

WRITE!

Foundations and Models
for Proficiency - C



Years 3-4

Contents

Part I: Foundations

A. Using Words in Writing

Lesson 1: Common and Proper Nouns	4
Lesson 2: Plural Nouns.....	6
Lesson 3: Possessive Nouns	8
Lesson 4: Pronouns.....	10
Lesson 5: Pronouns Before and After Verbs.....	12
Lesson 6: Doing Verbs and Relating Verbs	14
Lesson 7: Present, Past and Future Verbs	16
Lesson 8: Irregular Verbs	18
Lesson 9: Main Verbs and Helping Verbs.....	20
Lesson 10: Subject-Verb Agreement	22
Lesson 11: More Subject-Verb Agreement.....	24
Lesson 12: Exact Verbs.....	26
Lesson 13: Adjectives.....	28
Lesson 14: Adjectives That Compare	30
Lesson 15: Exact Adjectives	32
Lesson 16: Adverbs.....	34
Lesson 17: Homophones	36

B. Giving Form to Writing

Lesson 18: Kinds of Sentences	38
Lesson 19: Sentence Fragments.....	40
Lesson 20: Joining Sentences.....	42
Lesson 21: Run-On Sentences	44

C. Giving Voice to Writing

Lesson 22: Capitalisation.....	46
Lesson 23: More Capitalisation.....	48
Lesson 24: Commas	50
Lesson 25: Apostrophes in Contractions	52
Lesson 26: Quotations in Dialogue... ..	54

D. Giving Structure to Writing

Lesson 27: Paragraphs	56
Lesson 28: Main Idea and Details.....	58
Lesson 29: Varying Sentences in Paragraphs	60

E. Revising and Editing

Lesson 30: Proofreading	62
--------------------------------------	----

Prepare for a Test, Part I.....	64
--	----

Part II: Models

Lesson 31: Descriptions.....	76
Lesson 32: Personal Narratives.....	86
Lesson 33: Fictional Narratives	96
Lesson 34: Informative Essays	106
Lesson 35: Persuasive Essays	116
Lesson 36: Summaries	126
Lesson 37: Research Reports	139

Prepare for a Test, Part II.....	142
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Common and Proper Nouns

Think

Whenever you write, you use nouns. A noun is a word that names a person, place or thing.

Nouns such as *girl*, *city* and *crackers* are called **common nouns**. They name any person, place or thing. Nouns such as *Marie*, *China* and *Coco Pops* name a particular person, place or thing. These nouns are called **proper nouns**. Begin proper nouns with a capital letter.

	Common Nouns	Proper Nouns
People	brother teacher	Amelia Ned Kelly
Places	castle museum	Hobart Lizard Island
Things	piano movie	Friday Red Rooster

Study a Model

Read the true story about Matthew Flinders. The words in red are common nouns. The words in blue are proper nouns.



As a young **boy**, **Matthew** spent long **days** reading. He liked **books** about **ships** and **sailors** best. He dreamed of going to **sea**.

Matthew Flinders grew up to be a great **explorer**. First he travelled across the **world**, from **England** to **Port Jackson**. Then he and his **friend George Bass** sailed all the way around **Australia**. They also visited the **island** that is now called **Tasmania**.

In the first sentence, the word *boy* does not name a particular person. It is a common noun. *Matthew* names a particular person. It is a proper noun and is capitalised.

Notice that the proper noun *Port Jackson* is made up of two words. Proper nouns often have more than one word. Each important word in a proper noun begins with a capital letter. Can you find two more proper nouns made up of two words?

Practise

A Match each common noun with a proper noun.

Common Nouns

1. street
2. book
3. city
4. planet
5. cereal
6. dentist

Proper Nouns

- a. Dr Lucy Watt
- b. Canberra
- c. Mars
- d. Saddle River Road
- e. *Alice in Wonderland*
- f. Weet-Bix

B Read each sentence. Write the common noun and the proper noun that are in the sentence.

1. We climbed Mount Hunt and walked around the lake.
2. Her birthday is in November.
3. Did Life Education visit your school yet?
4. Is Australia a continent?
5. Noosa is sunny and has lots of beaches.
6. These paintings were done by Pablo Picasso.

C Read the paragraph. Write the 12 common nouns. Write the 5 proper nouns.

All over the world, people love animals. In Japan, children catch crickets and grasshoppers. They keep these creatures in small cages made of bamboo. In Rome, the largest city in Italy, cats are especially beloved. They roam all around the Colosseum and the famous buildings of the Forum.

A **common noun** names any person, place or thing. A **proper noun** names a particular person, place or thing. Always capitalise each important word in a proper noun.

Write

Write a true story about a person you know. Use exact nouns in your writing. Remember to capitalise the proper nouns.

Writing Tip

Your choice of nouns can strengthen your writing. The exact nouns in the second sentence give readers a clearer picture.

- The **girl** returned the **animal** to the **store**.
- **Maxine** returned the **rabbit** to **Pete's Pet Shop**.

Descriptions

In Lessons 31–37, use what you’ve learnt in Part I to **WRITE!**

To describe is to tell about people, places or things. When you describe something in writing, you should use strong, colourful words and details. They will create images, or pictures, in readers’ minds. These are called **descriptions**.

Here is a sample writing prompt for a description.

Write a description of a fun place to be.

Read the description. It was written in response to the prompt. Then read the Writing Tips to learn more about descriptions.

Writing Tips

- * Show instead of tell. Choose words that make your subject seem to come alive for readers.
- * Before writing, use your five senses to come up with words that describe the subject. When describing a place, for example, ask yourself some questions.
 - What can I see there?
 - What can I hear there?
 - Can I smell, touch or taste anything there?
- * Choose sense details and strong, colourful words to build the description.
- * Create a clear beginning, middle and ending. Put the details in an order that makes sense.
- * If possible, use comparisons to paint pictures with words. If there are pine needles on the ground, do they “rest like a soft, brown blanket”?

IT’S SUNDAY AFTERNOON. MY COUSINS, AUNTS AND UNCLES GATHER IN GRANDMA’S BACKYARD FOR A PICNIC. WE ALL BREATHE IN THE SMELLS OF GRANDMA’S COOKING. BARBECUE SMOKE RISES IN THE AIR. THE ADULTS TEASE EACH OTHER ABOUT WHO IS THE BEST COOK. THE REST OF US PLAY HIDE-AND-SEEK IN THE BUSHES. THE WINNERS’ CHEERS FILL THE AIR. GRANDMA SHAKES OUT A SMOOTH TABLECLOTH. IT LOOKS LIKE A BIG SAIL ON THE PICNIC TABLE. SHE SETS OUT A GLASS BOWL OF CRUNCHY GREEN SALAD. THEN SHE PUTS OUT TUMBLERS AND BIG RED PLATES. THE PLATES LOOK LIKE BIG POLKA DOTS ON THE WHITE TABLECLOTH. GRANDMA ANNOUNCES THAT DINNER IS READY, AND WE ALL RUN TO THE TABLE.

Using Graphic Organisers

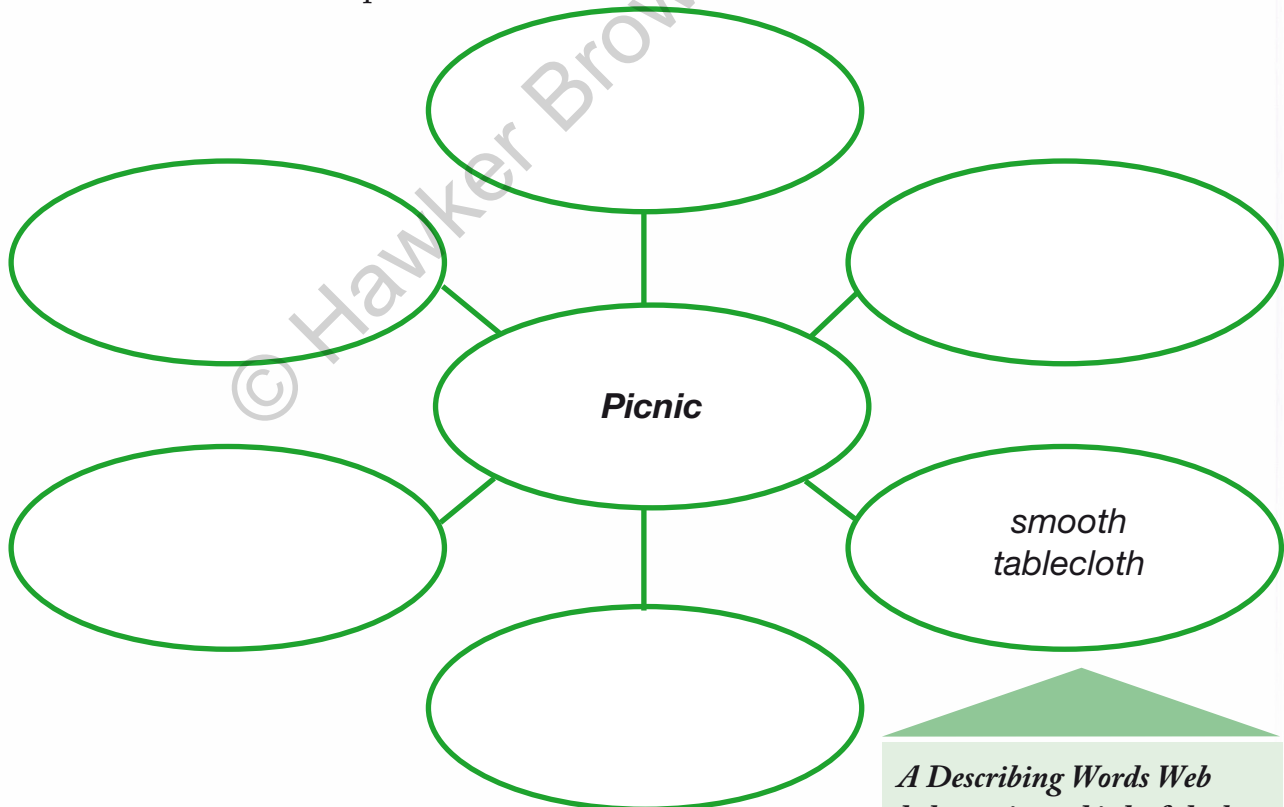
Before you write, use **graphic organisers**, or information pictures. They can help you think about, gather and sort information for your description.

The person who wrote the description of the picnic on the previous page might have used a **Senses Chart**, such as the one below.

Sight	<i>cousins, aunts, uncles, Grandma, bushes, tablecloth, table, bowl, tumblers, plates</i>
Sound	<i>talking, cheers</i>
Taste	<i>cold milk</i>
Touch	<i>smooth tablecloth</i>
Smell	<i>Grandma's cooking, barbecue smoke</i>

Writers can use a Senses Chart to gather information about some or all of the five senses. This information can be used in descriptions.

The writer might also have used a **Describing Words Web** to gather colourful words for the description on the previous page. How might the writer have filled in this web? One describing word is already given. Fill in the other ovals with words that describe the picnic.



A Describing Words Web helps writers think of the best words to create strong images in readers' minds.

Taking a Look at Descriptions



Read the description below. It was written in response to the prompt on page 76. This description scored a 4 on a scale that ranges from 1 to 4 (with 4 being the best). Next, read the comments and think about why this description scored a 4.



ONE OF MY FAVOURITE PLACES IS THE ICE SKATING RINK. FIRST, YOU ENTER A HEATED ROOM THAT HAS STURDY WOODEN BENCHES. THIS IS WHERE YOU CHANGE INTO YOUR SKATES. THEN YOU GO INTO THE ICE RINK. ITS AS COLD AS A REFRIGERATOR. THE ICE LOOKS LIKE SMOOTH GLASS. LOTS OF PEOPLE ARE SKATING. THE BEGINNERS CREEP ALONG. SOME HOLD THE RAIL. OTHER SKATERS SWOOSH BY. THEY ARE VERY GRACEFUL. WERE THEY BORN ON SKATES. THE LOUD SPEAKER PLAYS ROCK MUSIC. YOU SKATE AND SKATE. THE SALTY SMELL OF PIPING HOT CHIPS FINALLY LEADS YOU TO THE SNACKBAR. YOU LEAVE THE RINK TIRED AND HAPPY. YOU LOOK FORWARD TO YOUR NEXT VISIT.



Partner Comments

Right away you said that the place is an ice skating rink. I could see it. I felt as if I were at the ice rink with you. This is a good description!



Your Turn

Now it's your turn to help the writer. Find and fix the errors in the description. Go back to the pages in green if you need help.

1. Find and fix the incorrect **contraction**. See pp. 52–53.
2. Find and fix the error in **end punctuation**. See pp. 38–39.

Teacher Comments



- ▲ Thank you for telling me in the first sentence what you're describing.
- ▲ I can easily imagine the ice rink because of your details.
- ▲ I like the comparisons about the rink and the ice.
- ▲ Colourful words like *sturdy*, *creep* and *swoosh* make your description come alive.
- ▲ You vary your sentences, and you present your details in an order that makes sense. Good!

Score:

3

Read the description and the comments that follow. Think about why this description scored a 3.

1

I LIKE THE SKATING RINK. FIRST, I PUT ON MY SKATES IN A WARM ROOM. ITS COLD INSIDE THE RINK. THE ICE IS VERY SMOOTH AND I SEE LOTS OF SKATERS AND I ALSO SEE BEGINNERS WHO CREEP ALONG AND HOLD THE RAIL. OTHER SKATERS ARE REALLY GRACEFUL. THEY LOOK AS IF THEY SKATE ALL THE TIME. I HEAR ROCK MUSIC IN THE BACKGROUND. THE SMELL OF HOT CHIPS LEADS ME TO THE SNACK BAR. I LOOK FORWARD TO MY NEXT VISIT

2

Partner Comments

I liked reading about the rink. You gave some details, but I would have liked more. You wrote the description in an order that makes sense. I could follow it easily.

3

Your Turn

Now it's your turn to help the writer. Find and fix the errors in the description. Go back to the pages in green if you need help.

1. Indent the **paragraph**. See pp. 56–57.
2. Find and fix the **contraction** error. See pp. 52–53.
3. Find the **run-on sentence**. Rewrite it as shorter sentences. See pp. 44–45.
4. Find and fix the incorrect **homophone**. See pp. 36–37.
5. Find and fix the sentence that has no **end punctuation**. See pp. 38–39.

Teacher Comments

4

- ▲ Thank you for introducing the subject in your opening sentence.
- ▲ Your ideas flow in a way that makes sense.
- ▲ You need more sense words.
- ▲ Use some variety with your **sentences**. See pp. 60–61.

Score:

2

Read the description and the comments that follow. Think about why this description scored a 2.

1

ILIKE ICE SKATING. I GO TO THE RINK. I SIT ON THE BENCHS. I PUT ON MY SKATES. IT IS COLD AND SMOOTH. I SEE LOTSOFSKATERS. THEREAREBEGINNERS WHOAREN'TFAST. THEGOODSKATERSIS THE FAST ONES. I HERE MUSIC. SKATE A LOT. THE CHIPS SMELL GOOD TO ME THEN I LEAVE THE RINK. I AM TIRED. I NO I WILL VISIT AGAIN

2

Partner Comments

I could tell that you were describing a skating rink. You made a lot of mistakes, though. Your sentences are short. Your description was hard to understand.

3

Your Turn

Now it's your turn to help the writer. Find and fix the errors in the description. Go back to the pages in green if you need help.

1. Indent the **paragraph**. See pp. 56–57.
2. Find and fix the incorrect **plural noun**. See pp. 6–7.
3. Find and fix the **contraction** error. See pp. 53–53.
4. Find and fix the error in **subject-verb agreement**. See pp. 22–23.
5. Find and fix the two incorrect **homophones**. See pp. 36–37.
6. Find the **sentence fragment**. Rewrite it as a complete sentence. See pp. 40–41.
7. Find and fix the two sentences that have no **end punctuation**. See pp. 38–39.

Teacher Comments

4

- ▲ I know that you are talking about an ice skating rink, but you need more details.
- ▲ Your paragraph is so choppy that I can't see the skating rink in my mind.
- ▲ You need to add more **exact words** to your description. See pp. 26–27 and 32–33 for help.
- ▲ Change some types of **sentences**, and **join** some **sentences** to make longer ones. See pp. 38–39, 42–43 and 44–45.

Score:**1**

Read the description and the comments that follow. Think about why this description scored a 1.

1

I PUT ON MY SKATES AND LOOK DALL AROUND.
THE ICE COLD AND SMOOTH. THE SKATERS
AND ME GOES AROUND AND AROUND. ONCE I
WENT TO CANADA. THEIR IS MUSIC HERE. THIS
PLACE HAS GOOD CHIP SMELLS IT IS LOTS OF
FUN

2

Partner Comments

I wasn't sure what you were describing. You should have started by naming the place. Why did you mention Canada? Is the rink there? This is not really a description even though you used words like *cold* and *smooth*.

3

Teacher Comments

- ▲ I can't tell what place you are describing. It's clear that you like the place, but I need more details to know why.
- ▲ Your ideas aren't in an order that makes sense.
- ▲ You shouldn't mention Canada in this paragraph unless it has something to do with the place you're describing.
- ▲ You need to vary your **words** and types of **sentences**. See pp. 26–27, 32–33, 60–61 and 38–45 for help.

Your Turn

Now it's your turn to help the writer. Find and fix the errors in the description. Go back to the pages in green if you need help.

1. Indent the **paragraph**. See pp. 56–57.
2. Find and fix the incorrect **past-time verb**. See pp. 16–17.
3. Find and fix the **sentence fragment**. See pp. 40–41.
4. Find and fix the incorrect **pronoun**. See pp. 10–11.
5. Find and fix the error in **subject-verb agreement**. See pp. 22–23.
6. Find and fix the two **capitalisation errors**. See pp. 46–47.
7. Find and fix the incorrect **homophone**. See pp. 36–37.
8. Find and fix the two sentences that are missing **end punctuation**. See pp. 38–39.

4