PRIMARY

Book E

writing

Read — Analyse — Plan

- Narratives
- Recounts
- Reports
- Procedures
- Explanations
- Expositions

R.I.C. Publications® NZ Ltd
www.ricpublications.co.nz

SAMPLE - NOT FOR SALE

Foreword

Primary writing is a series of seven books designed to provide opportunities for students to read, examine and write a variety of text types; narratives, recounts, procedures, reports, explanations and expositions.

Titles in this series:

- *Primary writing* Book A
- *Primary writing* Book B
- *Primary writing* Book C
- *Primary writing* Book D
- *Primary writing* Book E
- *Primary writing* Book F
- *Primary writing* Book G

Contents

Teachers notes ..... iv – v
Curriculum links ..... vi – vii
Writing format information ..... viii – ix
Writing format checklists ..... x – xv
Blank writing formats ..... xvi – xxi
Proofreading and editing checklist xxii
Class recording sheet xxiii

Narratives **2–13**
1 – Cup final hero! 2–5
2 – Shipwreck! 6–9
3 – A midnight visit 10–13

Recounts **14–25**
1 – Sir Edmund Hillary – Highly respected mountaineer 14–17
2 – Sydney Harbour Bridge opens 18–21
3 – Jump! 22–25

Procedures **26–37**
1 – Apple and cinnamon toasties 26–29
2 – How many drops? 30–33
3 – The chocolate game 34–37

Reports **38–49**
1 – Wildlife wonderland 38–41
2 – Terrible lizards 42–45
3 – Fast food ‘junkies’ on the increase 46–49

Explanations **50–61**
1 – Busy bees 50–53
2 – Jet engines 54–57
3 – Extraordinary dogs 58–61

Expositions **62–73**
1 – Keeping cats indoors 62–65
2 – Barking mad 66–69
3 – It’s magic! 70–73

SAMPLE - NOT FOR SALE

ISBN 978-1-925201-91-8

Writing format information

Below are general descriptions of the text types included in this book.

Report

– is a framework which describes aspects of a living or non-living thing in detail

– includes:
- **Title**
- **Classification**: a general or classifying statement
- **Description**: accurate and detailed
- **Conclusion**: a comment about the content of the report (optional)

– uses the following **language features**:
- factual language rather than imaginative
- the third person
- the timeless present tense
- information organised into paragraphs

A report may be written in the form of a book review, scientific report, newspaper or magazine article, eyewitness account or a progress report.

Recount

– is a framework which retells events as they happened in time order

– may be factual, personal or imaginative

– includes:
- **Title**
- **Orientation**: all relevant background (who, when, where, why)
- **Events**: significant events in detail
- **Conclusion**: often with an evaluative comment

– uses the following **language features**:
- vocabulary to suggest time passing
- paragraphs to show separate sections
- the past tense

A recount may be written in the form of a newspaper report, diary, letter, journal, eyewitness account, biography, autobiography or history.

Narrative

– is a framework which tells a story

– includes:
- **Title**
- **Orientation**: the setting, time and characters
- **Complication**: involving the main character(s) and a sequence of events
- **Resolution**: to the complication
- **Conclusion**: often showing what has changed and what the characters have learnt

– uses the following **language features**:
- a range of conjunctions to connect ideas
- appropriate paragraphing
- descriptive language
- usually written in past tense

A narrative may be written in the form of a poem, story, play, imaginative story, fairytale, novel, myth, legend, ballad, science fiction story or modern fantasy.

Procedure

– is a framework which outlines how something is made or done

– includes:
- **Title**
- **Goal**: the purpose of the procedure shown clearly and precisely
- **Materials**: a list of materials or requirements under appropriate headings or layout
- **Steps**: the method in a detailed, logical sequence
- **Test**: an evaluation (if appropriate)

– uses the following **language features**:
- instructions often with an imperative verb
- subject-specific vocabulary
- simple present tense
- concise language

A procedure may be written in the form of a recipe, instructions for making something, an experiment, an instruction manual, a maths procedure, how to play a game, how to operate an appliance, how to use an atlas or how to deal with a problem.

SAMPLE - NOT FOR SALE

ISBN 978-1-925201-91-8

Writing format information

Explanation

– is a framework which outlines how something occurs, works or is made

– includes:

- **Title**
- **Statement**: precisely what is to be explained
- **Explanation**: a clear account in logical sequence of how and why the phenomenon occurs
- **Conclusion**: an evaluation and comment about what has been explained

OR

- **Title**
- a **definition**
- a **description** of the components or parts
- the operation—how it works or is made
- the application—where and when it works or is applied
- special features—interesting comments
- evaluation or comment/**conclusion**

– uses the following **language features**:

- subject-specific terms and technical vocabulary where appropriate
- simple present tense is often used
- linking words to show cause and effect
- information is organised into paragraphs

An explanation may be written in the form of an essay, or a handbook—for example, how a kite works—a science, health or society and environment text.

Exposition

– is a framework which argues for a particular position and attempts to persuade the audience to share this view

– includes:

- **Title**
- **Overview**: statement of the problem or issue and the writer's position
- **Arguments**: presented in a logical manner with supporting detail, usually from the strongest to the weakest
- **Conclusion**: a restating of the writer's position and a summary of the arguments presented

– uses the following **language features**:

- a variety of controlling and emotive words and conjunctions
- paragraphs to state and elaborate on each point

An exposition may be written in the form of an essay, a letter, policy statement, a critical review, an advertisement, an editorial or a speech.

SAMPLE - NOT FOR SALE

Modelled writing

The role of the teacher is to observe and support students as they develop as writers.

Writing is an extremely complex activity, simultaneously involving decisions on content, text coherence and cohesion, spelling, grammar, punctuation and a sense of audience and purpose. Because it takes time and practice to develop understanding of the writing process and the different writing formats, many opportunities for students to interact with their teacher and their peers are essential.

Modelled writing is an effective way of supporting student writers, particularly when the focus is on the cognitive processes involved.

Frequent modelling of the planning process and how these plans can be used to write text in different formats, is strongly recommended.

ISBN 978-1-925201-91-8

1 Explanation

TEACHERS NOTES

Structural and language features are shown on the left and right of the text below.

Title	**Busy bees**	• subject-specific vocabulary; e.g. **honey stomach, fructose and glucose**
Definition – one or more sentences that state what the explanation is about	Honey is a sweet, sticky food made by bees from nectar. It is not only enjoyed by people, it is also an important food source for bees.	
Description – information presented in logical order	Bees begin making honey by visiting flowers and sucking up nectar with their long, tube-like tongues. The nectar passes into a special pouch inside the bee called its '**honey stomach**'. A bee may have to visit hundreds of flowers to fill up its honey stomach. Once it is full, the bee flies back to its hive. In the meantime, substances in the bee's honey stomach break down the complex sugar in the nectar into two simple sugars—**fructose and glucose**. These sugars are much easier for bees to digest. When the bee arrives back at its hive, it brings up the nectar and spreads it into a honeycomb cell—a hexagonal cavity made from wax. Sometimes the bee will give the nectar to another bee in the hive to do this job. **Next**, the warmth of the beehive causes the water in the nectar to evaporate, making it thicker. Sometimes bees also fan the nectar with their wings to speed up the evaporation process. **When** most of the water has evaporated, the nectar is called 'honey'. Once the honey is ready, the bees seal the cell with beeswax, which is produced in glands in their bodies. The cell remains sealed until the bees need to eat the honey.	• linking words to show cause and effect; e.g. **Next, When** • Majority of verbs in simple present tense; e.g. **eat**, **think** • Information is organised into paragraphs
Conclusion – an evaluation or interesting comment	So next time you **eat** honey, **think** about the amazing work that bees do to make it. This might help you to forget the awful fact that what you are eating was once inside a bee's stomach!	

Teacher information

- Explanations usually outline how something occurs, works or is made. This particular explanation shows how something is made.
- Members of the class could take turns to read this text aloud, or the students could read it independently.
- Identify the structural and language features indicated above, before the students complete the analysis on page 52.
- Students may need to use encyclopedias or other resources to plan an explanation on page 53 about using an animal or plant product. Teachers could also have the class brainstorm a list of possibilities; e.g. wool, tree sap, spices, aloe vera juice, milk etc.
- Model the planning and writing of an explanation using the framework on page 53. The students can then follow this example to plan and write their explanations about animal or plant products.
- Students could write their explanations on a large sheet of card and add three-dimensional objects relevant to their topic; e.g. a piece of wool, a papier-mâché animal etc. (Display)
- The students' explanations could be displayed in the school library. (Publishing/Display)

Answers

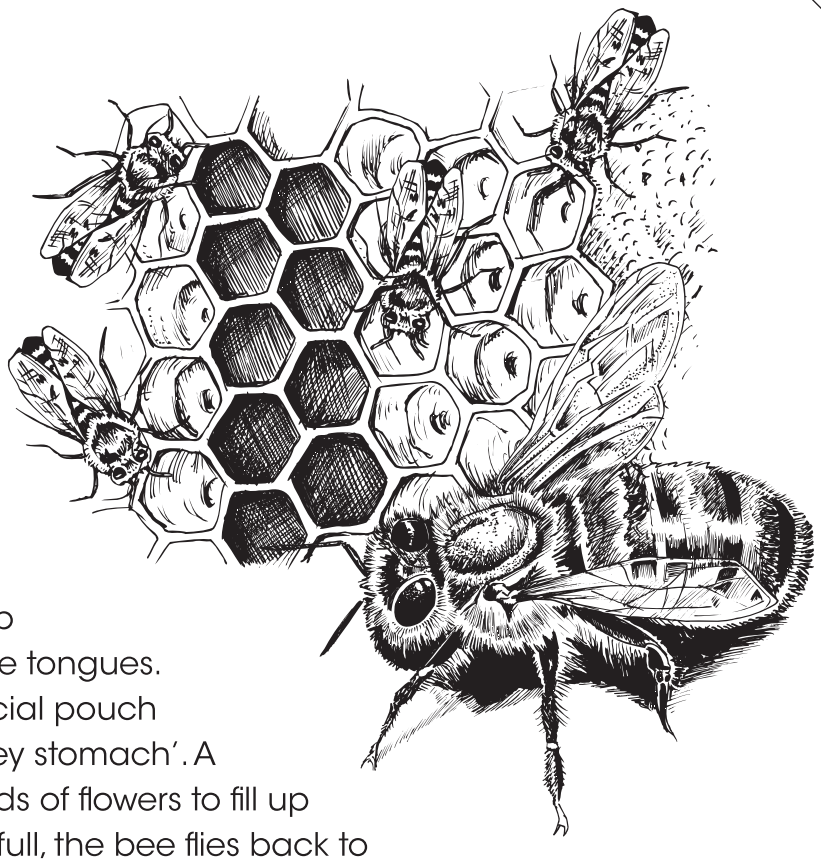
Page 52

1. Busy bees
2. Answers will vary, but should be similar to the following: Honey is a sweet, sticky food; Honey is made by bees from nectar; Honey is enjoyed by people; Honey is an important food source for bees
3. Answers should include three of the following:
   - honey stomach – a special pouch inside a bee that holds nectar
   - fructose/glucose – a simple sugar that is easy for bees to digest
   - honeycomb cell – a hexagonal cavity made from wax
   - beeswax – a substance produced in glands in a bee's body
4. Teacher check

SAMPLE - NOT FOR SALE

ISBN 978-1-925201-91-8

Busy bees



Honey is a sweet, sticky food made by bees from nectar. It is not only enjoyed by people, it is also an important food source for bees.

Bees begin making honey by visiting flowers and sucking up nectar with their long, tube-like tongues. The nectar passes into a special pouch inside the bee called its 'honey stomach'. A bee may have to visit hundreds of flowers to fill up its honey stomach. Once it is full, the bee flies back to its hive.

In the meantime, substances in the bee's honey stomach break down the complex sugar in the nectar into two simple sugars—fructose and glucose. These sugars are much easier for bees to digest. When the bee arrives back at its hive, it brings up the nectar and spreads it into a honeycomb cell—a hexagonal cavity made from wax. Sometimes the bee will give the nectar to another bee in the hive to do this job.

Next, the warmth of the beehive causes the water in the nectar to evaporate, making it thicker. Sometimes bees also fan the nectar with their wings to speed up the evaporation process. When most of the water has evaporated, the nectar is called 'honey.' Once the honey is ready, the bees seal the cell with beeswax, which is produced in glands in their bodies. The cell remains sealed until the bees need to eat the honey.

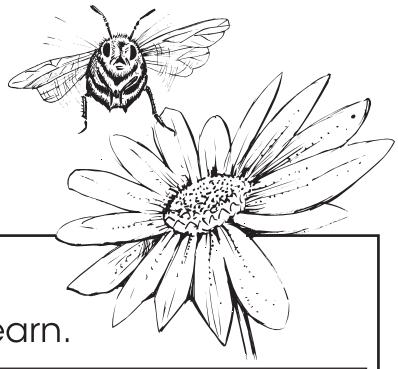
So next time you eat honey, think about the amazing work that bees do to make it. This might help you to forget the awful fact that what you are eating was once inside a bee's stomach!

SAMPLE - NOT FOR SALE

ISBN 978-1-925201-91-8

Examining explanation 1

Use the explanation on page 51 to complete the page.



1. Title

Write the title.

2. Definition

Imagine that someone who knew nothing about honey read the definition. Write three simple facts they would learn.

3. Description

The paragraphs making up the description in an explanation often contain special terms to do with the subject. Write three special terms used in the description of this explanation and what each means.

Term	Meaning
(a) _____	
(b) _____	
(c) _____	

4. Conclusion

Write a new conclusion for this text that contains a different interesting comment.

_____

_____

_____

SAMPLE - NOT FOR SALE

ISBN 978-1-925201-91-8

Explanation plan 1

1. Plan an explanation about how we use an animal or plant product.

Title

Definition

State what the product is.

Description

Explain how we use it.

Conclusion

End with an interesting comment.

2. Write your explanation.

3. Edit your work.

SAMPLE - NOT FOR SALE

ISBN 978-1-925201-91-8

1 Exposition

TEACHERS NOTES

Structural and language features are shown on the left and right of the text below.

Title

Keeping cats indoors

Introduction – one or more sentences that state the problem and the writer's position

Dear community member

I would like all cat owners in the local area to please consider keeping their pets indoors. There are many reasons why you **should** do this.

Arguments – presented in logical manner with supporting details, usually from strongest to weakest

- Our native wildlife is at risk. Cats are skilful hunters designed to sneak up and expertly kill small prey like birds and lizards. Just one cat could **murder** many animals in one day. Some of the animal species in our area are endangered and cats could make them extinct. We must stop this. Many people think that putting a bell on their cat's collar will stop them from stalking prey, but don't be fooled. Cats can learn to move in ways that stops their bells from making a sound.
- Cats themselves are at risk. Your precious pets are in constant danger of being run over by cars, getting into fights with other cats and being hurt by larger animals or uncaring people who don't like cats. An injured cat may hide for days and never find its way back home.
- Cats are happy inside. Unlike dogs, domestic cats are bred to be indoor pets. There is no reason why they should go outside **if** they are provided with interesting toys **and** given play time by their owners. Some people even go to the trouble of building 'cat runs' from chicken wire in their backyards. Responsible pet owners should be responsible for the happiness of their animals and cats are no exception to this.

Conclusion – restates the writer's position

It is time we as a community considered the dangers of letting cats roam outside. Please think twice before you let your cat outside again.

- a variety of controlling and emotive words; e.g. **should, murder**
- paragraphs used to state and elaborate on each point
- a variety of conjunctions; e.g. **if, and**

Teacher information

- Expositions argue for a particular position and attempt to persuade an audience to share this view. This particular exposition is in the form of an advertising flyer.
- Members of the class could take turns to read this text aloud, or the students could read it independently.
- Identify the structural and language features indicated above before the students complete the analysis on page 64.
- Teachers should hold a class discussion about some appropriate community issues the students could write their expositions about. Pamphlets, leaflets or other advertising material produced by community groups, may provide further information or ideas for the students.
- Model the planning and writing of an exposition using the framework on page 65. The students can then follow this example to plan and write their expositions about community issues.
- Read local newspapers to find current community issues. Students could write a letter to the editor of the newspaper expressing their views. (Publishing/Purpose)
- Use exposition topics as the basis for debates on issues covered in social science lessons. Teachers could introduce debating speeches as spoken expositions. (Audience/Purpose/Context)

Answers

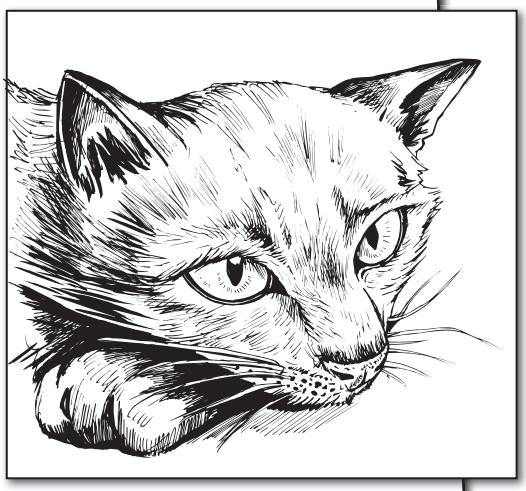
Page 64

1. Keeping cats indoors
2. Answers might include: community member, cat owners, local area, pets, indoors
3. (a) (i) Cats can kill native wildlife and could make some species extinct. Putting a bell on a cat's collar does not help.
   (ii) Cats who go outside are at risk of being hurt. Injured cats may not find their way home.
   (iii) Cats are happy inside as long as they have toys and play time with their owners. Cat owners should be responsible for the happiness of their pets.
   (b) Teacher check
4. Teacher check

SAMPLE - NOT FOR SALE

ISBN 978-1-925201-91-8

Keeping cats indoors



Dear community member

I would like all cat owners in the local area to please consider keeping their pets indoors. There are many reasons why you should do this.

- Our native wildlife is at risk. Cats are skilful hunters designed to sneak up and expertly kill small prey like birds and lizards. Just one cat could murder many animals in one day. Some of the animal species in our area are endangered and cats could make them extinct. We must stop this. Many people think that putting a bell on their cat's collar will stop them from stalking prey, but don't be fooled. Cats can learn to move in ways that stops their bells from making a sound.

- Cats themselves are at risk. Your precious pets are in constant danger of being run over by cars, getting into fights with other cats and being hurt by larger animals or uncaring people who don't like cats. An injured cat may hide for days and never find its way back home.

- Cats are happy inside. Unlike dogs, domestic cats are bred to be indoor pets. There is no reason why they should go outside if they are provided with interesting toys and given play time by their owners. Some people even go to the trouble of building 'cat runs' from chicken wire in their backyards. Responsible pet owners should be responsible for the happiness of their animals and cats are no exception to this.

It is time we as a community considered the dangers of letting cats roam outside. Please think twice before you let your cat outside again.

SAMPLE - NOT FOR SALE

ISBN 978-1-925201-91-8

Examining exposition 1

Use the exposition on page 63 to complete the page.

1. Title

Write the title.

2. Introduction

List four keywords or phrases from the introduction.

_____ _____

_____ _____

3. Arguments

(a) Write a summary of each argument in this section of the exposition.

(i)	(ii)	(iii)

(b) Write the number of the paragraph you think contains the weakest argument. _____

Explain your choice.

_____

_____

_____

4. Conclusion

Add a final sentence to the conclusion that you think states the writer's point of view very strongly.

_____

_____

SAMPLE - NOT FOR SALE

ISBN 978-1-925201-91-8

Exposition plan 1

1. Plan an exposition about a change you would like to see in your community.

Title

Introduction

State the problem and your point of view.

Arguments

List each argument you will use, starting with the strongest one.

Conclusion

End by restating your point of view.

2. Write your exposition.

3. Edit your work.

SAMPLE - NOT FOR SALE

ISBN 978-1-925201-91-8