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SAMPLE



Comprehensive Writing

**Final Preparation Lesson
Yr 5**

- Approaching the Test
- Practice Questions

Resource code: 27052509

NAPLAN Test Format

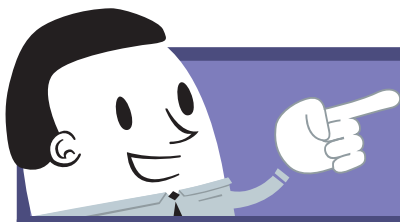


2014 Test timetable

Monday 12 May	Tuesday 13 May Official test date	Wednesday 14 May Official test	Thursday 15 May Official test	Friday 16 May Official test
	1. Language conventions Yr 5: 40 min	3. Reading Yr 5: 40 min	4. Writing Yr 5: 40 min	5. Numeracy Yr 5: 40 min
		<i>Catch up tests permitted</i>	<i>Catch up tests permitted</i>	<i>Catch up tests permitted</i>
		Wednesday 21 May	Thursday 22 May	Friday 23 May
<p>to ensure tests remain secure for schools granted approval to vary test</p> <p>up tests not permitted.</p>				



SAMPLE



National Curriculum Alignment

LITERACY

Year 4



What are the three content strands for English?

1. Language
2. Literature
3. Literacy

By the end of end of Year 4, students should be able to:

Receptive modes (listening, reading and viewing)

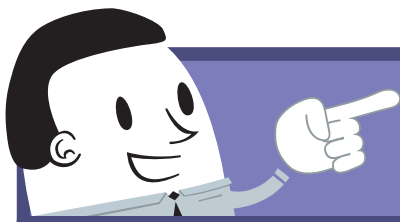
- Understand that texts have different purposes and audiences.
- Explain how language features, images and layout are used to engage the interest of audiences.
- Describe literal and implied meanings.
- Express preferences for particular texts.
- Listen for key points in discussions.

Productive modes (speaking and writing)

- Create structured texts.
- Make presentations and participate in group discussions, varying language according to context.
- Demonstrate understanding of vocabulary from a range of resources and use accurate spelling to improve meaning.



SAMPLE



National Curriculum Alignment

LITERACY

Year 5



What are the three content strands for English?

1. Language
2. Literature
3. Literacy

By the end of end of Year 5, students should be able to:

Receptive modes (listening, reading and viewing)

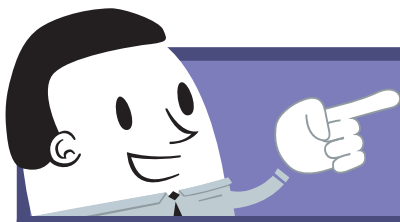
- Explain how text structures assist in understanding texts.
- Understand how language features contribute to different interpretations of characters, settings and events.
- Analyse and explain literal and inferential meanings in texts.
- Describe how events, characters and settings are presented and explain their own responses to them.
- Listen and ask questions to clarify understanding.

Productive modes (speaking and writing)

- Use language features to create different effects.
- Develop and explain their own ideas and information, ideas and images from a range of sources.
- Create a variety of texts for different purposes and audiences.
- Make presentations using class and group discussions, taking into account others' views. Use their understanding of grammar, select specific vocabulary and punctuation to enhance their work and edit their work to provide clarity and coherence.



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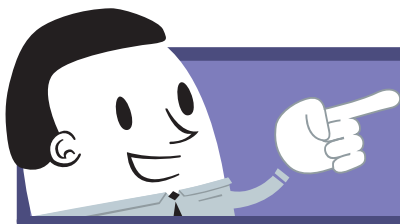
Test Preparation



- Do you think that an athlete would stay up till dawn eating fast food? Similarly, there is a lot you can do to prepare yourself before an exam so you are performing at your peak.
- Try to have as much sleep as possible the night before. Studies show that eyes are much sharper and more focused when they are well-rested.
- Pack everything you need the night before the exam. Do you need a calculator to write in pencil or pen? Will you need highlighters or colored pencils? A protractor or compass? A dictionary?
- Don't eat anything strange or new the night before. Fried sausages don't agree with you the morning of an exam. Eat a healthy meal, preferably including some brain food like fish, nuts, and vegetables.
- Set an alarm!
- Don't eat too much sugar before the exam. It gives you a temporary burst of energy, and you are likely to come crashing down when you reach the hardest question!
- Go to the bathroom just before the exam. You don't want to be having to dash out of the room in the middle of your exam with your legs.
- Anxiety is contagious. If you see someone else looking with doom and gloom, steer clear of them, and instead focus on your own work.
- Listen to the teacher carefully during the exam. Ask a question if you need to clarify anything. Don't let your mind drift wondering.
- During the exam, read the question carefully – too many students make silly mistakes by not reading the question properly. Underline the key words in the sentence.
- Write your answer clearly. If you are unsure, write a star next to it and come back to it at the end.

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Test Tips

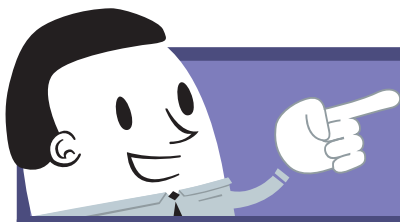
WRITING TEST



- Have I used paragraphs?
- Have I structured my paragraphs properly with a topic sentence, supporting sentence/s, concluding sentence/s?
- Have I proofread my writing?
- Have I used capital letters correctly, e.g. names, places, days of the week, months, e.g. apostrophes?
- Have I used interesting adjectives and adverbs?
- Have I started my paragraphs with interesting beginnings?
- Does my writing have a clear conclusion?

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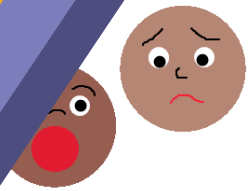
The Writing Test

There are ten different criteria that will be used to mark your writing in the Writing Test. *If you know exactly how you are being assessed, you can prepare for each criteria, which will help you get the best mark possible.*

C1 Audience

When you write, you will be trying to convince your reader to agree with you, so you therefore need to capture the reader's attention and be interesting and persuasive! You can do this by...

- Using attention grabbing language and phrases;
- Proving your argument by using evidence like facts, quotes, statistics or stories;
- Engaging your readers emotions by using strong emotive language – make them sad, angry or happy so that they take your side or see the other side;
- Using clever language and lots of difficult words – people are more likely to believe someone who uses a lot of words.



C2 Text Structure

An essay has an introduction, body paragraphs and a conclusion. If you structure your argument in this way, the reader has a clearer idea of what you are saying and is more likely to believe you.

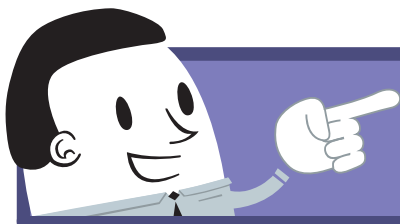
- The **introduction** introduces your topic and tells the reader each point that you are going to talk about in your body paragraphs.
- Each **body paragraph** should focus on one point of your opinion in depth – try to have at least three body paragraphs.
- Your **conclusion** wraps up your argument and tells the reader why your opinion is right and should be accepted.

C3 Ideas

You will be given a topic to write about and you will need to think of ideas to use in your argument. When you are planning and writing a list of ideas, think of the best points to actually use in your essay. Try to pick three – one for each side of the argument. Remember that each argument needs to be supported by points, preferably arguments, statistics, a quote or a fact that prove your point, which you can use to support your opinion. Be careful that you aren't being repetitive and aren't waffling on!



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The Writing Test

C4 Persuasive Devices

Including things called “persuasive devices” in your writing helps to make your writing more interesting and you will be marked on how well you use them. Here are some examples:

- **Rhetorical questions** (e.g. *Should such a deadly activity like smoking be legal?*)
- **Hyperbole** (an exaggeration e.g. *Before long, we won't be able to breathe because of all the cigarette smoke!*)
- **Analogy** (i.e. drawing a comparison between what you are arguing to something familiar and similar that readers can relate to, e.g. *Saying that space travel is a waste of time is exactly like Captain Cook saying that sailing the Pacific Ocean was a waste of time.*)



C5 Vocabulary

Try to use lots of interesting and colorful words. Once you've finished your essay and have proofread your work, go back and check to see if you can use something more sophisticated, e.g. tall to gigantic.

C6 Cohesion

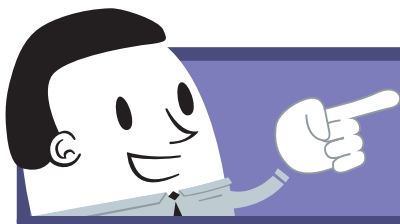
Your essay needs to be cohesive – all the paragraphs need to link together – they can't just be a random scattering of ideas. The last sentence of one paragraph should link to the first sentence of the next paragraph in the last sentence of the previous paragraph. Linking words like *also, in addition to this, therefore, firstly, secondly, then* are useful. Another way you can link paragraphs is by using pronouns. For example, if you were talking about President Obama, to avoid repeating his name you could use *the President, Obama* or you could use pronouns such as *he* and *his*.

C7 Paragraphing

Too often students write one big block of text. You need to split it into paragraphs – an **introduction, three body paragraphs** (one on each main point) and a **conclusion**. Don't forget to start each paragraph with a topic sentence. Link paragraphs into one another so that your ideas flow – this is linking. Use linking words between paragraphs so the reader knows where one ends and the next begins.



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The Writing Test

C8 Sentence Structure

Vary your sentence beginnings and the way they are structured. Don't use the same word – it's boring!

C9 Punctuation

Make sure that all of your sentences are punctuated correctly. Use commas for lists, sentence beginnings and proper nouns (e.g. names of people), full stops for the end of sentences and things like exclamation marks and question marks.

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C10 Spelling

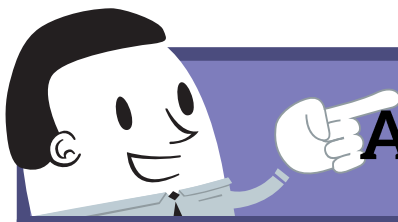
Not only will you be marked on how correct your spelling is, you will be assessed on how difficult the words you use are. A good answer will be marked as **to use and spell around five complex words** that can be used in a variety of contexts (e.g. *devastating, detrimental, momentous, memorable, controversy*) and use them correctly (e.g. *devastatingly*).

! Above All

- Make sure you **answer** the question. You must make to the main point that you are trying to argue. Your response should be a well-structured response to the topic you are given.
- Read over your answer to make sure you have answered the question. If you were presenting your essay as a speech to your class, you **would** want to make sure you have answered the question.



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Approaching the Test

In the NAPLAN Writing Test, you will be given a topic and asked to write an **essay**. A *persuasive essay* is a piece of writing designed to convince the reader of your point of view. This means you need to choose a side and support it with a variety of reasons and examples proving your point.



! Pick a Side and Give Your Reasons

Picking your Position

You will be given a piece of paper with pictures and a topic on it. The topic could be something like:

“DOGS MAKE GOOD PETS”

Once you read it, you have to make a decision: **which side are you on?** Do you **agree** or **disagree** with what it is saying? Whichever side you choose, you need to write your essay so that others who read it will be convinced.

You should be able to explain the side you have chosen. Your sentence has to be something that can actually be argued. For example, if your argument was “Dalmatians are my favourite animal” then no one could argue it with you. On the other hand, if you wrote “Dogs are better than cats” then it is correct.

Planning your Essay

Before you begin writing, you need to think about what you know about the topic. Write a list or draw a mind map. You might know that you are perhaps allergic to cats or maybe you have a pet dog at home. You can't just write your opinion – you need to prove it by giving reasons. Remember, you are **right**. For instance, you could talk about dogs' ability to help humans and the fact that they are more affectionate than cats.



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! The Writing Process



You are writing for an audience. Think about your essay like a speech you are making to your teachers and classmates, only it is written down, and it is more formal. This means you shouldn't use contractions (*don't*, *can't*, etc.), as they are too casual to be included in academic writing. Remember, keep in mind that you are trying to convince a set of readers that your side of the saying is right, you should have no trouble addressing this criteria. When you have finished penning your masterpiece, ask yourself the question: “If I were presenting my essay as a speech to me, **would I be convinced?**”



Approaching the Test

! Structure Your Essay

Rather than just writing one big blob of unorganised text, you should write in three different sections: an **introduction**, a **body** and a **conclusion**. Your introduction should state the topic and briefly explain what your opinion is and why. Your body should consist of several paragraphs giving full reasons and examples proving why you are right. Your conclusion wraps up your argument.



! Persuasive Tricks

The Ancient Greeks came up with a list of tricks you could use to help you win. They involve talking about things in such a way that they seem to help you.

Experience

Think about when your doctor tells you that you have a disease. You might straight away, because they are a medical professional. In an essay, you can tell your readers that you too are an expert in the topic you are writing about. You can do this by mentioning an experience you've had, such as training your own dog. People are more likely to believe someone they think knows what he or she is talking about.

Sympathy

Ever watched a documentary on a natural disaster in Africa, South America or Asia and felt like you wanted to help? Storytelling is a powerful technique, and by making people feel sad, bad, guilty or responsible, you can persuade them to help you or take action. Perhaps you could talk about a helpless person, like a blind woman who just stayed in a wheelchair because she got given a guide dog. You could say she is now walking better, and she could tell you how much she likes her dog. She tells me every day thanks to her dog.

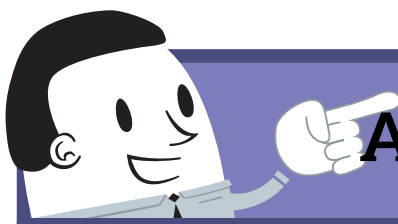
Logic

It is impossible to write an argument that is a total success. It is made up of snippets of information, arguments and evidence. The audience will think that the argument is not

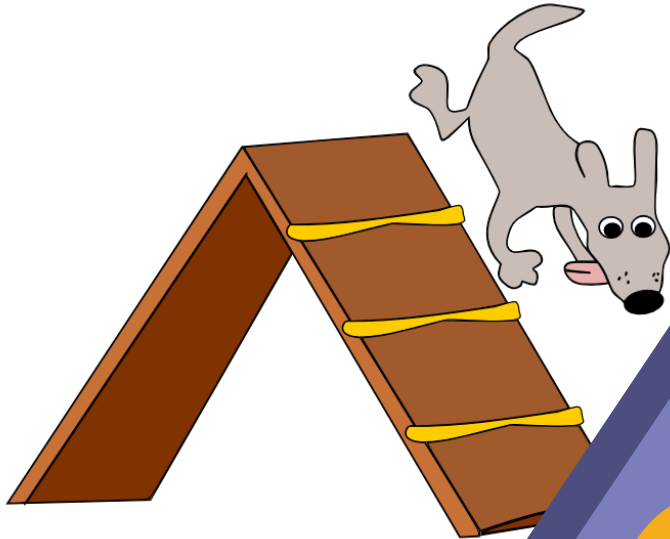
that do not use them to us. For example,

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Approaching the Test



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Modality

You should try to use strong words *definitely* to show how sure you are about your topic. The depth of what you are saying. For example, look at these two sentences: *cats help sniff out bombs or drugs at the airport, whereas cats have definitely never been used for sniffing out drugs at the airport, whereas dogs are used all the time for sniffing out bombs and drugs at the airport.* The second sentence has a bigger impact because it is *definitely* to show how sure you are about your topic. The depth of what you are saying.

Vocabulary

Markers will be looking for big and colourful words. If you have time left at the end of your essay, try to replace any boring words like *good* or *fun* with more creative words like *amazing* or *enjoyable*. Be sure to only use words you are certain you can use.

It is important that your ideas and arguments flow together in a logical order. You should start with a clear topic sentence at the start and all of the events in the middle of your essay should flow, there are certain linking words you can use to join your ideas together. These are called conjunctions: words like *and*, *but*, *for*, *so*, *because*, *if*, *and if*.

Linking words can help you can use help arrange your ideas, and are called linking adverbs. When you are making a point to make in your essay, consider starting each new sentence with the words *firstly*, *secondly*, or *thirdly*. Not only does this make it clearer for your reader to tell the order of your points, but they will also realise that you don't just have one opinion to support your opinion – you have three!





Approaching the Test

Look at the following example to see what problems not using linking words can cause. The bell rings. School starts. The teachers calls the roll. I have a sandwich. I play music. We go to lunch. I have eaten my sandwich. I play on the guitar. The bell rings again. The bell ring again.



Now look at the example with linking words of the ideas.

When the bell rings, school starts. As the teachers call the roll, I have a sandwich. After I play music, we go to lunch. When I have eaten my sandwich, I play on the guitar. When the bell rings again, school starts.



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! Paragraphing

If ever you read a book or a newspaper you will notice that it is broken into paragraphs. In an essay, you need to break your ideas into paragraphs too. You should start each paragraph with a topic sentence and end with a conclusion. The paragraphs should all be about the same topic or argument. Try to begin each one with a topic sentence and discuss in the rest of the paragraph. If you forget to leave a space between paragraphs when you write your test, don't worry – just go back at the end and draw spaces. The teacher's marking knows what you meant.

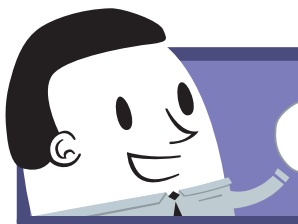
! Spelling

You won't just be assessed on how well you write correctly: you will also be assessed on how impressive the language is. Before the test is to **learn how to use and spell** words correctly in any sort of essay.

! Don't use the same word every sentence with the same word! Try to use a variety of sentence styles, as you will be marked on this. Look at the ways the same ideas have been reordered into a sentence.



- Dad is taking my sister and I skiing in New Zealand these holidays.
- These holidays, Dad is taking my sister and I skiing in New Zealand.
- My sister and I are going skiing with our dad in New Zealand these holidays.
- I'm going skiing in New Zealand with my dad and sister these holidays.



Approaching the Test



Punctuation



Make sure you know how to use punctuation! You should know how to use, as well as when to use, commas, semicolons, and all of your other punctuation marks. You should also know when to use a colon, a dash, and a hyphen. You should also know when to use a period, a question mark, and an exclamation point. You should also know when to use a quotation mark, an apostrophe, and a hyphen.

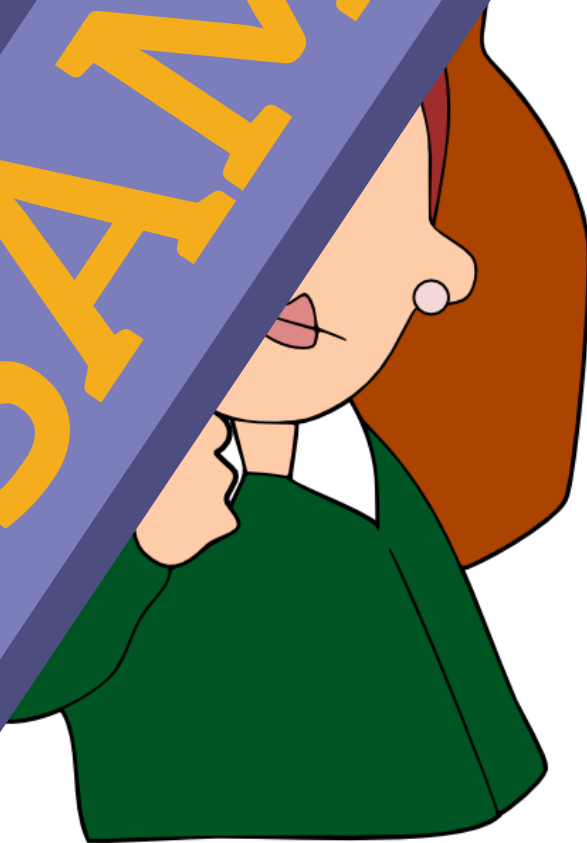


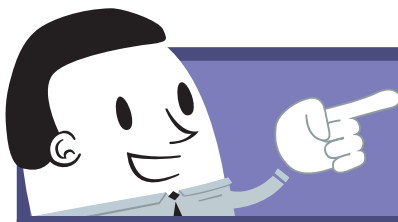
Above All

Make sure you **respond to the topic** and **provide evidence** to support your argument. Once you have finished your essay, read back through it and ask yourself, "If I were presenting my essay as a speech to me, **would I be convinced?**"



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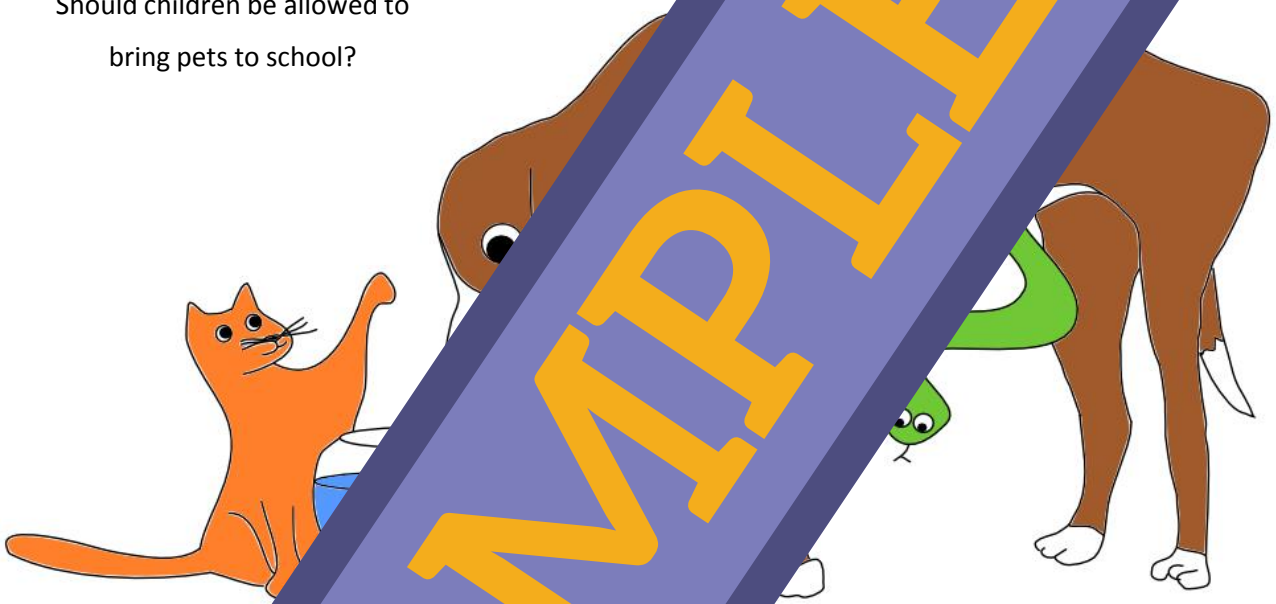


Practice Questions

Look at the topic below. Which side are you on? Answer the question by having a go at planning and writing your own persuasive piece that you are right!



Should children be allowed to bring pets to school?

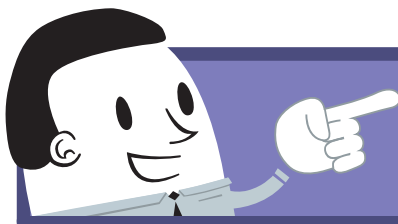


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Q1 What is your opinion on this? Yes or no?

Q2 Write a sentence that you have chosen in one sentence. Make sure it is something that can be argued!





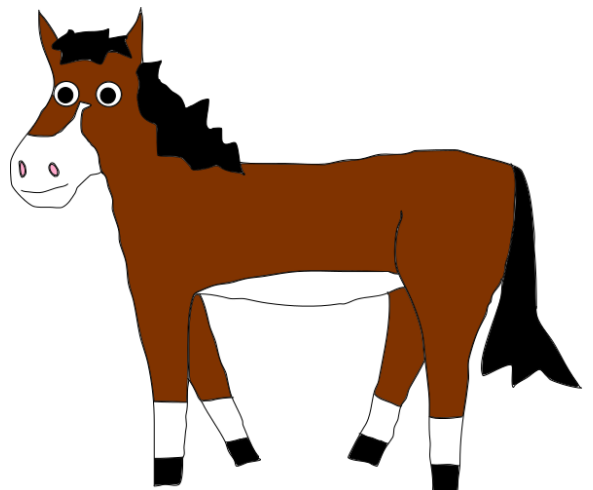
Practice Questions

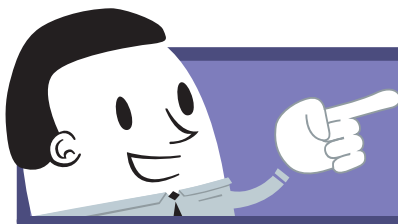
Q3

Use the space below to brainstorm everything you know about horses. List three reasons that support your opinion. You may choose to make a drawing, draw a picture or write dot points – whatever you feel works best.



SAMPLE





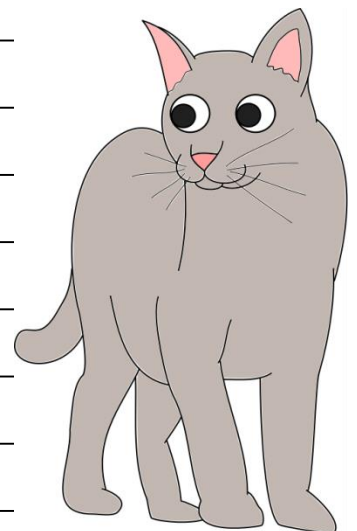
Practice Questions

Q4

Write your persuasive essay on the lines below. Remember beginnings, persuasive tricks and linking words!

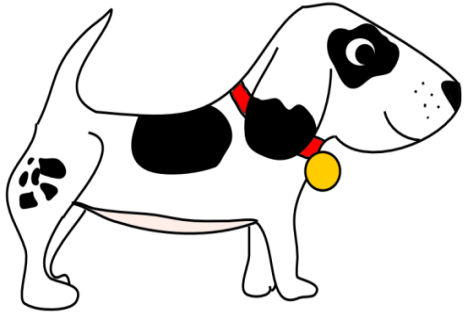


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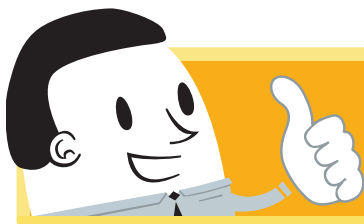
Practice Questions





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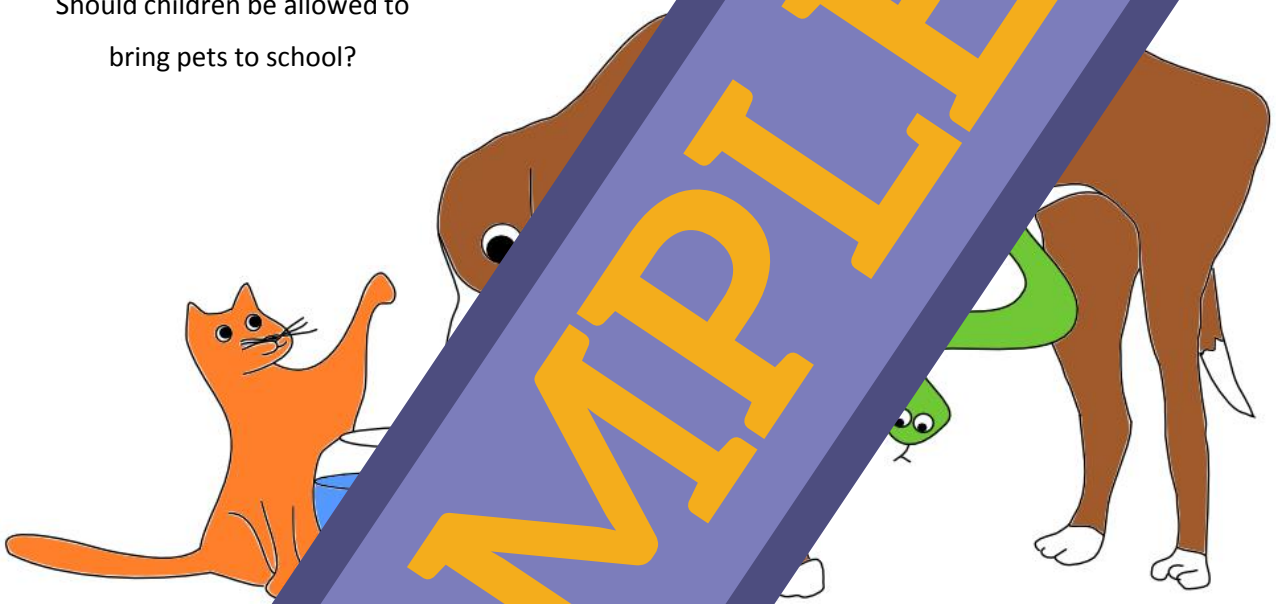


Practice Questions

Look at the topic below. Which side are you on? Answer the question by *having a go at planning and writing your own persuasive piece that you are right!*



Should children be allowed to bring pets to school?



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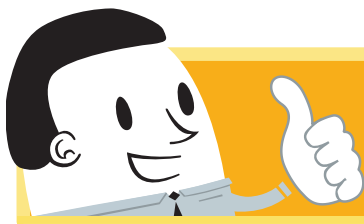
Q1 What is your opinion on this? Yes or no?

No. _____

Q2 State the side you have chosen in one sentence. Make sure it is something that can be argued!

_____ing their pets to school.





Practice Questions

Q3

Use the space below to brainstorm everything you know about animals. Write down at least three reasons that support your opinion. You may choose to make a drawing, draw a picture or write dot points – whatever you feel works best.

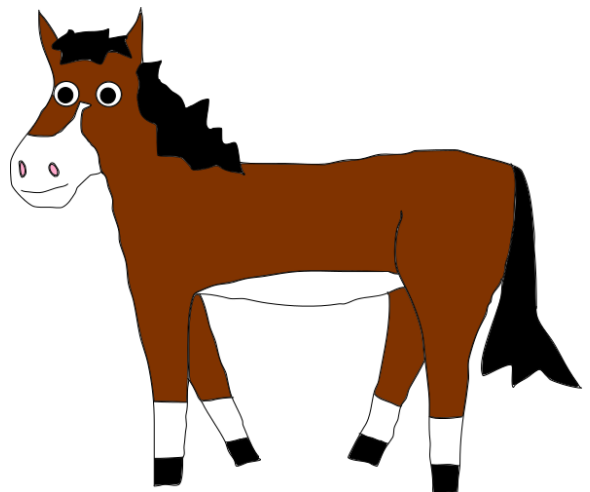


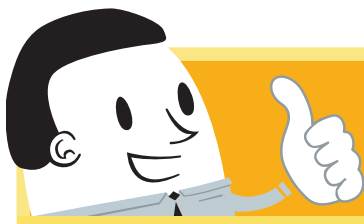
Some people are allergic to animals, like my little sister. She sneezes and her eyes go all red when she is near a cat.

Some people even eat them.

I have a pet labradoodle and he is very naughty.

Some people use animal products like leather shoes and fur coats.





Practice Questions

Q4

Write your persuasive essay on the lines below. Remember beginnings, persuasive tricks and linking words!

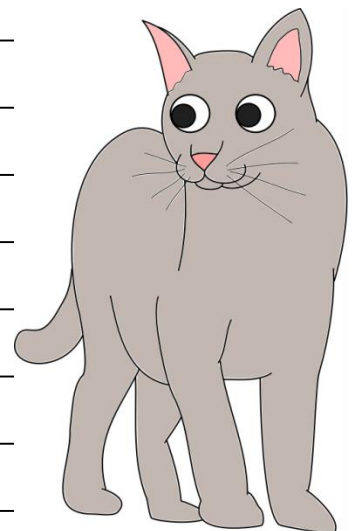
Introduction: Introduce your Opinion

Children should not be allowed to bring their pets to school. Friends own pet dogs, cats, fish, birds and horses, but this could be a disaster. Here are some reasons why I believe this should be a school.

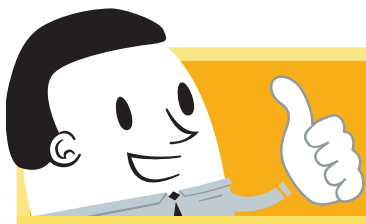
Body Paragraphs: Reason 1

Firstly, some people's sister goes near a cat, her eyes go red and itchy and... this, we can't have a pet cat at home. If everyone had a pet like Chelsea would get very sick every day.

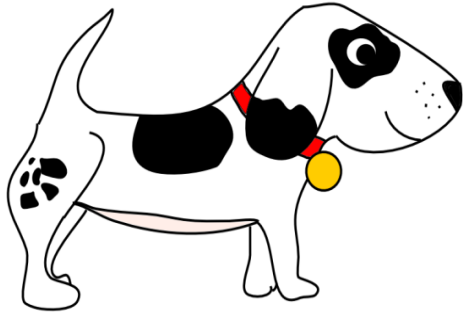
very badly behaved and might
each other. Some might not be



SAMPLE



Practice Questions



toilet trained, which would be a problem.

Maisy never comes to school.

naughty at school.

Also, everyone

eat fish, but



If all the pets were at school, they would fight and some of them die.

Body Paragraphs: Reason 3

Finally, pets shouldn't be in school because they would distract us. The people with horses would want to pet them in class and everyone would be patting the dogs and it would be really noisy.



things that could happen if we took pets to school with us. It would be a problem.

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Practice Questions

Question One:

Students should have decided whether they thought pets should be allowed in schools or not. This question required a simple yes or no answer.

Question Two:

Students should have articulated their belief in a simple sentence that could be debated, such as "Children should not be allowed to bring pets to school" rather than a personal preference, such as "I love pets".

Question Three:

Students should have used the space to write down what they already knew about the topic and to write a short paragraph to summarise what they had learned.

Question Four:

Students should have used their ideas to write a very simple essay structure with an introduction (with a topic sentence), a body (with paragraphs) and a conclusion. Ideally, they should have made use of a range of modal adverbs, a wide range of vocabulary and persuasive language. They should also have kept a firm grasp on their grammar, punctuation and spelling.

Children should not be allowed to bring pets to school. I know that a lot of my friends own pet dogs, cats, fish and hamsters. If we were allowed to bring pets to school with us, it would be a disaster. Here are some reasons why pets should not be brought to school.

Firstly, some children have allergies. If my little sister goes near a cat, her eyes go red and itchy and she sneezes. If we had pets at school, we can't have a pet cat at home. If everyone brought a pet to school, everyone's pet would get very sick every day.

Some pets are dangerous. Dogs and cats might fight or even eat each other. Some might not be trained. My dog Maisy never comes when I call her, so if she was at school, it would be hard to control her. Also, everyone knows that dogs chase cats. If all the pets were at school, they would fight with each other and everyone would be in trouble.

Pets would be noisy and distract us. The people with horses would have to spend more time instead of be in class and everyone would be patting the dogs. Pets would also be really noisy.

There are many things that could happen if we took pets to school with us. It definitely

