

# WRITE!

## Foundations and Models for Proficiency

### Teach your students how to *WRITE!*

The *WRITE!* series is a research-based writing program with a foundation in grammar, usage and mechanics (GUM). Comprising eight books (Books A–H), the program gives primary and early high school students the tools they need to improve their writing skills and raise their scores on standardised tests such as NAPLAN. With *WRITE!*, you can

- ✓ give instruction and practice on GUM skills
- ✓ show students how to write to a rubric on demand
- ✓ use writing activities based on models
- ✓ teach students to use graphic organisers
- ✓ encourage peer collaboration
- ✓ provide selected-response questions and writing prompts in test-taking formats

The program consists of two parts.

**Part I - Foundations** gives students instruction and practice with the essential GUM skills necessary for good writing. Part I also includes

- writing prompts
- revising and editing activities
- proofreading practice
- test preparation

GUM =  
GRAMMAR  
USAGE  
MECHANICS

**Part II - Models** uses peer modelling, collaborative learning, graphic organisers, rubrics and on-demand writing prompts to engage students in learning to write. Part II includes lessons that introduce the following writing forms:

- imaginative writing
- persuasive writing
- informative writing
- summaries
- research reports



### The *WRITE!* program includes Student Books

30 GUM lessons, 6 writing lessons (4 in levels A and B), 1 research report lesson (levels C–H), rubric-scored writing (levels C–H)

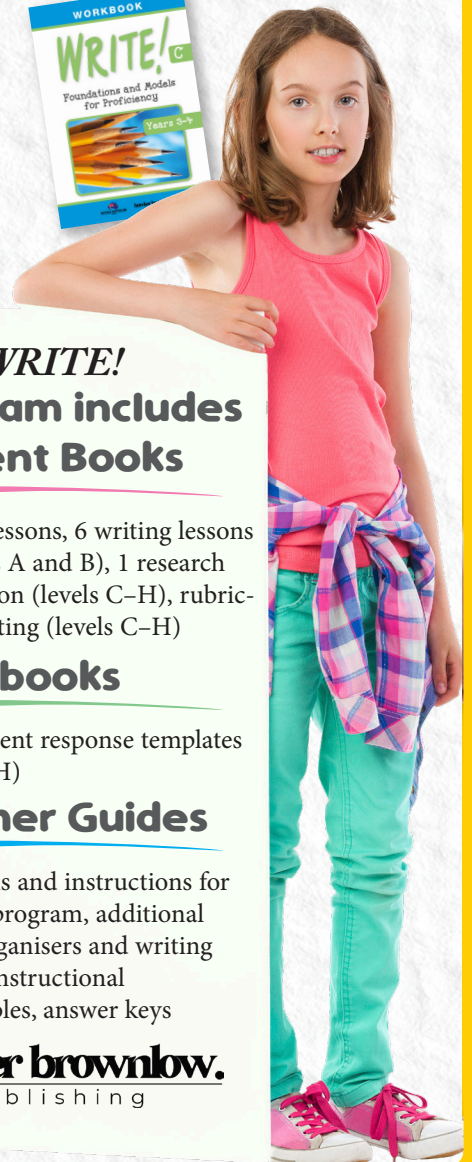
### Workbooks

Blank student response templates (levels C–H)

### Teacher Guides

Suggestions and instructions for using the program, additional graphic organisers and writing prompts, instructional reproducibles, answer keys

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# OVERVIEW

## What is the *WRITE!* series?

The *WRITE!* series is a writing program with a basis in grammar, usage and mechanics. Comprising eight books (Books A–H), the program gives students the tools they need to improve their writing skills.

*WRITE!* breaks down and analyses rubric-scored writing models to help students recognise strengths and weaknesses in the writing of others. Then students transfer this learning to their own writing. Working with *WRITE!* will help students feel comfortable with rubric-based assessment. They can then apply the skills that they gain to perform in standardised tests such as NAPLAN.

## Who should use the *WRITE!* series?

*WRITE!* can be used by all students who want to write better. *WRITE!* has been developed to give students practice with the foundations of writing and in-depth experience with rubric-based writing so that they can improve their writing skills and raise their scores on standardised tests.

# STUDENT BOOKS

## Student Books A and B

Student Books A and B consist of two parts.

**Part I** builds a foundation in GUM through 30 concise lessons that provide instruction, practice and writing experience.

**Part II** includes four writing lessons that contain student-based models of writing in four different genres. After studying each model, students themselves write in the targeted genre. Graphic organisers, checklists, sample peer-conferencing questions and a post-writing form guide them through the process. Separate checklists cover genre-specific composition issues and the grammar, usage and mechanics skills taught in **Part I**.

## Student Books C-H

Student Books C–H consist of two parts. **Part I** builds a foundation in GUM through 30 concise lessons. **Part II** includes intensive, analytical writing lessons that contain student-based writing models that cover descriptive, narrative, informative and persuasive writing genres.

Because student writing is often assessed with rubrics, the writing models in each **Part II** lesson have a rubric-scored format. The rubrics on which this structure is based are genre-specific and cover both GUM skills and composition skills. After working with the scored models, students score four additional writing models and write comments about each one. Then they create their own piece of writing in the specific genre.



example from Student Book A

*WRITE!* Student Book A

Part I: Foundations – A. Using Words in Writing

### Adjectives That Tell How Many

**Think**  
Adjectives can tell readers a lot about people, places and things. Adjectives can tell **how many**.

one child    three kittens    several pencils

**Study a Model**  
Read the maths problem. Then write the answer.

Three is an adjective. It tells how many.  
Two is an adjective. It tells how many.  
Many is an adjective. It tells how many.

Tom had **three** pencils.  
Lily had **two** pencils.  
How **many** pencils did Tom and Lily have?  
Answer: \_\_\_\_\_

### Practise

Look at the picture. Then finish each sentence. Choose the correct adjective from the box.

one    Four    Three    six

- This house has \_\_\_\_\_ windows.
- It has \_\_\_\_\_ door.
- \_\_\_\_\_ trees grow in the front yard.
- \_\_\_\_\_ steps lead to the front door.

**Write**  
Write about your house. Finish each sentence with an adjective that tells how many.

My house has \_\_\_\_\_ windows. It has \_\_\_\_\_ doors. It has \_\_\_\_\_ rooms. \_\_\_\_\_ people live in my house.

Lesson 16

example from Student Book C

*WRITE!* Student Book C

Part I: Foundations – C. Giving Voice to Writing

### Think

A conversation between two people or more is called **dialogue**. The speakers' words are called **quotations**. As you write dialogue, be sure to capitalise and punctuate the quotations properly.

- Surround a speaker's exact words with quotation marks (" ").  
"You look as if you need help," the librarian said.
- Capitalise the first word of a quotation.  
Jesse replied, "Yes, I'm looking for a good mystery."
- Use a comma (,) to separate a quotation from the words that name the speaker.  
"I can recommend several mysteries," the librarian told him.
- Use a punctuation mark after the last word of a quotation but before the quotation mark.  
Jesse exclaimed, "That's great!"

**Study a Model**  
Read the jokes that Kyle and Mandy are telling. Notice the capital letters and punctuation marks.

Kyle asked, "Why did the puppy go to jail?"  
"I have no idea," said Mandy.  
Kyle exclaimed, "It was barking in a No Barking zone!"  
"I have a joke for you," said Mandy. She smiled and asked, "What kind of stories do puppies like best?"  
Kyle replied, "That's a tough one. What kind?"  
"They like furry tales," Mandy answered.

In the first sentence, a comma separates the quotation from the words that name the speaker. In both cases, the speaker's exact words are followed by a punctuation mark and surrounded by quotation marks.

A quotation can come before or after the words that name the speaker. In both cases, the speaker's exact words are followed by a punctuation mark and surrounded by quotation marks.

### Practise

**A Read each sentence. Write the sentence correctly using quotation marks.**

- Jessica asked, "What kind of sandwich do you have?"
- Sara replied, "I have a cheese sandwich."
- I have a tuna sandwich, said Jessica.
- Jessica asked, "I have an apple too."
- I'll swap my oranges for your apple, suggested Sara.
- Yes, I'll swap, Jessica agreed.

**B Read each sentence. Each one is missing a capital letter, a comma or end punctuation. Write the sentence correctly.**

- Miles asked, "what are you looking for?"
- Juanita asked, "What time is it?"
- "Let's eat!" Deirdre suggested.
- Karlton said, "It's late outside."
- "let's go swimming," Gabe suggested.
- Amar shouted, "That's a great idea!"

**C Read the dialogue. Find the sentences in which capitalisation or punctuation is missing. Write those sentences correctly.**

Haley and Nate were waiting at the bus stop. It's cold today complained Haley. Nate rubbed his hands together to warm them up. I can see my breath, he said. Haley asked, when's the bus? She stomped her feet angrily. Nate looked up the street for the bus. He was so cold. He grumbled What a day to be late!

Always surround a speaker's exact words with quotation marks (" "). Capitalise the first word of a quotation. Use a comma (,) to separate a quotation from the words that name the speaker. Use a punctuation mark after the last word of a quotation but before the quotation mark.

**Write**

**Writing Tip**  
Remember to use quotation marks only for words that are actually spoken.

**Write a dialogue between two people telling each other jokes. Look over your dialogue when you are done. Be sure you have capitalised and punctuated the quotations correctly.**

- Mrs Galle asked Luis, "Why are you late for school?"
- Mrs Galle asked Luis why he was late for school. (no quotation marks needed)

Lesson 26

## What research supports the *WRITE!* series?

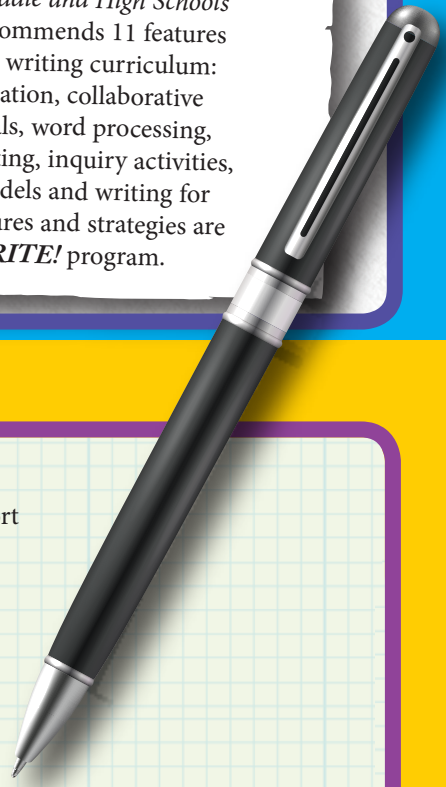
The *WRITE!* approach to instruction is supported by research. A significant research-based report, *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools* (Graham & Perin, 2007) recommends 11 features and strategies of an effective writing curriculum: writing strategies, summarisation, collaborative writing, specific product goals, word processing, sentence combining, prewriting, inquiry activities, process writing, study of models and writing for content learning. These features and strategies are fully implemented in the *WRITE!* program.

## TEACHER GUIDES

**Teacher Guides A-H** contain supplementary resources that can be used to support and extend students' writing experiences.

These resources include the following:

- an introduction that provides information about
  - the focus and content of *WRITE!*
  - the features of *WRITE!* lessons
  - suggested schedules for completing *WRITE!*
- an explanation of the links between *WRITE!*, the Australian Curriculum and NAPLAN
- answer keys for Part I and Part II of the Student Book
- tools for writing, including
  - graphic organisers
  - writing prompts
  - answer form for Prepare for a Test, Part I
  - student checklists for writing in each genre
  - supplementary word lists
  - glossary of writing and testing terms



*WRITE!* Teacher Guide D

### ANSWER KEY PART I

**LESSON 1: Common and Proper Nouns**

Page xx

A. 1. c (president-George Washington)  
 2. a (street-Cedar Street)  
 3. f (queen-Henry VIII and the Swan of Swaz)  
 4. b (vegetarian-Dr. Annis I Mills)  
 5. c (city-Seattle)  
 6. d (team-Detroit Tigers)

B. 1. common noun-noun proper noun-Clara's Café  
 2. common noun-airport proper noun-Jack Kelly  
 3. common noun-building proper noun-Chicago Art Museum  
 4. common noun-relatives proper noun-Jane  
 5. common noun-main proper noun-Florida  
 6. common noun-business proper noun-Lang

C. *Answers may be in any order.*

Common Nouns	Proper Nouns
1. name	1. Los Angeles Dodgers
2. team	2. Brooklyn
3. tracks	3. New York
4. trolleys	4. Brooklyn Trolley
5. People	5. Brooklyn Bridge
6. streets	6. Dodgers
7. city	7. Los Angeles

**LESSON 2: Plural Nouns**

Page xx

A. 1. wish-S	6. deny-S
2. bakery-S	7. plate-S
3. beach-S	8. baby-S
4. axe-S	9. mice-S
5. dance-S	10. goose-S

B. 1. marshes  
 2. grapes  
 3. lunches  
 4. miles  
 5. blackberries  
 6. geese

C. *Answers may be in any order.*

1. dishes	9. items
2. countries	10. newspapers
3. children	11. pencils
4. jobs	12. printers
5. farms	13. youngsters
6. ranches	14. factories
7. streets	15. vines
8. people	

**LESSON 3: Possessive Nouns**

Page xx

A. 1. Albert's desk  
 2. the girl's team  
 3. both clock's time  
 4. a mouse's footprint  
 5. Ben's photograph  
 6. two squares' corner  
 7. one fly's wing's burrow  
 8. three students' performances

B. 1. Chamundee's bodies  
 2. chamundee's skin  
 3. sheep's wool  
 4. Mickey's sharp front teeth  
 5. dolphin's blubber  
 6. These mammals' length

C. 1. Animals' abilities  
 2. hummingbird's wings  
 3. hummingbird's muscles  
 4. Seagull's flight  
 5. mouse's feet  
 6. Platypus' bodies  
 7. Platypus' bodies  
 8. victim's blood  
 9. Mosquitoes' survival

*WRITE!* Teacher Guide D

Two Friends  
 Raul and Eli were friends. They were fighting in Eli's room one afternoon. Raul wanted to shoot baskets. Eli wanted to play video games. Finally, they agreed to do both things, but both insisted on doing things their way.

"This is a waste of time," said Raul. "I'll be outside shooting hoops." He left Eli's room. He banged the door behind him. Eli started playing games. He didn't like it without Raul. He went over to the door. The door swung open. It was Raul.

Raul said he didn't mind playing video games first. Eli told him that they could shoot hoops first. At last, a compromise.

Two boys were friends. One liked basketball. The other video games. I like video games too. My friends and I play all the time. They could not decide what to do. Their names were Eli and Raul. Eli wanted to play video games first. Raul wanted to shoot baskets first. Raul went outside. He played outside a lot. He started to shoot hoops alone and Eli started to play games alone and they both got lonely. It's better to play together.

Page xx-xx  
 Comments will vary. Sample comments are given.

Model A, Score 1  
 Comments: The writer didn't follow the prompt. The writing wasn't a personal narrative because it was about two sisters, not about the writer's own life. The story was confusing because it had many mistakes. Also, it was missing a title.

Model B, Score 4  
 Comments: I could tell right away what this personal narrative was about. The writer did a really good job of telling how they came to shake. I could easily picture all the events and the writer's feelings about them. The middle of the story made me laugh.

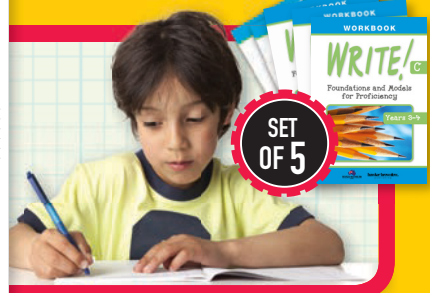
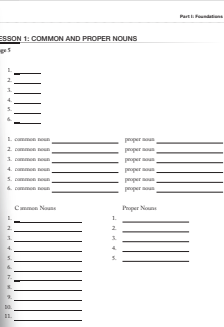
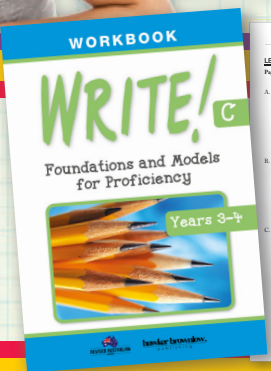
Model C, Score 3  
 Comments: This personal narrative has a clear beginning, a middle and an ending. The details are good, but the words could have been more exact. The writer should have been more careful about mistakes.

Model D, Score 2  
 Comments: This personal narrative had some details, but they were not very interesting. Some details didn't belong like the questions in the middle. The story didn't have a strong beginning or ending. At times I wasn't sure what the writer meant.

Page xx  
 Students' writing should reflect all or most of the items listed on the Student Checklist for Personal Narratives.

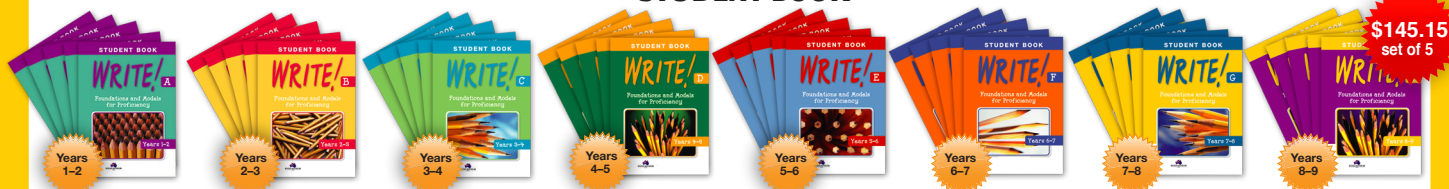
## WORKBOOKS

*WRITE!* Workbooks (levels A-H) are designed for use alongside *WRITE!* Student Books. These student response books contain blank answer forms that enable students to organise and review their progress toward writing mastery.



SET OF 5

## STUDENT BOOK



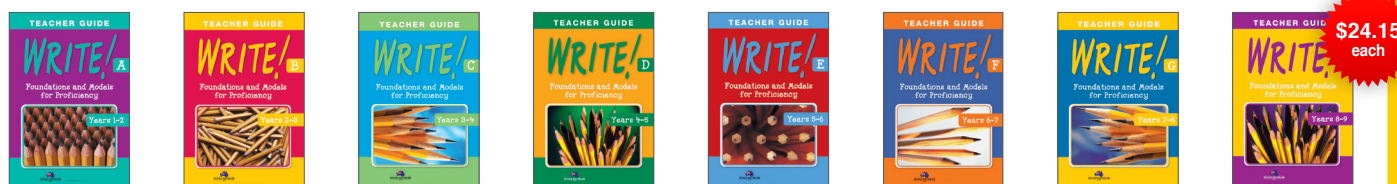
**Student Book A** (set of 5) CA9221  
**Student Book B** (set of 5) CA9222  
**Student Book C** (set of 5) CA9223  
**Student Book D** (set of 5) CA9224  
**Student Book E** (set of 5) CA9225  
**Student Book F** (set of 5) CA9226  
**Student Book G** (set of 5) CA9227  
**Student Book H** (set of 5) CA9228

## WORKBOOK



**Workbook C** (set of 5) CA9350  
**Workbook D** (set of 5) CA9351  
**Workbook E** (set of 5) CA9352  
**Workbook F** (set of 5) CA9353  
**Workbook G** (set of 5) CA9354  
**Workbook H** (set of 5) CA9355

## TEACHER GUIDE



**Teacher Guide A** CA92219  
**Teacher Guide B** CA92229  
**Teacher Guide C** CA92239  
**Teacher Guide D** CA92249  
**Teacher Guide E** CA92259  
**Teacher Guide F** CA92269  
**Teacher Guide G** CA92279  
**Teacher Guide H** CA92289

## CLASS SET

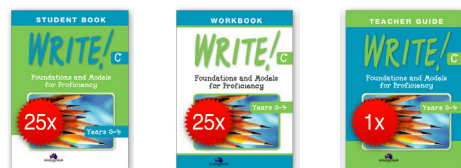
**WRITE!** Class Sets are available for Levels C–H.

Each Class Set includes 25 Student Books, 25 Workbooks and 1 Teacher Guide.

For example, if ordering Class Set C, you would receive the following:

- **WRITE!** Student Book C (Years 3–4) x 25
- **WRITE!** Workbook C (Years 3–4) x 25
- **WRITE!** Teacher Guide C (Years 3–4) x 1

**\$871.20**  
class set



## ORDER FORM

QTY	CODE	STUDENT BOOK	PRICE
	CA9221	<b>WRITE!</b> Student Book A (Years 1–2) set of 5	\$145.15
	CA9222	<b>WRITE!</b> Student Book B (Years 2–3) set of 5	\$145.15
	CA9223	<b>WRITE!</b> Student Book C (Years 3–4) set of 5	\$145.15
	CA9224	<b>WRITE!</b> Student Book D (Years 4–5) set of 5	\$145.15
	CA9225	<b>WRITE!</b> Student Book E (Years 5–6) set of 5	\$145.15
	CA9226	<b>WRITE!</b> Student Book F (Years 6–7) set of 5	\$145.15
	CA9227	<b>WRITE!</b> Student Book G (Years 7–8) set of 5	\$145.15
	CA9228	<b>WRITE!</b> Student Book H (Years 8–9) set of 5	\$145.15

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	CA9351	<b>WRITE!</b> Workbook D (Years 4–5) set of 5	\$43.95
	CA9352	<b>WRITE!</b> Workbook E (Years 5–6) set of 5	\$43.95
	CA9353	<b>WRITE!</b> Workbook F (Years 6–7) set of 5	\$43.95
	CA9354	<b>WRITE!</b> Workbook G (Years 7–8) set of 5	\$43.95
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	CA92239	<b>WRITE!</b> Teacher Guide C (Years 3–4)	\$24.15
	CA92249	<b>WRITE!</b> Teacher Guide D (Years 4–5)	\$24.15
	CA92259	<b>WRITE!</b> Teacher Guide E (Years 5–6)	\$24.15
	CA92269	<b>WRITE!</b> Teacher Guide F (Years 6–7)	\$24.15
	CA92279	<b>WRITE!</b> Teacher Guide G (Years 7–8)	\$24.15
	CA92289	<b>WRITE!</b> Teacher Guide H (Years 8–9)	\$24.15

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	CA9366	<b>WRITE!</b> Class Set E	\$871.20
	CA9367	<b>WRITE!</b> Class Set F	\$871.20
	CA9368	<b>WRITE!</b> Class Set G	\$871.20
	CA9369	<b>WRITE!</b> Class Set H	\$871.20

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