPS, ORGANISERS AND PLANNERS FOR WRITING
BLACKLINE MASTERS
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# My Publishing Checklist

<table>
<thead>
<tr>
<th>MY WRITING:</th>
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<tbody>
<tr>
<td>My writing makes sense</td>
<td></td>
<td></td>
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<tr>
<td>My writing sounds right</td>
<td></td>
<td></td>
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<tr>
<td>I have used some interesting words</td>
<td></td>
<td></td>
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<tr>
<td>My thoughts are in sentences</td>
<td></td>
<td></td>
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<tr>
<td>I have used full stops and capital letters</td>
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</table>
**Rate Your Writing**

**SELF ASSESSMENT GUIDE**

**KEY:**
- **GREAT:** I am super happy with this!
- **GOOD:** I am happy with it, but think it could be even better.
- **OK:** This is ok, but not my best.
- **NEEDS WORK:** I’ve struggled to make this work.

<table>
<thead>
<tr>
<th>ATTRIBUTE</th>
<th>GREAT</th>
<th>GOOD</th>
<th>OK</th>
<th>NEEDS WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes Sense</td>
<td></td>
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<tr>
<td>Stays on Track</td>
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<td>Has a Clear Message to Readers</td>
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<td>Ideas Flow Well</td>
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<td>Has a Beginning, Middle and End</td>
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<td>Interesting Beginning</td>
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<td>Has a High Point</td>
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<td>Interesting Words</td>
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<td>Interesting Sentences</td>
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<tr>
<td>Has Extra Details/ Elaboration</td>
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Things I can do to improve my ratings with this piece:

________________________________________________________________________

________________________________________________________________________

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# Writing Log

<table>
<thead>
<tr>
<th>DATE</th>
<th>TITLE OF DRAFT</th>
<th>COMPLETED/ NOT COMPLETED</th>
<th>PUBLISHED</th>
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**NAME:**

**DATE:**

**TITLE OF DRAFT:**

**COMPLETED/ NOT COMPLETED:**

**PUBLISHED:**

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**LiteracySOLUTIONS**

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Writers' Checklist

Great! You are finished your draft. Now it's time to check and reflect, get some feedback, and get cracking to tighten it up ready for an audience.

☐ My title reflects my writing.
☐ My title is interesting and enticing.
☐ I've stayed focused on my original idea.
☐ I have asked myself, Is there anything I need to add?
  *Eg. interesting words, an intriguing beginning, extra details to draw in my readers, a stronger ending.*
☐ I have asked myself, Is there anything I need to take out?
  *Eg. Is there anything that might confuse my readers or bore them, or do I need to replace some words with better ones. Have I added things that are off my topic?*
☐ I have included full stops, to tell my readers where to stop to take a breath when reading.
☐ I have begun all sentences with a capital letter.
☐ I have started my sentences in different ways.
☐ I have included commas to tell my readers where they should pause when reading.
☐ I have used other punctuation where needed
  *(eg. exclamation mark, speech marks, question marks, etc.)*
☐ If I have used speech marks, I have started each character's speech on a new line.
☐ I have used capital letters for the proper names of people, animals, places and things.
☐ I have moved words/phrases/sentences/paragraphs around to make it easier for readers to understand my ideas.
☐ I have reread my writing to make sure it makes sense.
☐ I have reread my writing to make sure all the sentences sound right.
☐ I have used the correct tense throughout.
☐ My writing has a clear beginning, middle and end.
☐ My ideas are connected.
☐ The sequence of my writing makes sense.
☐ I have stayed on topic.
☐ I have added detail to make my writing interesting for my readers, and to strengthen my ideas.
☐ I think my readers will understand my message.
☐ I have tried to include interesting words.
☐ All my thoughts are written in sentences.
☐ I have written interesting sentences.
☐ I have started a new paragraph for each new idea.
☐ I have checked the spelling of tricky words.
☐ If handwritten, I have made sure my writing is legible so that others can read it easily.
**Editors’ Guide**

**TIPS:**
- It is easier to edit neatly if you write on every second line.
- Record all marks clearly.
- It helps to use a different coloured fine tipped pen.

**IMPORTANT NOTE TO EDITORS:**
If editing someone else’s work, remember that it is your job to help to improve their writing, but not to change their writing.

<table>
<thead>
<tr>
<th>MODIFICATION:</th>
<th>EXAMPLE:</th>
<th>CONVENTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Letter</td>
<td>I visited seaworld</td>
<td>Capital letter recorded above</td>
</tr>
<tr>
<td>Add punctuation</td>
<td>I went out</td>
<td>The punctuation mark with a circle around it, recorded above</td>
</tr>
<tr>
<td></td>
<td>I went, out.</td>
<td>Punctuation mark with a circle around it and line through, recorded above</td>
</tr>
<tr>
<td>Remove punctuation</td>
<td>I ate a piece cake</td>
<td>Insert wedge with item written above, recorded above</td>
</tr>
<tr>
<td>(as above)</td>
<td></td>
<td>Insert wedge, with words add page, above the line</td>
</tr>
<tr>
<td>Insert (put in)</td>
<td>I ate a the piece of cake</td>
<td>Item with a line through, recorded above</td>
</tr>
<tr>
<td>Long inserts</td>
<td>I ate a pieces of cake.</td>
<td>Dot for each letter recorded below</td>
</tr>
<tr>
<td>(for longer inserts)</td>
<td></td>
<td>LC recorded above the word</td>
</tr>
<tr>
<td>Omit (take out)</td>
<td>yellow.....</td>
<td>UC recorded above</td>
</tr>
<tr>
<td>Leave as it is</td>
<td>They walked OVER to the beach.</td>
<td>Two lines to show the paragraph break, recorded above</td>
</tr>
<tr>
<td>Lower case</td>
<td>Whack!</td>
<td>Line beneath items to move and arrow to record place to insert, below the line</td>
</tr>
<tr>
<td>Upper Case</td>
<td>So off they rode. When they came to...</td>
<td>Bridge linking items to join, below the line</td>
</tr>
<tr>
<td>New Paragraph</td>
<td>We raced with our ice-</td>
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<tr>
<td></td>
<td>creams to the beach.</td>
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<tr>
<td>Move to here</td>
<td>dis charge</td>
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<tr>
<td>Close a gap</td>
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</table>
### Author’s Chair: NOMINATIONS

<table>
<thead>
<tr>
<th>AUTHOR NOMINATED:</th>
<th>TITLE OF PIECE TO BE READ:</th>
<th>NOMINATED BY:</th>
<th>ESTIMATED TIME NEEDED FOR READING:</th>
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**Idea Saver:**

Got some ideas you don’t want to forget? Or do you have ideas you took out of other pieces? Don’t risk forgetting them. **Record them here for a later time.**

<table>
<thead>
<tr>
<th>GENERAL TOPICS</th>
<th>GREAT WORDS</th>
<th>CATCHY PHRASES</th>
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Story Planner:

The Problem is:

What happens in the body of the story?

The Solution is:
Narrative Planner:

Characters:

Settings:

Plot:

Problem:

Solution:
Narrative Planner:
INTRODUCTION • BODY • CONCLUSION

Write a 2 or 3 sentence synopsis of the story you intend to write:

__________________________

__________________________

__________________________

Jot down your ideas for your introduction:

__________________________

__________________________

__________________________

Jot down your ideas for the body of your story:

__________________________

__________________________

__________________________

Jot down your ideas for your conclusion:

__________________________

__________________________

__________________________
## W-H Organiser:

<table>
<thead>
<tr>
<th><strong>What</strong> happened?</th>
<th><strong>When</strong> did it happen?</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Where</strong> did it happen?</th>
<th><strong>Who</strong> was involved?</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Why</strong> did it happen?</th>
<th><strong>How</strong> else could the story have ended?</th>
</tr>
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</table>
Problem Solving Solutions:

The Characters:

The Problem:

Possible Solution 1:

Possible Solution 2:
Main Ideas:

In the boxes, draw things you could find in a school.

Write the name of each thing on the line.
Main Ideas:

In the boxes, draw things you could find in a beach.

*Write the name of each thing on the line.*
Main Ideas:
OUR COMMUNITY

Draw and label three things that you might pack to take to each place.

LIBRARY

SHOP

FIRE STATION
Main Ideas:
PEOPLE THAT HELP US

Draw and label three things that each person might use.

**COOK**

**DOCTOR**

**FIRE FIGHTER**
Main Ideas:
PLACES TO GO
Draw and label three things that you might pack to take to each place.

BEACH
__________________________

PICNIC
__________________________

PARK
__________________________
Writing the Main Idea:
The main idea should be easy for your reader to find. Here are some ideas for starting the main idea sentence. Work together with your class to add more at the bottom.

You will learn that... Did you know that...
You will find that... Let’s look at why...
Let’s look at how... Let’s look at when...
Have you ever thought about... Have you ever wondered...
Let me explain... It is the case that...
Let’s examine... Let’s think about...
You’ll be amazed to find that... Firstly...
Finally... Most of the time...
Are you aware that... How can...
You will discover... Let me tell you about...
So why are... Many would say that...

NAME:
Smooth Joins:

Using a variety of words to join ideas makes your writing more interesting to read. The word, then, is used too often in the sentences below. Revise these sentences at the bottom, to make them more interesting.

Tom and Jenna raced home.
Then they got their togs.
Then they raced to the pool for a swim.
Then they got dried and then went home.

Jot down some words you could use in place of then.

________________________________________________________________________

________________________________________________________________________

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Sentence Flips:
Changing the order of the sentence can make your writing more interesting. Flip these sentences around to write them another way:

FOR EXAMPLE,

I went to the park and had a great time.
I had a great time when I went to the park.

On the week-end I bought a cat.

He said, “I’ll be back in a minute.”

I forgot my towel when I went to the beach.

The car broke down on the way to school.

He ate an apple for morning tea.

A plan can help you to map out a story.

The brown mouse ate the cheese.
Sentence Flipping:
Choose 5 sentences from your writing that you can make more interesting by changing the order of the words.

FOR EXAMPLE,
We ran under the dark bridge.
Under the dark bridge we ran.

Write your sentence first. Then flip the sentence around to change its order.

________________________________________________________________________
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NAME: ___________________________
Sequence Chart:
ORDINAL

First:
Second:
Third:
Fourth:
Sequence Chart:
FOUR BOX

First:
Then:
Later:
Finally:
Sequence Chart: SIX BOX
Sequence Chart:
LINED

First:
Then:
Later:
Finally:
Main Idea Organiser:

Topic: 

Main Idea Number 1:

Main Idea Number 2:

Main Idea Number 3:

Main Idea Number 4:

Supporting Information

Supporting Information

Supporting Information

Supporting Information
Matching Titles

Read the titles at the top. Write the title under the matching picture.

A Day at the Farm  At the Park
Fun in the Rain   A Day at the Beach
Matching Title and Pictures

Read the story. Write a title to match the story.
Draw a picture to match the story.

I have a new red bike.
I like to ride my bike.
I ride my bike to school.
The other children look at my bike.
I love my new bike.

Title: ____________________________________________

DRAW YOUR PICTURE HERE.
Writing Titles

Look at the pictures. Write a title to match each picture on the line.

1. [Picture of children playing]
2. [Picture of a girl painting]
3. [Picture of a boy reading]
4. [Picture of a boy playing with a dog]

NAME:________________________
Interesting Words

Using interesting words makes your writing more interesting to the reader. Think of more interesting words to replace the bold words below.

The cake was good. ________________________________

My best friend is nice. ________________________________

I felt happy when I won the award. ________________________________

I read an interesting story. ________________________________

I like your book. ________________________________

It is a hot day. ________________________________

The beach is fun. ________________________________

Your present is great. ________________________________

Let’s walk to school. ________________________________

It is important to be kind to each other. ________________________________

The movie was very good. ________________________________

In the garden, there is a very pretty flower. ________________________________
Vocabulary Fans

Choose 4 words from your writing. Write other interesting words that mean the same thing.
Catchy Starter

An interesting beginning is important to catch your readers’ attention. Some ways to make your beginning more interesting are to:

❖ Use a sound effect
❖ Use an exclamation mark
❖ Have a character speak
❖ Have a character thinking or dreaming
❖ Ask a question

Change the beginning below so that it is more interesting. You may use one or more of the ideas above to help you.

This is about my first trip to the beach.

________________________________________________________________________

________________________________________________________________________

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Grabbing Attention

Jot down 2 – 3 sentences to describe the most exciting thing that has ever happened to you.

Now think about how you might start a story about this event or experience. You need to help the reader to understand how great this was for you. Ideas to help you to grab your readers’ attention:

❖ Use a sound effect
❖ Use an exclamation mark
❖ Have a character speak
❖ Have a character thinking or dreaming
❖ Ask a question

________________________
________________________
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________________________
Adding Adjectives

Read the story below and add describing words to help the reader to imagine this story really happening.

Once upon a time there was a __________________ princess in a __________________ tower. When she was little a __________________ witch put a __________________ spell on her. Now she can’t get out of the tower until a __________________ prince kisses her on the forehead.

She lived in the tower for __________________ years until one day she heard a __________________ noise from far away. She looked out of the __________________ window and saw lots of people on horses riding to the tower.

“What is this?” thought the princess. “Who are all these __________________ people and what do they want?”

The __________________ princess was excited that people were coming to her tower. She stood at the window and yelled to the people to come to rescue her. They kept coming and stopped at the tower. A __________________ man got off his __________________ horse and went into the __________________ tower. He kissed her forehead and rescued the __________________ princess.
Description: ADDING DETAIL

Adding detail helps your readers to build a picture in their mind about what you are writing about. Read the description below.

It was lovely at the beach.

Rewrite the description, adding detail to help the reader to build a picture in their mind of the beach.

IDEAS TO HELP YOU:

※ What was there?
※ What was the water like?
※ Were there people there? What were they doing?
※ What was the weather like?
※ What did it smell like?
※ What could you hear?
※ How did you feel?

________________________________________

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Description:

BUILDING SUSPENSE

Building the suspense keeps the reader on the edge of their seat. Read the description below.

We walked into the house and saw the monster.

Rewrite the description, but build the suspense by not finding the monster so soon.

IDEAS TO HELP YOU:
- Describe the way you walked.
- Describe anything you see, hear or feel before going into the house.
- Lead up to finding the monster and write about what you see, hear or feel. Don’t find the monster on the first go.
- Lead up again. Find the monster on the second or third go.
Description:
FEELINGS

Adding detail helps your readers to imagine how a character feels. Read the description below.

Tom felt scared.

Rewrite the description, adding detail to help the reader to imagine how Tom felt.

IDEAS TO HELP YOU:
☆ Describe Tom's face
☆ Was Tom still or was he moving?
☆ What was Tom doing with his hands?
☆ Did Tom make any sounds?
☆ How else could you tell that Tom was scared?
☆ Can you think of other words to tell about how Tom felt (eg. nervous/worried/etc)?

___________________________________________________________________________
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# Punctuation

**Punctuation tells the reader how to read your work.**

What do these punctuation marks tell the reader to do?

<table>
<thead>
<tr>
<th>NAME</th>
<th>MARK</th>
<th>TELLS THE READER TO:</th>
</tr>
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<tbody>
<tr>
<td>Full Stop</td>
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<td></td>
</tr>
<tr>
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<td>,</td>
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<tr>
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<td>!</td>
<td></td>
</tr>
<tr>
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<td>&quot; &quot;</td>
<td></td>
</tr>
<tr>
<td>Talking Marks</td>
<td></td>
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<tr>
<td>Quotation Marks</td>
<td></td>
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</tr>
<tr>
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<tr>
<td>Italics</td>
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</tr>
<tr>
<td>Capital Letters</td>
<td>In/ Australia</td>
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# Punctuation

**UPPER CLASS**

*Punctuation tells the reader how to read your work.*

What do these punctuation marks tell the reader to do?

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<tr>
<td>Colon</td>
<td>:</td>
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<tr>
<td>Semi-colon</td>
<td>;</td>
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<tr>
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Sentence or Question?

Add full stops to the sentences and question marks to the questions.

1. I am going to the shops
2. Is Tom coming too
3. What are you going to do
4. How old are you
5. He said I could come too
6. What is your name
7. Today is Monday
8. Read that book to me
9. Will you read that book to me
10. How much does the book cost
11. That’s a good book
12. Where did you get it
13. Are there some more
14. That is lots of fun
15. How much fun did you have
16. Could I join in
17. What did you think of that
18. I thought it was great
19. Tell me about what you did
20. What did you do
Full Stops & Capital Letters

These sentences have no full stops and capital letters. Use a coloured pen to add them in.

1. he went out to get some milk
2. i came to school late
3. tom and mary are reading
4. my leg is sore
5. on the way home we got a drink
6. let’s get a drink
7. “reading is fun!” said tim
8. when i went to the shop, I got an apple
9. thomas is always hungry in the afternoons
10. “time for dinner rex!” called mum

A Bit Trickier!

There are two sentences together. Add full stops and capitals to show the two sentences. Your punctuation will help them to make more sense.

tom and mary are reading a book about cats when they are finished they will go to sleep

“i’m so hungry that I could eat a horse,” said mary
“i can get you a honey sandwich,” said tom
Add the Punctuation

This writing is hard to understand because it has no punctuation. Add the punctuation to make it easier for a reader to read.

the gun went bang we were off like cheetahs we raced around the oval over the hill around the office and through the trees the course was windy and hard there were lots of rocks leaves and sticks on the ground we had to be careful where we ran some people slipped and fell i was lucky i didn’t after fifteen tough minutes i was back at the oval and heading for the finish line it was nearly over
**Story Starter #1:**

Complete the story orally or by writing. You need to keep the readers’ attention.

I woke with a start. Something moved. I could hear a noise. It was so dark, I couldn’t hear a thing.
Story Starter #2:
Complete the story orally or by writing. You need to keep the readers' attention.

When I went outside to my new bike, it was gone!
Story Starter #3:
Complete the story orally or by writing. You need to keep the readers’ attention.

As I walked by the tree, I nudged something with my shoulder. I heard buzzing behind me and turned around to see...

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Story Starter #4:

Complete the story orally or by writing. You need to keep the readers’ attention.

What was it about the beach? I loved it! But then, sand flew into my face and my beach moment was gone.
Story Starter #5:
Complete the story orally or by writing. You need to keep the readers’ attention.

Have you ever eaten so much, you thought you might burst?
Story Starter #6:

Complete the story orally or by writing. You need to keep the readers' attention.

Dustin was covered in mud. Babysitting my little brother was not all it was cracked up to be!
Write and Draw

Draw a picture of what you did on the week-end. Write about your picture at the bottom. As you write, listen for the sounds you can hear.

[Blank space for drawing and writing]
Recount:
THE BEST DAY I’VE EVER HAD

Draw a picture of what happened on the best day you’ve ever had. Write about what happened.

NAME:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
All About Me

Write a story to help others to learn about you.

Ideas to help:
- What is your full name?
- Who is in your family?
- Do you have any pets?
- What do you like to do?
- Who are your best friends?
Autobiography

Write your autobiography.

Ideas to help:

- full name
- place of birth
- your family
- hobbies
- best friends
- favourite things to do
- favourite things, eg. food/tv show

__________________________________________________________________________

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__________________________________________________________________________
Write a Paragraph

Draw an animal in the box below. Label the body parts on your drawing.

Use your drawing and labels to help you to write a paragraph about what this animal looks like.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
Expository Writing: MAIN IDEAS

Write your topic in the centre. Record your ideas around the outside.

Which points are main ideas? Asterisk (*) these. The left over points are the details. Some of these fit with the main ideas.

Choose one of your main ideas and write it below. Record the points that fit with this main idea.
Expository Writing: CATCHY BEGINNINGS

The introduction should catch your readers’ attention. You can do this by including:

- a question
- a quote
- a statistic
- a description
- something interesting or unusual about your topic

Read the beginning below. Use the space below to rewrite it to make it catchy. You may invent a statistic to use or make up a quote, if you wish.

This report is about sea life. You will learn about many different species of sea life. I will tell you where they can be found and how they live.

________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
Expository Writing:
MAIN IDEAS

There are 3 main ideas. These are:

★ PEOPLE AT SCHOOLS
★ LEARNING AT SCHOOL
★ SOCIAL TIME AT SCHOOL

PEOPLE AT SCHOOLS:

LEARNING AT SCHOOL:

SOCIAL TIME:
Expository Writing:
SEQUENCE PLANNER

Introduction: ____________________________________________

___________________________________________

___________________________________________

___________________________________________

MAIN IDEA 1: ________________________________________

Details: __________________________

MAIN IDEA 2: ________________________________________

Details: __________________________

MAIN IDEA 3: ________________________________________

Details: __________________________

Conclusion: _________________________________________

___________________________________________

___________________________________________

___________________________________________

___________________________________________
Writing:
PROCEDURE

Draw a picture to show each thing you do when you get ready for bed. Write the steps under each picture in order.

1. 
2. 
3. 
4.
Buddy’s Board

Record something about your buddy’s writing that makes you feel:

- Happy
- Sad
- Interested
- Excited
Feelings Board

Record something about your writing that makes your audience feel:

- Happy
- Sad
- Interested
- Excited
Friendly Feedback Form

Read or listen to a friend’s story and record your responses.

Title:

Author:

I liked:

I learnt:

I felt:
My Writing

What I can do to make it Better:

INTERESTING

DISLIKE

LIKE
PMI Reflection

Reread your writing and record your responses:

PLUS:  

MINUS:  

INTERESTING:  

WAYS I CAN IMPROVE THE MINUS (S):  

NAME:
# My Writing:
## WORDS & SENTENCES

<table>
<thead>
<tr>
<th>INTERESTING WORDS:</th>
<th>I COULD THINK OF BETTER WORDS FOR:</th>
<th>MY BETTER WORDS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
<td>1.</td>
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<tr>
<td></td>
<td>2.</td>
<td>2.</td>
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<tr>
<td></td>
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### MY BEST SENTENCE:

### A SENTENCE I COULD WRITE BETTER:

### MY BETTER SENTENCE:
# Vocabulary & Sentence Reflection Sheet

<table>
<thead>
<tr>
<th>INTERESTING VOCABULARY I’VE USED:</th>
<th>FIVE WORDS I COULD IMPROVE:</th>
<th>IMPROVED WORDS:</th>
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**Vocabulary & Reflection Sheet**

**NAME:**

**INTERESTING VOCABULARY I’VE USED:**

**FIVE WORDS I COULD IMPROVE:**

**IMPROVED WORDS:**

**THE BEST SENTENCE I WROTE:**

**THREE SENTENCES I COULD IMPROVE:**

**IMPROVED SENTENCES:**

---

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**FIVE WORDS I COULD IMPROVE:**

**IMPROVED WORDS:**

**THE BEST SENTENCE I WROTE:**

**THREE SENTENCES I COULD IMPROVE:**

**IMPROVED SENTENCES:**
Editing:
CHECKING STRUCTURE

Read this story and check that it sounds right. Use the Editor’s Guide (insertions and omissions) to make changes needed.

Once upon time there was a princess high a tower. When she was little a wicked witch put mean spell on her. Now she can’t get out of tower until a the kind prince kisses her on forehead.

She lived in the tower for many years until one she heard a a noise from far away. She looked out of the window and saw lots people on horses riding to to the tower.

“What’s is this?” thought the princess. “Who are all these people and what the they want?”

The princess was very excited that people we were coming her tower. She stood at window and yelled to the people come to rescue save her. They kept coming and stopped the tower. A man got of off horse and went into tower. He kissed forehead and rescued the princess.
Editing:
CHECKING FOR PUNCTUATION

Use a coloured pen to add full stops, capital letters, commas, question marks and speech marks where needed.

once upon a time there was a princess high in a tower when she was little a wicked witch put a mean spell on her now she can’t get out of the tower until a kind prince kisses her on the forehead

she lived in the tower for many years until one day she heard a noise from far away she looked out of the window and saw lots of people on horses riding to the tower

what is this thought the princess who are all these people and what do they want

the princess was very excited that people were coming to her tower she stood at the window and yelled to the people to come to rescue her they kept coming and stopped at the tower a man got off his horse and went into the tower he kissed her forehead and rescued the princess
Pre-Writing

I am sparking some ideas for writing.
I might make a plan so that I have a picture in my head of what I want to write about.

Drafting

I am writing. WRITE! WRITE! WRITE! Keep the ideas flowing!
I am reminding myself of my topic as I write my ideas.
**Revising**

I am checking my writing to make changes if I need to.

I check that:
- my writing sounds right and makes sense
- my ideas are clear

**Editing**

I am editing my writing.

I make sure I have:
- used full stops and capital letters
- checked the spelling of tricky words
- written my ideas in whole sentences
- used interesting words
Publishing

I am publishing my writing. I am making sure my writing is neat.
I am matching my pictures to what I have written.

Pre-writing

Time to gather some ideas for writing.
A big picture plan might be handy.

Ideas for planning:
- draw/sketch  - map  - brainstorm
- note   - list  - concept web
**Drafting**

Time to get the ideas down.

**WRITE! WRITE! WRITE!** Keep the ideas flowing!

(Make sure it’s neat enough to read later!)

---

**Revising**

Time to check the draft and make changes if needed.

Does the writing:
- sound right and make sense
- stay on the topic
- show the ideas clearly
Editing

Time to check for:

- punctuation marks
- capital letters to start sentences
- capital letters for proper nouns
- correct spelling
- whole sentences
- interesting vocabulary
- correct tense
- some interesting sentence beginnings
- some interesting sentences
  (a mix of simple and complex)
- a beginning, middle and end

Publishing

Wow! It’s done! Time to publish.

Check that it is well presented
(neat handwriting and illustrations that match what is written).