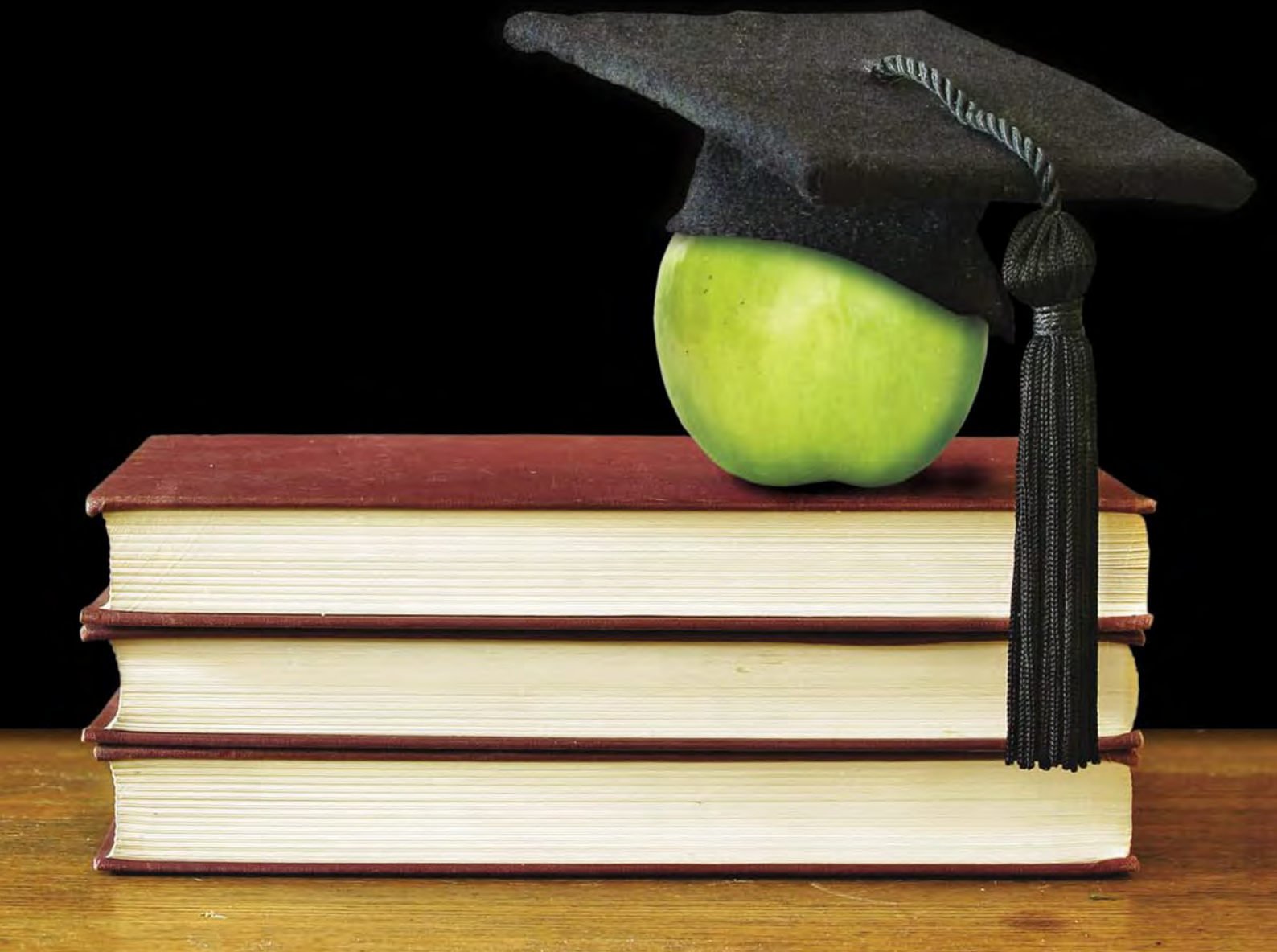
Literacy**SOLUTIONS**

PUBLICATION

MIND MAPS, ORGANISERS AND PLANNERS FOR WRITING

BLACKLINE MASTERS



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Literacy**SOLUTIONS**

MIND MAPS, ORGANISERS & PLANNERS FOR WRITING

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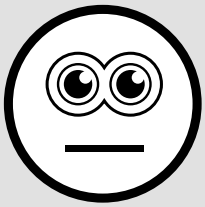
NAME:_____

My Publishing Checklist

MY WRITING:			
My writing makes sense			
My writing sounds right			
I have used some interesting words			
My thoughts are in sentences			
I have used full stops and capital letters			

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NAME:_____

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.

ATTRIBUTE	GREAT	GOOD	OK	NEEDS WORK
Makes Sense				
Stays on Track				
Has a Clear Message to Readers				
Ideas Flow Well				
Has a Beginning, Middle and End				
Interesting Beginning				
Has a High Point				
Interesting Words				
Interesting Sentences				
Has Extra Details/ Elaboration				

Things I can do to improve my ratings with this piece:

_____

_____

_____

_____

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NAME:_____

Writing Log

DATE	TITLE OF DRAFT	COMPLETED/ NOT COMPLETED	PUBLISHED ☑

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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.

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NAME:_____

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.

MODIFICATION:	EXAMPLE:	CONVENTION:
Capital Letter	I visited seaworld	Capital letter recorded above
Add punctuation • Full Stop (.) • Comma (,) • Exclamation Mark (!) • Speech Marks(") • Hyphen(-) • Colon(:) • Semi-colon(;)	I went out	The punctuation mark with a circle around it, recorded above
Remove punctuation (as above)	I went, out.	Punctuation mark with a circle around it and line through, recorded above
Insert (put in) Long inserts (for longer inserts)	I ate a piece cake	Insert wedge with item written above, recorded above Insert wedge, with words *add page*, above the line
Omit (take out)	I ate a the piece of cake I ate a pieces of cake.	Item with a line through, recorded above
Leave as it is	yellow.....	Dot for each letter recorded below
Lower case	They walked OVER to the beach.	LC recorded above the word
Upper Case	Whack!	UC recorded above
New Paragraph	So off they rode. When they came to...	Two lines to show the paragraph break, recorded above
Move to here	We raced with our ice-creams to the beach.	Line beneath items to move and arrow to record place to insert, below the line
Close a gap	dis charge	Bridge linking items to join, below he line

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NAME:_____

Author's Chair:
NOMINATIONS

AUTHOR NOMINATED:	TITLE OF PIECE TO BE READ:	NOMINATED BY:	ESTIMATED TIME NEEDED FOR READING:

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NAME:_____

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.***

GENERAL TOPICS	GREAT WORDS	CATCHY PHRASES

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NAME:_____

Story Planner:

The Problem is:

What happens in the body of the story?

The Solution is:

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NAME:_____

Narrative Planner:

Characters:

Settings:

Plot:

Problem:

Solution:

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NAME:_____

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:

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NAME:_____

Text Organiser:

Problem:	**Solution:**
Theme:	**Sequence of Events 3:**
Additional Characters:	**Sequence of Events 2:**
Main Characters:	**Sequence of Events 1:**

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W-H Organiser:

What happened?

When did it happen?

Where did it happen?

Who was involved?

Why did it happen?

How else could the story have ended?

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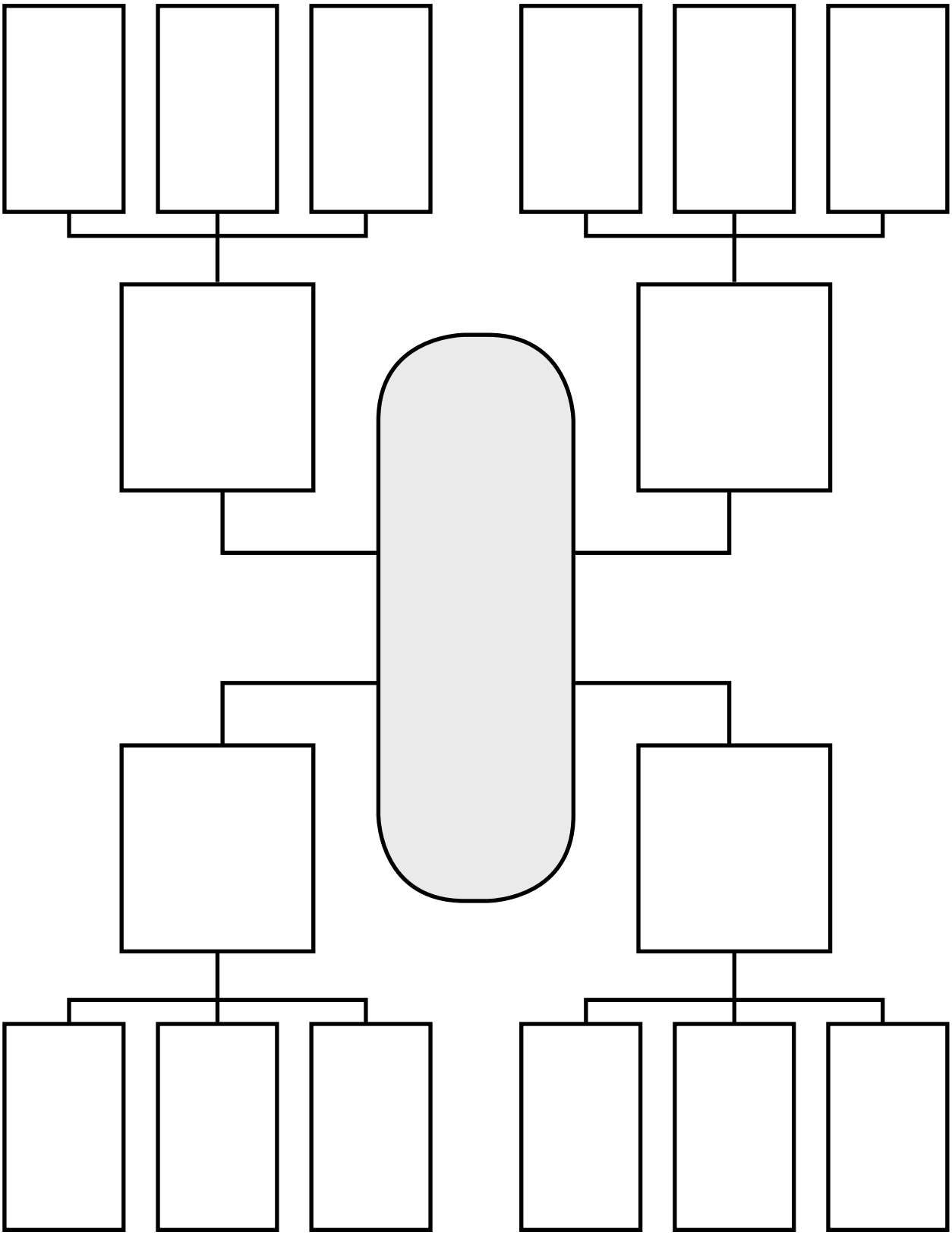
NAME:_____

Idea Planner:



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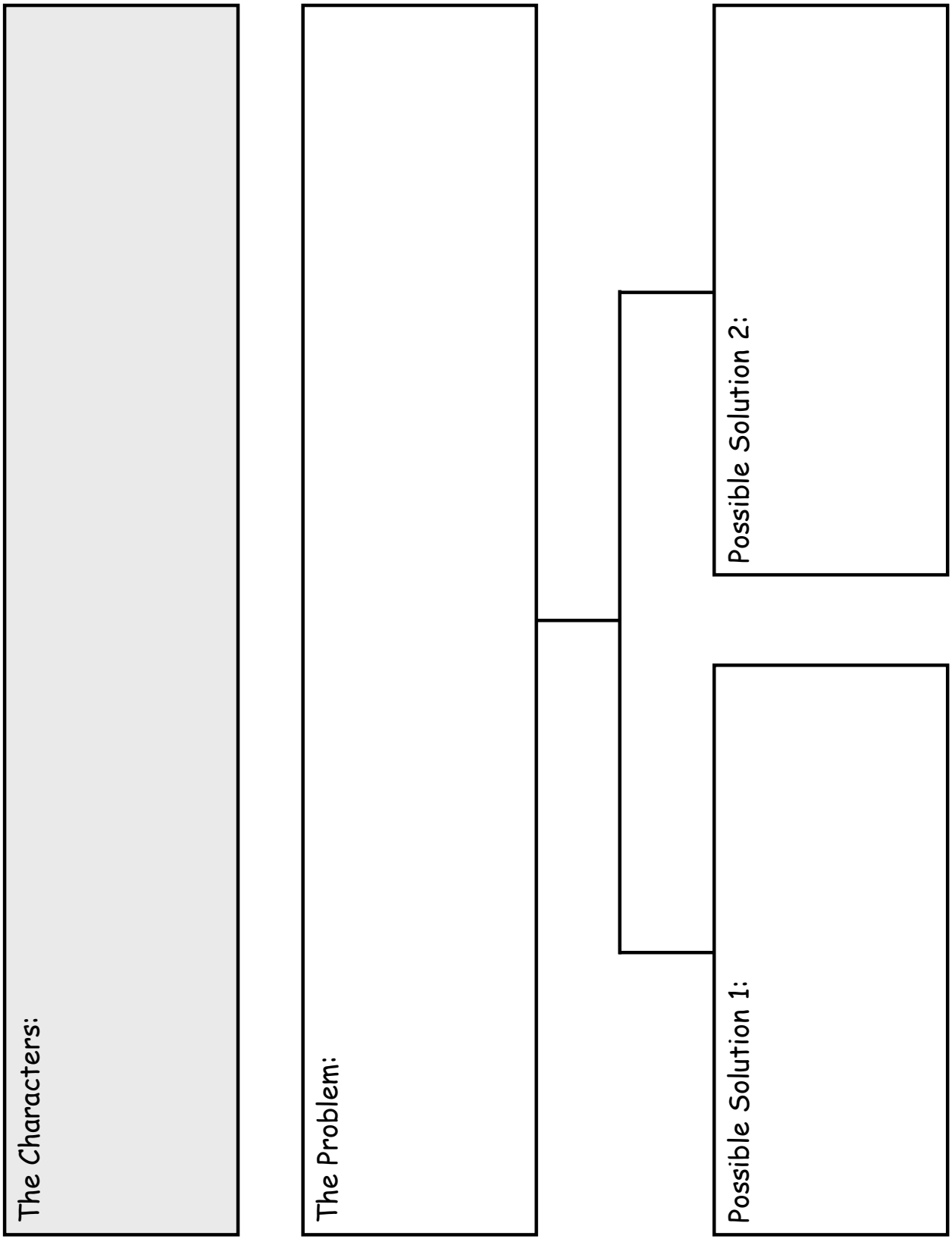
NAME:_____

Problem Solving Solutions:



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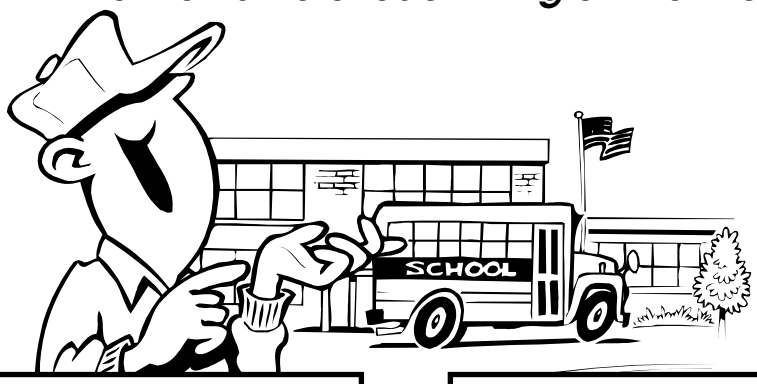
NAME:_____

Main Ideas:

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

Write the name of each thing on the line.



_____ _____

_____ _____

_____ _____

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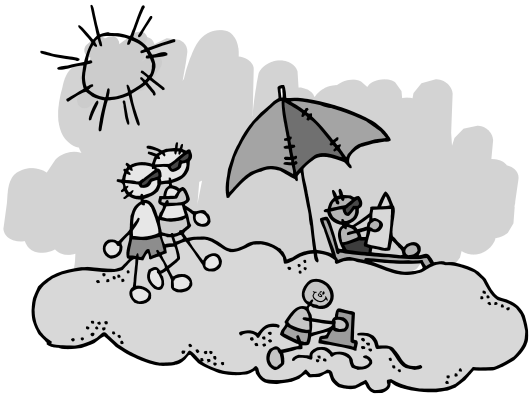
NAME:_____

Main Ideas:

In the boxes, draw things you could find in a beach.
Write the name of each thing on the line.



_____	_____
_____	_____
_____	_____

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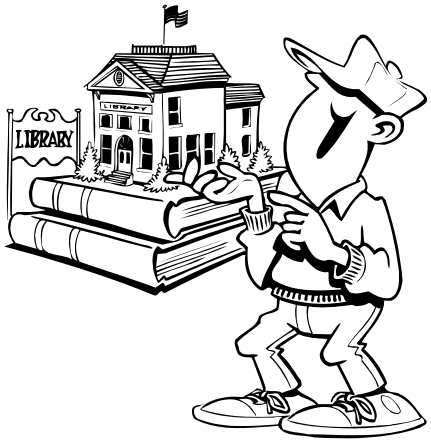
NAME:_____

Main Ideas:

OUR COMMUNITY

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

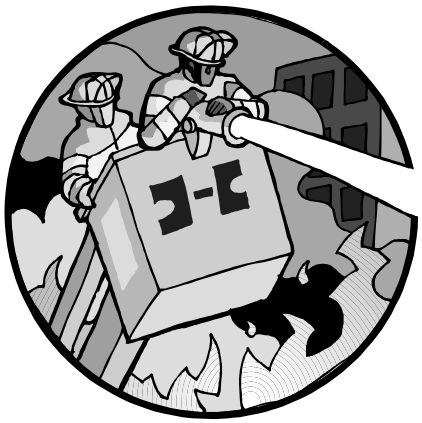


LIBRARY

_____

SHOP

_____



FIRE STATION

_____

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NAME:_____

Main Ideas:

PEOPLE THAT HELP US

Draw and label three things that each person might use.

COOK

_____

DOCTOR

_____

FIRE FIGHTER

_____

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NAME:_____

Main Ideas:

PLACES TO GO

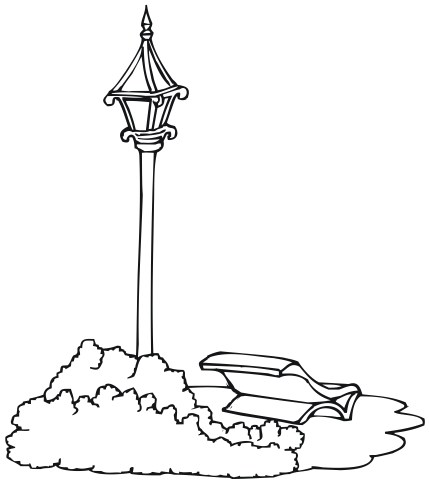
Draw and label three things that you might pack to take to each place.

BEACH

_____

PICNIC

_____



PARK

_____

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NAME:_____

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...
You will find that...
Let's look at how...
Have you ever thought about...
Let me explain...
Let's examine..
You'll be amazed to find that...
Finally...
Are you aware that...
You will discover...
So why are...

Did you know that...
Let's look at why...
Let's look at when...
Have you ever wondered...
It is the case that...
Let's think about...
Firstly...
Most of the time...
How can...
Let me tell you about...
Many would say that...

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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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NAME:_____

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.

_____

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NAME:_____

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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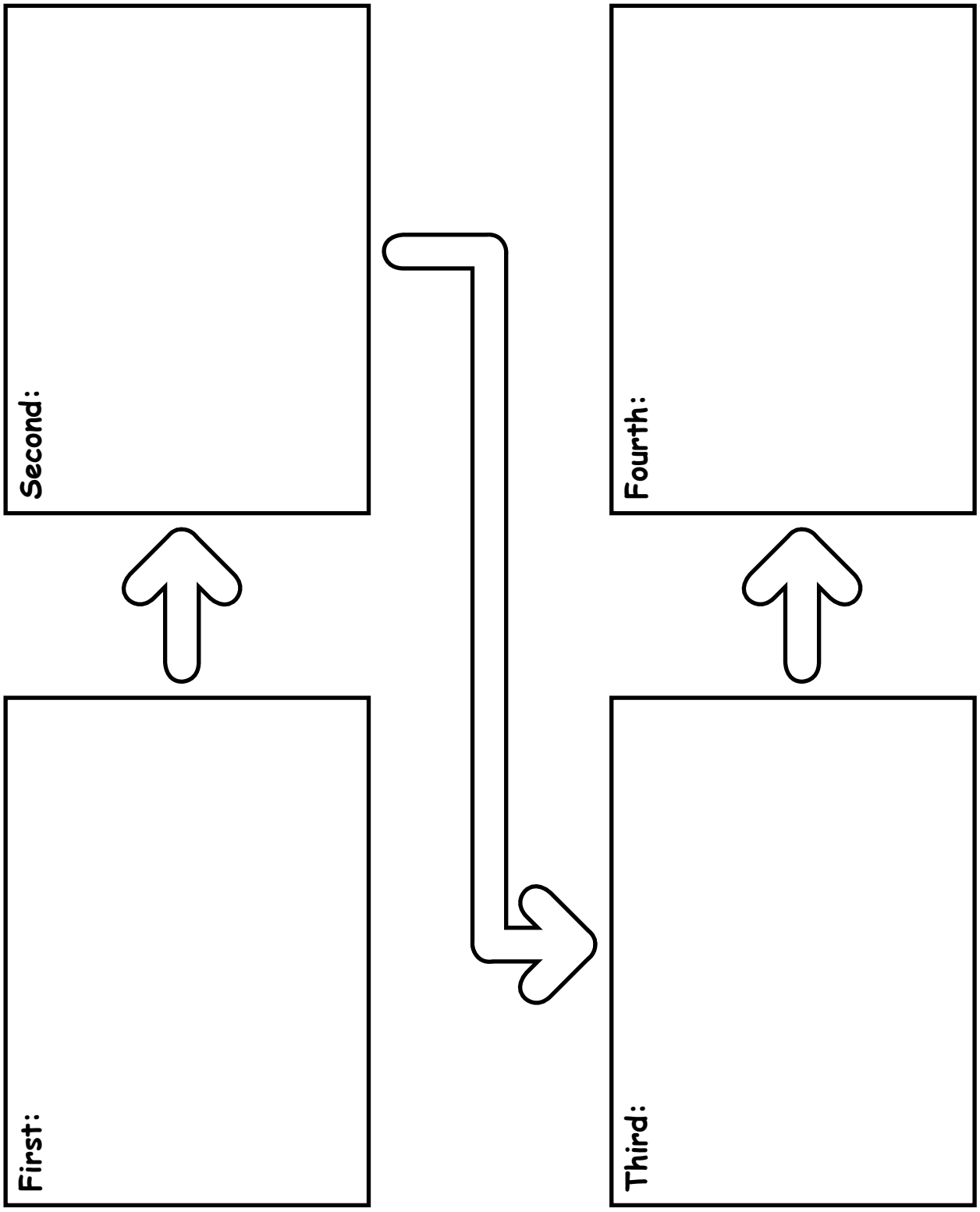
NAME:_____

Sequence Chart:
ORDINAL



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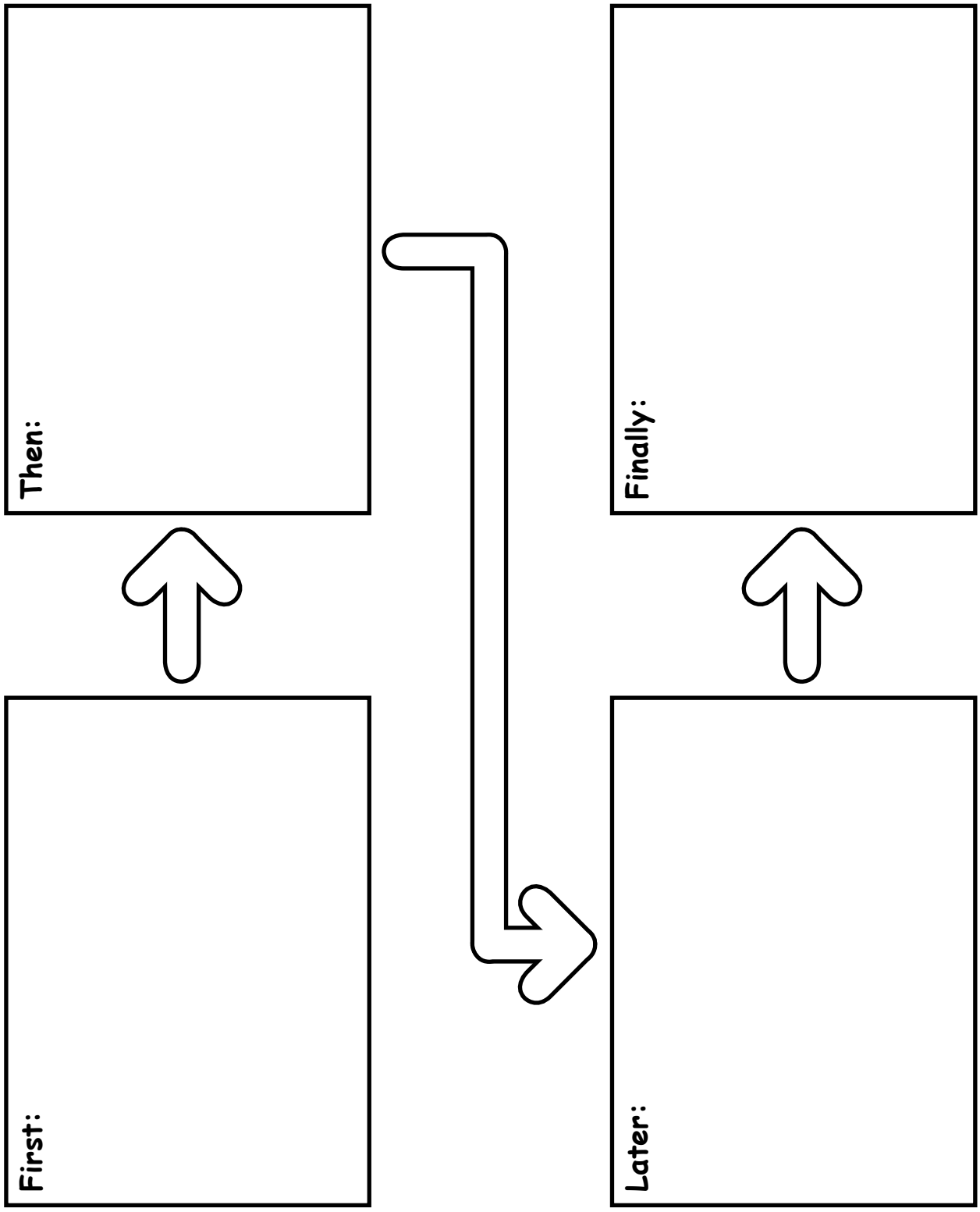
NAME:_____

Sequence Chart:
FOUR BOX



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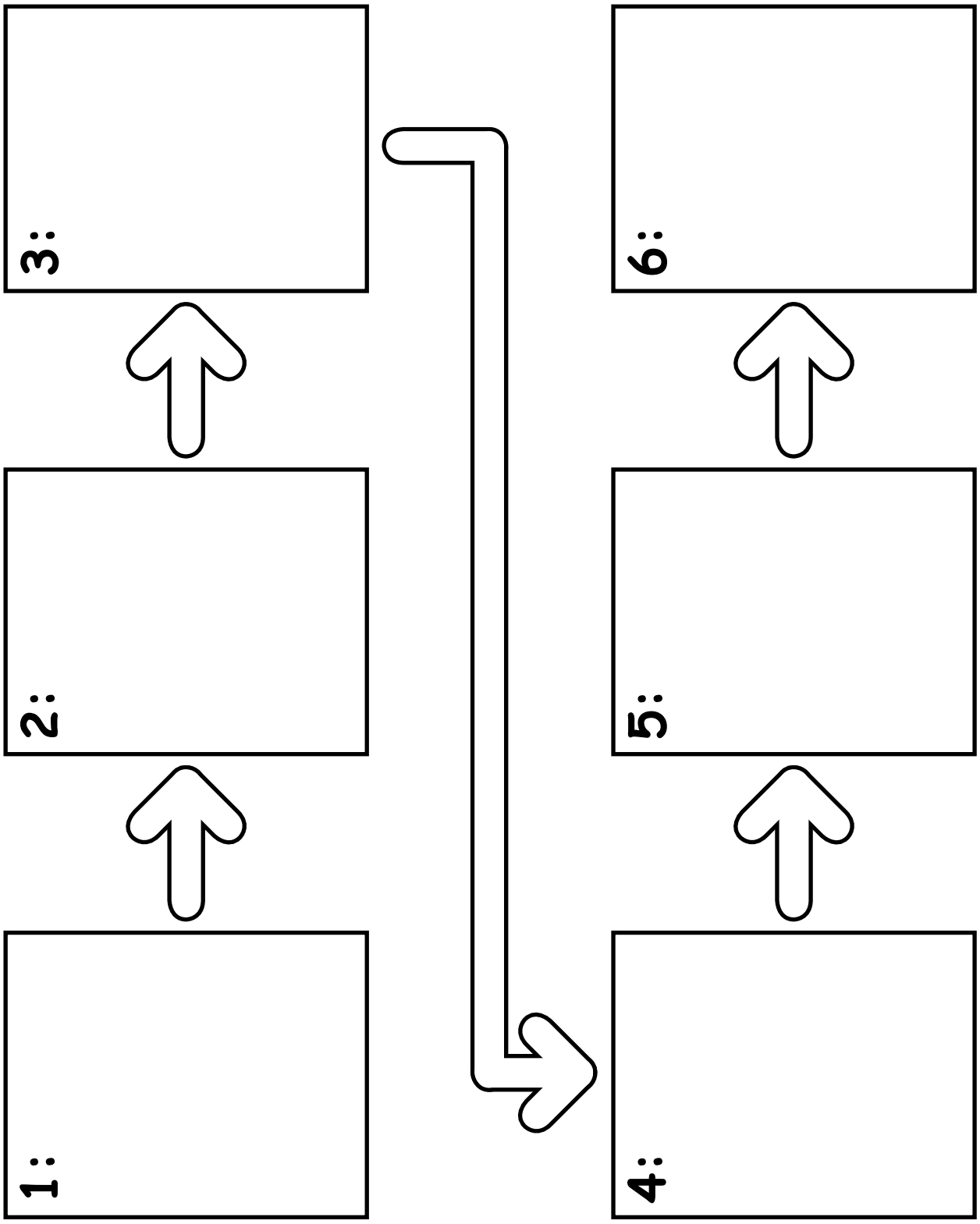
Sequence Chart:
SIX BOX



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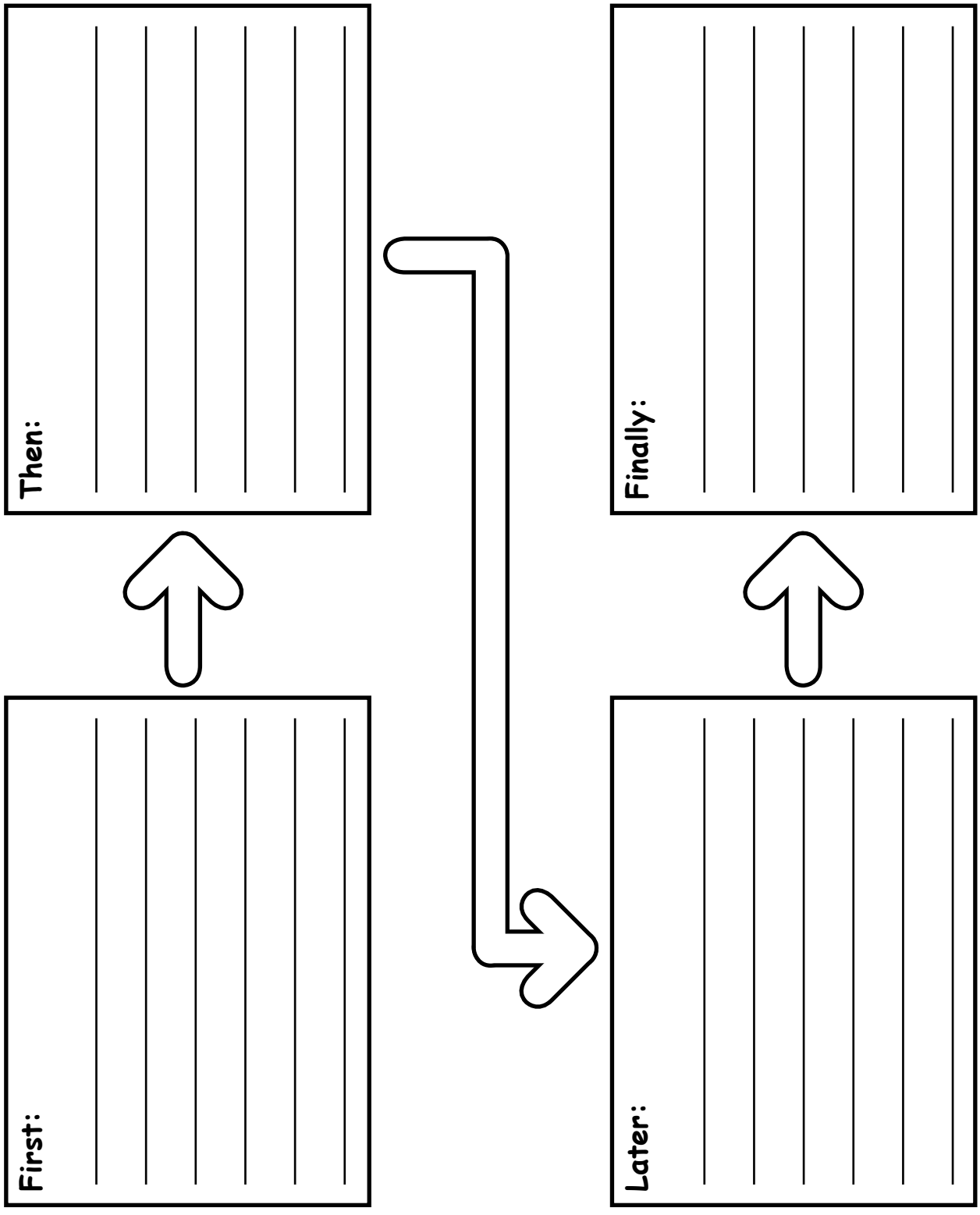
NAME:_____

Sequence Chart:
LINED



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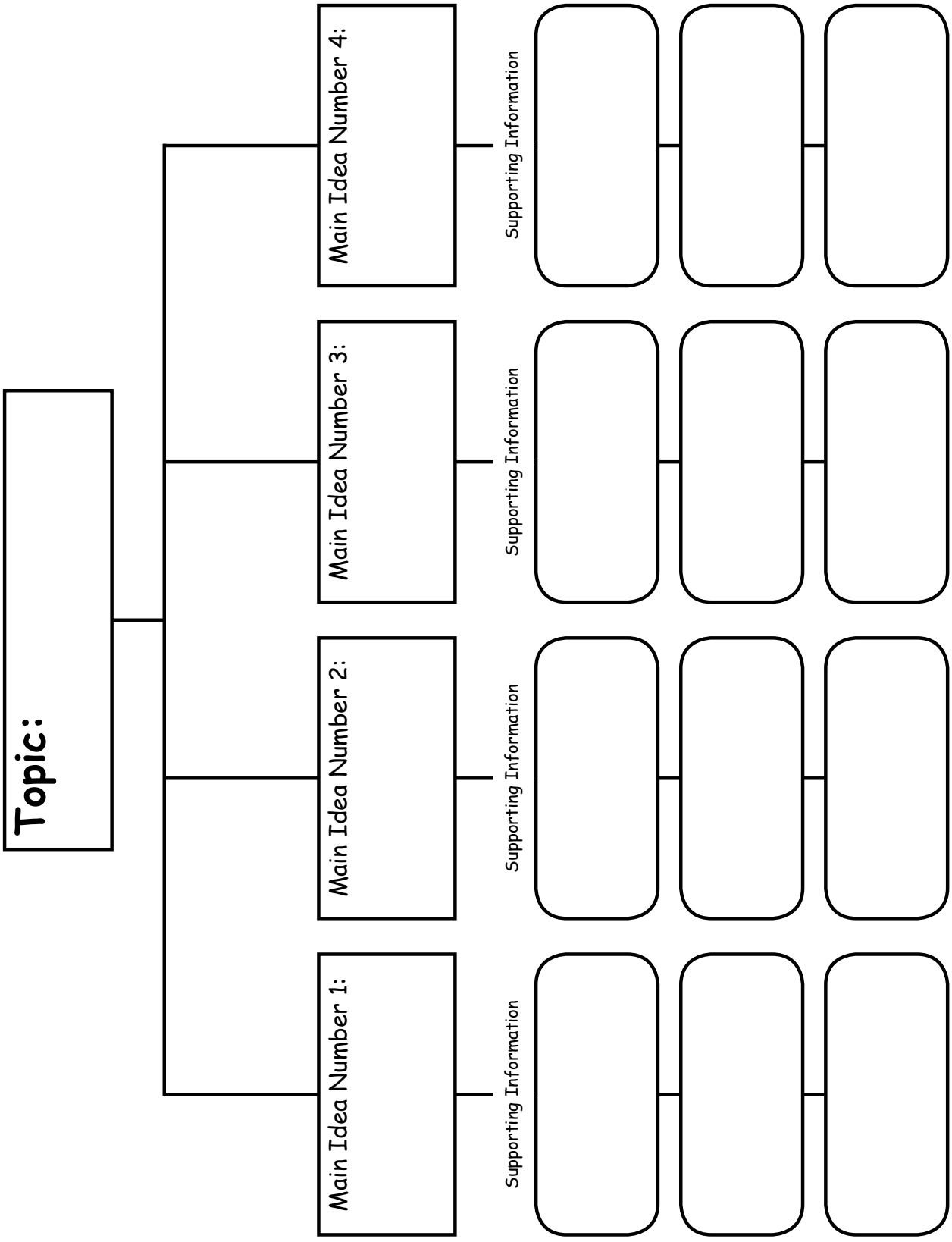
NAME:_____

Main Idea Organiser:



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NAME:_____

Matching Titles

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

A Day at the Farm
Fun in the Rain

_____

At the Park
A Day at the Beach

_____

_____

_____

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NAME:_____

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.

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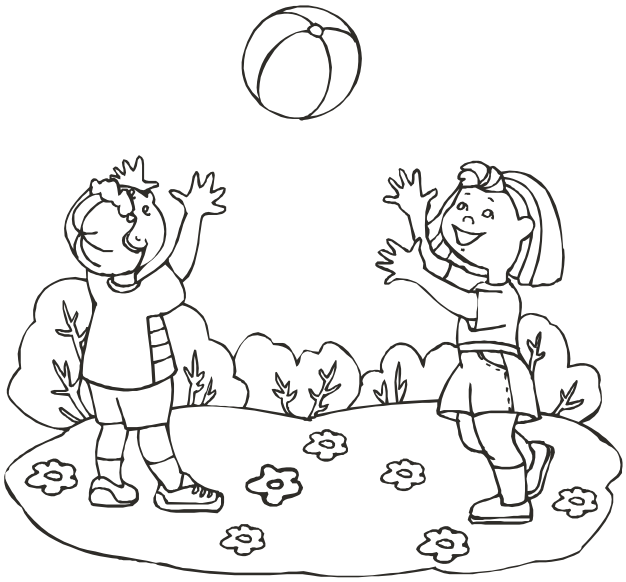
Writing Titles

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



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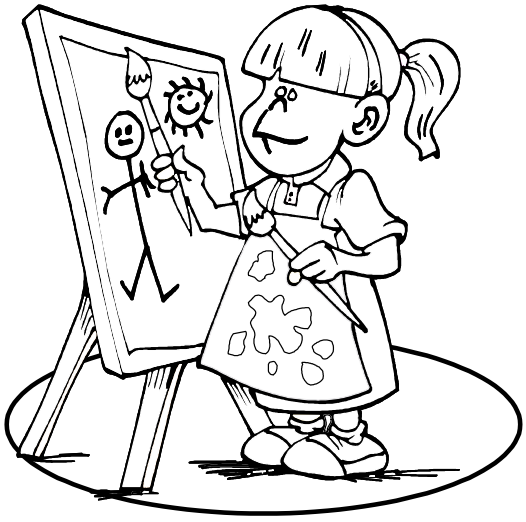

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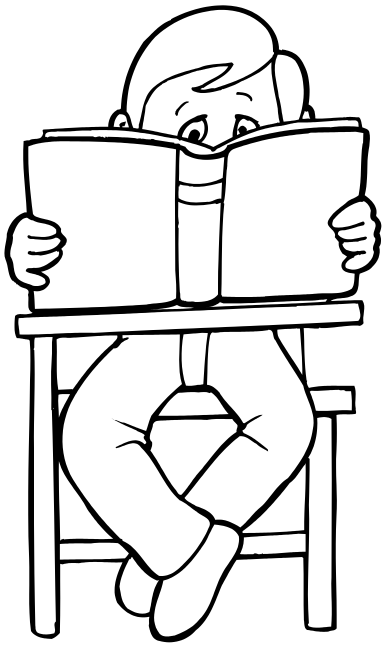

_____

_____

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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. _____

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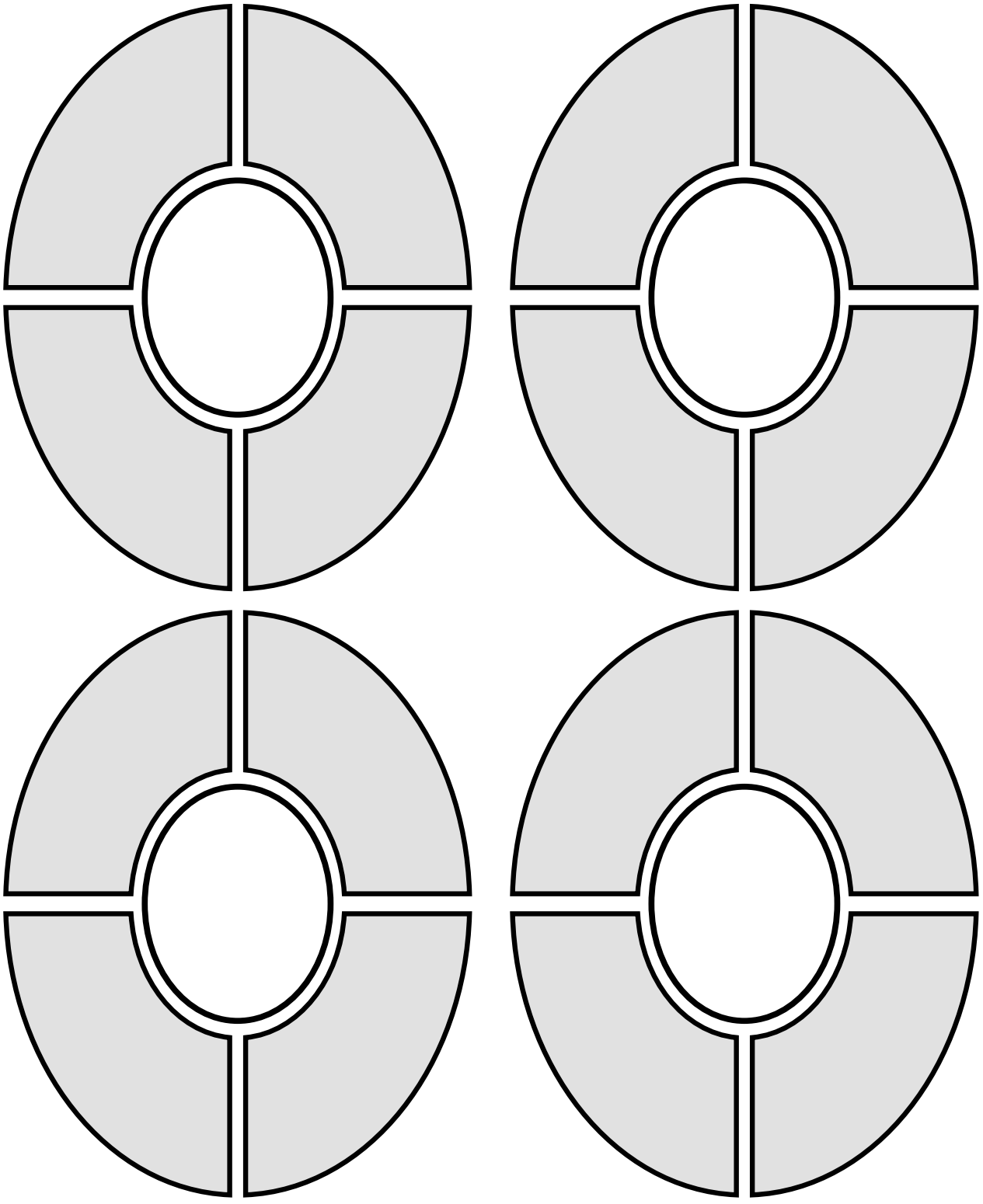
NAME:_____

Vocabulary Fans

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



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NAME:_____

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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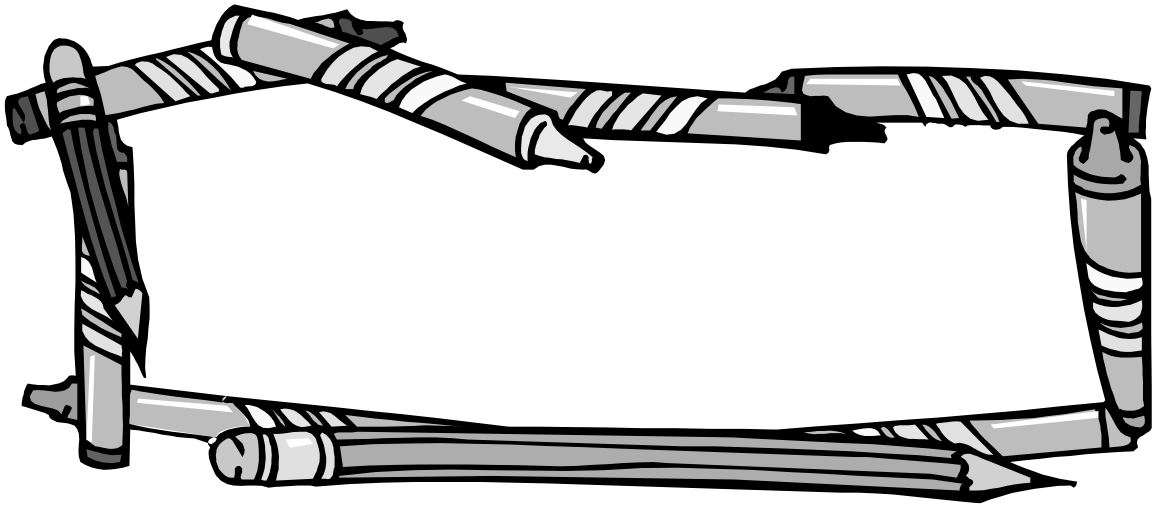
NAME:_____

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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NAME:_____

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.

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NAME:_____

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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