

Introduction to Narrative Writing

Narrative Writing

Narrative writing can be broadly defined as story writing that includes a main character that encounters a problem or engages in an interesting, significant, or entertaining activity or experience. What happens to this main character is called the plot. The plot has a beginning, middle, and end sequence that includes a resolution. As writers develop, the plot will progress into a series of highly related and connected events that include rising action and a climax. The main purpose of narrative writing is to entertain an audience; however, a secondary purpose is the construction of a narrative piece. For example, historical fiction is intended to entertain, but it often informs the reader about historical events, figures, or settings.

There are many variations or genres under the umbrella of narrative writing. For example, folk tales, fairy tales, fables, tall tales, realistic fiction, fantasy, historical fiction, science fiction, adventure, and myths and legends that feature unique characteristics and patterns are all examples of narrative writing. As a result, they can all be grouped under the broader, narrative category, which is helpful to share when preparing and empowering young readers and authors.

Narrative writing can also take several forms, including, but not limited to, a play script, an illustrated short story, a storyboard, and a comic. The written text should be supported by presentational features common to narrative writing such as illustrations, different styles of font, and special type (e.g., bold and italics) for effect and speech and/or thought bubbles in the case of graphic novels or comics.

Student Samples – Level 1


Students working within Level 1 are expected to meet criteria in some writing usually with support.

Level 1c

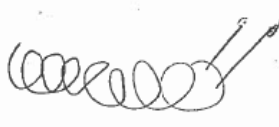
LiTTLe cloud

Opening:


one BriT BiTFLO DAY LiTTLe cloud Was in
The sci BuT he gROP in The goon



FirST he TernD
in To a BiTFL
BOTer Fly.



a LiTTLe wiLD Liter
he Tern in To
a WOGLy keLPiter



Finally he TernD
in a BAD Bee

Closing:

now iT STOrT TO rain TO FiD The

LiTTLe cloud

one BriT BiTFLO DAY LiTTLe Cloud was in
The sci BuT he gROP in The goon

FirST he TernD
in To a BiTFL
BOTer Fly.

a LiTTLe wiLD Liter
he Tern in To
a WOGLy keLPiter

Finally he TernD
in a BAD Bee

Now iT STOrT TO rain TO FiD The
Plent

Interpretation:

Little Cloud

One bright beautiful day little cloud was in
the sky but he drop in the ground

First he turned
into a beautiful
butterfly.

A little while later
he turn into
a wiggly caterpillar

Finally he turned
in a bad bee

Now it start to rain to feed the
plant

Assessment Commentary:

AF1: Ideas & Voice – Write imaginative, interesting, and thoughtful texts
<ul style="list-style-type: none">• The elements of the story (character, setting, problem, events, and solution) are generally related. The author attempts to add some detail through descriptive words and time order phrases.• The author attempts to show his/her unique voice through detailed and distinctive pictures and word choices (e.g., “bright, beautiful day” and “a little while later”).
AF2: Organisation – Produce texts which are appropriate to task, reader, and purpose
<ul style="list-style-type: none">• The piece of writing does not seem to be directed to a specific audience and the author’s voice is similar to what one would expect if the author was writing within another text type. For instance, some of the sentences are similar to what would be written in a recount text.• The title connects directly with the content and is modelled straight from a mentor text.
AF3: Organisation – Organise and present whole texts effectively, sequencing and structuring information, ideas and events
<ul style="list-style-type: none">• The piece has a short opening that states the character, setting, and problem.• The basic events are in logical order; however, the closing is disconnected and unrelated to the opening and the events.• The closing is a short sentence; however, it could also be interpreted as an additional event rather than a closing.
AF4: Organisation – Construct paragraphs and use cohesion within and between paragraphs
<ul style="list-style-type: none">• The author uses simple linking words (e.g., first, finally, and now) and a linking phrase (e.g., a little while later...).• The author uses return sweep.
AF5: Sentence Fluency – Vary sentences for clarity, purpose, and effect
<ul style="list-style-type: none">• The author writes his/her thoughts in full sentences.• The author’s tense is inconsistent. Past tense is sometimes used in the text, but present tense verbs are used also.• One connective (e.g., but) is used in the text.
AF6: Conventions – Write with technical accuracy of syntax and punctuation in phrases, clauses, and sentences
<ul style="list-style-type: none">• The author shows little awareness of full stops and places only one full stop throughout the entire text.• The author shows little awareness of capital letters to begin sentences. Capital letters are also inappropriately placed within sentences.
AF7: Word Choice – Select appropriate and effective vocabulary
<ul style="list-style-type: none">• The author includes a variety of adjectives, such as “bright,” “beautiful,” “little,” and “bad.”• The author uses a few action verbs, such as “turned,” “dropped,” and “feed.”• The author attempts to use some adventurous words, such as “wiggly.”
AF8: Conventions – Use correct spelling
<ul style="list-style-type: none">• Most high frequency words are spelled correctly (e.g., “one,” “little,” “in,” “the,” “now,” and “first”) and some phonetically plausible attempts are made for unknown words (e.g., “ternd” = turn, “sci” = sky). The words “kelpiter” for caterpillar demonstrate the need for additional instruction in segmenting sounds in words in order to make phonetically plausible attempts.• The author may have referred to classroom resources, such as a word wall.
AF9: Presentation - Handwriting and presentation

- This author would benefit from additional instruction in handwriting, as some letters are being formed incorrectly, such as “e,” and the author relies heavily on capital letters throughout the text, which indicates that he/she is not familiar enough with lowercase letters.
- The author uses developmentally appropriate presentational features, including illustrations throughout the text.

Where to Next? Identifying Targets for this Student:

- AF 6 – The author should work towards including full stops at the end of sentences. This will become particularly important when the graphic organiser scaffold is removed. The author also requires a deeper understanding of capital letters and their appropriate usage.
- AF 2 – The author used the exact title from the mentor text, *Little Cloud*, by Eric Carle. Further instruction in developing a unique title would help this author reach higher achievement levels. The author could be exposed to new ideas through shared writing experiences and class discussions.

The fish asked
One day, Swimee was finding
food. He saw food hanging
on top of the sea. Swimee swam
as fast as he can. Suddenly
he got caught because he had sharp
teeth so he bit through the net, and
he was free and the fish swam
happily!

The fish escaped

One day, Swimee was finding
food. He saw food hanging
on top of the sea. Swimee swam
as fast as he can. Suddenly
he got caught because he had sharp
teeth so he bit through the net and
he was free and the fish swam
happily!

Interpretation:

The Fish Escaped

One day Swimee was finding
food. He saw food hanging
on top of the sea. Swimee swam
as fast as he can. Suddenly
he got caught. Lucky he had sharp
teeth so he bit through the net and
he was free and the fish swam
happily!

Assessment Commentary:

AF1: Ideas & Voice – Write imaginative, interesting, and thoughtful texts
<ul style="list-style-type: none">• The elements of the story (character, setting, problem, events, and solution) are related. While the character and setting are not well developed, the problem, events, and solution are distinct and highly logical. The author attempts to add some detail through descriptive words.• The author’s writing is beginning to sound unique, which is made evident through the author’s word choice. The use of words such as “luckily” and “happily,” as well as phrases like “as fast as he can,” show some uniqueness of voice; however, the author was not given the opportunity to showcase his/her unique writing voice through illustrations and pictures.
AF2: Organisation – Produce texts which are appropriate to task, reader, and purpose
<ul style="list-style-type: none">• The author is beginning to demonstrate an understanding of writing to a particular audience and for a particular purpose. The text is lively, amusing, and is beginning to entertain the reader, which are all appropriate aspects of the text-type and genre.• The title directly connects to the content of the text and reveals a major event of the plotline.
AF3: Organisation – Organise and present whole texts effectively, sequencing and structuring information, ideas and events
<ul style="list-style-type: none">• The piece has a short opening statement that reveals basic information of the character and setting. The author relies on the common opening phrase, “One day.”• The author is beginning to develop a plot which includes events in a logical order. The events are connected and related. The problem is solved in the end.• The short closing is merged with the final event of the story and is predictable.
AF4: Organisation – Construct paragraphs and use cohesion within and between paragraphs
<ul style="list-style-type: none">• The author attempts to use increasingly interesting linking words, such as “suddenly” and “luckily,” but the application of linking words is limited. Additional linking words would add coherence and show the passage of time more effectively.• The author effectively uses return sweep to organise his/her sentences.
AF5: Sentence Fluency – Vary sentences for clarity, purpose, and effect
<ul style="list-style-type: none">• The author writes his/her thoughts in short, full sentences; however, the majority of sentences begin in a similar way, either with “Swimee” or “he.”• The author shows some awareness of simple past tense and accurately changes into past continuous tense, but there are some inconsistencies with the usage of irregular past tense and with the author’s ability to remain in the past tense (evident in phrases like, “Swimee <u>swimed</u> as fast as he <u>can</u>...”).• The author uses two connectives to create a compound sentence, including “so” and “and,” but overuses connectives to create a run-on sentence at the end of the text.
AF6: Conventions – Write with technical accuracy of syntax and punctuation in phrases, clauses, and sentences
<ul style="list-style-type: none">• The author has an inconsistent understanding of full stops. He/she places one after the opening phrase (e.g., “One day”) and omits a full stop at the end one sentence. The author uses an exclamation mark to conclude the text.• The author generally uses capital letters appropriately, including at the beginning of sentences (when marked with a full stop) and for the character’s name. Some teacher judgment is needed to determine inconsistencies in letter size or if the letters were being used as capital letters, especially with the letter ‘s.’

AF7: Word Choice – Select appropriate and effective vocabulary

- The author includes a limited range of adjectives, only describing the fish teeth (e.g., sharp teeth). The author should work towards including more descriptive language.
- Although not always written in the appropriate tense, the author uses some action verbs (e.g., “finding,” “hanging,” “swim,” and “bit”) and is beginning to experiment with adverbs (e.g., “happily,” “luckily,” and “suddenly”).
- The author generally uses simple vocabulary and attempts to make the writing more entertaining with the phrase “as fast as he can.”

AF8: Conventions – Use correct spelling

- Most high frequency words are spelled correctly (e.g., “one,” “day,” “he,” “on,” “the,” “can,” “got,” and “and”) and some phonetically plausible attempts are made for unknown words (e.g., “haple” = ‘happily’). Additional phonics instruction with vowel sounds is necessary, as the author often misuses ‘o’ for ‘a’.
- He/she may have referred to classroom resources, such as a word wall, as particularly evidenced by the word “suddenly.”

AF9: Presentation - Handwriting and presentation

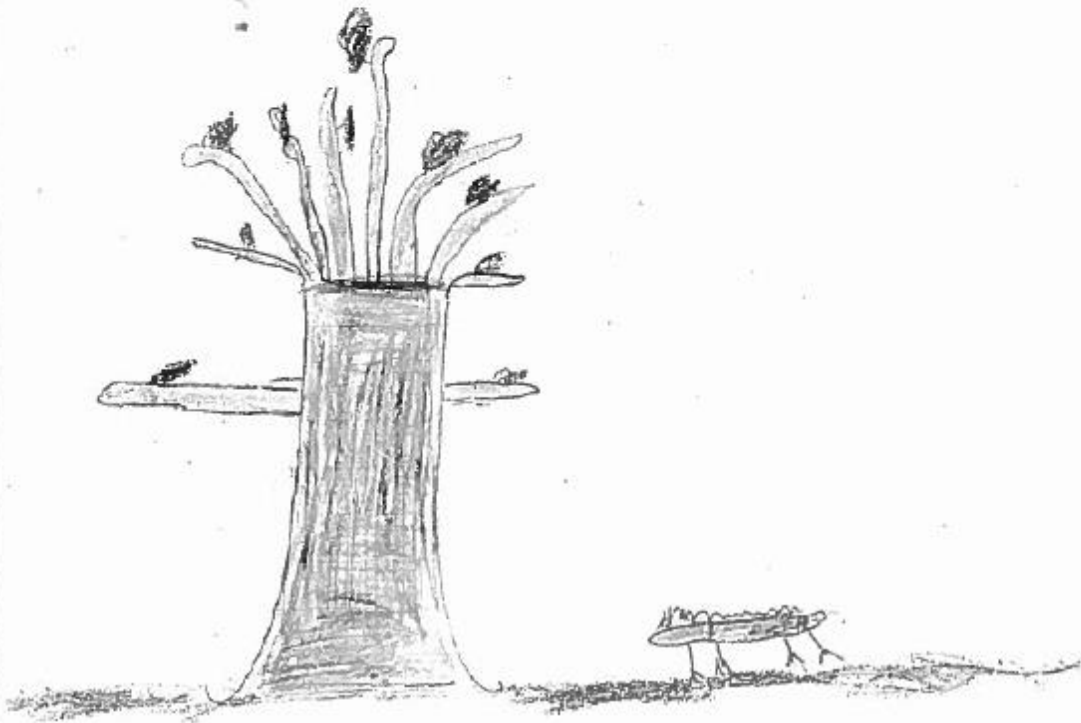
- The author effectively places letters on the lines, including letters that fall below the lines; however, the letters are not of uniform size. He/she needs improvement in word spacing as it will allow the text to be read with greater ease.
- The author does not utilize common presentation features appropriate for narrative writing. This could be due to the writing materials provided to the author.

Where to Next? Identifying Targets for this Student:

- AF 9 – The author should work towards using more consistent spacing between his/her words, so the writing is easier to read and flow is not interrupted. The teacher can demonstrate the spaghetti and meatball analogy and further provide the author with a tactile spacer as a temporary scaffold (see Teaching Possibilities in the Guidance on Effective Writing Instruction).
- AF 7 – The author has included a very limited number of adjectives in this piece. The author’s achievement level will improve with the addition of more descriptive words and an expanded vocabulary.

The Ugie Egonu

Can you teach me how to climb said
the Ugie Egonu. George could not climb a tree.
First George could not climb a tree.
Next George tried and tried. Then George
can climb to the top top top.
Finally George can climb a tree.
George the Egonu felt happy because
he can climb a tree.



Assessment Commentary:

AF1: Ideas & Voice – Write imaginative, interesting, and thoughtful texts
<ul style="list-style-type: none">• The elements of the story (character, setting, problem, events, and solution) are related with limited elaboration. While the simple problem and solution are clear and distinct, the events repeat the problem and solution and provide few additional details as to how the problem was solved.• The author is beginning to express individuality through the included illustration and some interesting word choices, including “tip tip top.”
AF2: Organisation – Produce texts which are appropriate to task, reader, and purpose
<ul style="list-style-type: none">• This piece of writing does not seem to be directed to a specific audience and the author’s voice is similar to what one would expect if the author was writing within another text type.• The author gives the text a simple title, but the title is unrelated to the ideas of the story.
AF3: Organisation – Organise and present whole texts effectively, sequencing and structuring information, ideas and events
<ul style="list-style-type: none">• The author includes an opening that attempts to use the simple hooking strategy of character’s dialogue (e.g., “can you teach me how to Climb Said the ugle egona”).• The events are connected, but are incomplete and leave the reader wondering how the character learned to climb the tree. The reader is left confused by the repetitiveness of ideas and the multiple references to the same character (e.g., “ugly iguana,” and “George”).• The author includes a short sentence for the closing that is predictable and abrupt.
AF4: Organisation – Construct paragraphs and use cohesion within and between paragraphs
<ul style="list-style-type: none">• The author uses simple, generic linking words (e.g., “first,” “next,” “then,” and “finally”) to attempt to sequence events.• The author effectively uses return sweep to organise his/her sentences and is beginning to group ideas into an opening, a sequence of events, and a closing. The author has separated each event into its own group; however, this is an awkward text structure, as each event is only one sentence, and would be more appropriate if the author included the events.
AF5: Sentence Fluency – Vary sentences for clarity, purpose, and effect
<ul style="list-style-type: none">• The author writes his/her thoughts in full sentences but relies on starting with the linking word, followed by “George.”• Most of the text is written in the simple past tense but there are a few instances in which the author uses “can” instead of “could.” The author also demonstrates the ability to switch into the appropriate tense in character dialogue, as used in the hook.• “Because” is used as a connective to create a compound sentence in the closing.
AF6: Conventions – Write with technical accuracy of syntax and punctuation in phrases, clauses, and sentences
<ul style="list-style-type: none">• The author correctly uses full stops at the end of each sentence but omits the question mark required in the opening character dialogue.• The author consistently begins sentences with capital letters and uses a capital for proper nouns (e.g., “George”).
AF7: Word Choice – Select appropriate and effective vocabulary
<ul style="list-style-type: none">• The author is beginning to include a few simple adjectives in his/her writing (e.g., “ugly” and “happy”). More emphasis on including describing words will help the student achieve more.• The author uses some action verbs (e.g., “teach,” “climb,” “tried,” and “felt”).• The author relies on simple vocabulary and high frequency words.

AF8: Conventions – Use correct spelling

- Most high frequency words are spelled correctly and phonetically plausible attempts are made for unknown words. The text is understandable and readable.
- The author may have referred to classroom resources, such as a word wall.

AF9: Presentation - Handwriting and presentation

- The author was not required to write on lines as specified in the Ministry's handwriting policy. Word spacing is appropriate throughout the text. Further instruction on descenders/letters that go below the baseline, particularly 'g,' will be helpful for the author.
- The author includes a simple illustration.

Where to Next? Identifying Targets for this Student:


- AF 1 – The author needs to expand his/her ideas to include more events instead of simple repetition. The author also needs to incorporate additional details for each of those distinct and independent, yet related, events. This will help to keep the reader interested. The ability to develop ideas is critical to the author's success as a writer.
- AF 5 – The author should be encouraged to create compound sentences with connectives like "and," "but," and "so." Experimenting with starting his/her sentences in a few different ways will help the author improve and include more detail and elaboration in his/her writing.

Student Samples – Level 2

Level 2c

The Lucky Escape!

Many years ago a fat
mother turtle laid
hundreds of eggs
in the sand. One
nice, cute baby
turtle hatched. Suddenly a mean
big bird flew by. A man
saw the big mean bird.
The man chased the mean
bird away. The baby turtle
was relieved. It grew into a mommy
turtle.



Assessment Commentary:

AF1: Ideas & Voice – Write imaginative, interesting, and thoughtful texts
<ul style="list-style-type: none">• The elements of the story (characters, setting, problem, events, and solution) are related and the author is beginning to provide some elaboration and detail. While the characters and setting are not well developed, the problem, events, and solution are distinct and highly logical.• The author expresses individuality and a writer’s voice through the included detailed picture, but should also begin to include interesting word choices and varying punctuation marks.
AF2: Organisation – Produce texts which are appropriate to task, reader, and purpose
<ul style="list-style-type: none">• The author is beginning to demonstrate an understanding of writing to a particular audience and for a particular purpose. The text is beginning to entertain the reader.• The author’s title catches the reader’s attention by creating a sense of suspense and is related to the content of the text.
AF3: Organisation – Organise and present whole texts effectively, sequencing and structuring information, ideas and events
<ul style="list-style-type: none">• The author includes an opening for the narrative by introducing the main character and setting the scene, which is appropriate for the text-type. Greater detail and more information about the character and setting would improve this text.• The author is beginning to develop a plot which includes simple events in a logical order. The events are connected and related and the problem is solved in the end.• While the author includes a simple closing, the ending of the text is abrupt and the author could expand the sentence to leave the reader with a sense of closure (e.g., “It grew into a mommy turtle but always remembered that kind man who chased the mean bird away”).
AF4: Organisation – Construct paragraphs and use cohesion within and between paragraphs
<ul style="list-style-type: none">• The author attempts to use increasingly interesting linking words, such as “many years ago,” “one night,” and “suddenly;” however, the application of linking words is limited throughout the entire text. Additional linking words and phrases would add coherence and show the passing of time more effectively.• The author effectively uses return sweep to organise his/her sentences but needs to work towards grouping his/her ideas into a beginning, a middle, and an end.
AF5: Sentence Fluency – Vary sentences for clarity, purpose, and effect
<ul style="list-style-type: none">• The author writes his/her thoughts in short, full sentences, and though she/he mostly relies on starting sentences with a noun, she/he begins sentences in a few different ways.• The majority of the text is written in simple past tense and the student demonstrates an understanding of regular and irregular past tense verbs with only a few exceptions.• The author has not included connectives to join two independent clauses to form a compound sentence.
AF6: Conventions – Write with technical accuracy of syntax and punctuation in phrases, clauses, and sentences
<ul style="list-style-type: none">• The author correctly uses full stops at the end of each sentence and experiments (though inappropriately) with using an exclamation mark in the title.• The author consistently begins all sentences with capital letters and correctly uses capital letters in the title. The characters are not named; therefore, the use of capital letters for proper nouns cannot be assessed.• The author has not demonstrated an understanding of commas as no opportunities for using commas in a list are present. Using multiple adjectives in a list to describe the character or setting could be introduced to the author (e.g., “Many years ago, a fat, brown, Logger Head mother turtle laid hundreds of eggs in the soft, white sand”).

AF7: Word Choice – Select appropriate and effective vocabulary
<ul style="list-style-type: none"> • The author uses some basic adjectives to add detail to his/her writing (e.g., “fat,” “cute,” “mean,” “and big”). • The author uses a variety of action verbs (e.g., “laid,” “hatched,” “flew,” “saw,” “chased,” and “relived”). • The author is beginning to use some adventurous word choices, particularly involving verbs.
AF8: Conventions – Use correct spelling
<ul style="list-style-type: none"> • Most high frequency words are spelled correctly and phonetically plausible attempts are made for unknown words. A review of some vowel patterns (e.g., “ea” in ‘year’ and “igh” in ‘night’) will help this author’s spelling improve. • The author may have referred to classroom resources, such as a word wall.
AF9: Presentation - Handwriting and presentation
<ul style="list-style-type: none"> • The author effectively places letters on the lines, including letters that fall below the lines, and he/she accurately sizes upper and lower case letters. Word spacing is accurate and consistently applied throughout the text. • The author includes a simple illustration that depicts one of the main events.

Where to Next? Identifying Targets for this Student:

- AF 5 – The author should be encouraged to create compound sentences with connectives such as “and,” “but,” and “so.” Experimenting with starting sentences in a few different ways will help this student improve and include more detail and elaboration in his/her writing.
- AF 4 – Grouping ideas into an opening, a middle, and a closing will allow the author to progress through Level 2 criteria. Structuring the text in this manner is likely help the author include more details in each section and is highly applicable across all text-types.



One Little Blue Drop

One worm, sunny and bright day a little girl named Gob was going to brush her teeth in the bathroom and she called her mom and told her that they had ran out of water.

First she tried to make magic so that the water would come back. Sudently a little drop came out of the fosef and the wind blue it away.

Lastly the drop fell on a red KIA and condensation happened and it rained.

Now there was enough water for the girl to brush her teeth and the drop learned that she should not head for anything, always head for the clouds.

Assessment Commentary:

AF1: Ideas & Voice – Write imaginative, interesting, and thoughtful texts
<ul style="list-style-type: none">• The elements of the story (e.g., character, setting, problem, events, and solution) are related and the author is beginning to provide some elaboration and detail. While the characters and setting are not well developed, the problem, events, and solution are imaginative and well-suited for the narrative text-type.• The author’s writing is beginning to show uniqueness through creative ideas; however, he/she has yet to develop his/her personal writing voice. The author will progress in this trait with the use of interesting conventions, word choice, and sentence fluency.
AF2: Organisation – Produce texts which are appropriate to task, reader, and purpose
<ul style="list-style-type: none">• The author is beginning to demonstrate an understanding of writing to a particular audience and for a particular purpose. The text is imaginative, amusing, and is beginning to entertain the reader. These features are appropriate to the text-type and genre.• The author’s title catches the reader’s attention and sparks curiosity in the reader.
AF3: Organisation – Organise and present whole texts effectively, sequencing and structuring information, ideas and events
<ul style="list-style-type: none">• The author includes an opening for the narrative by introducing the main character and the problem, which is appropriate for the text-type. For greater effect, the author could include a simple hooking strategy to more effectively capture the reader’s attention. This would also add greater detail. The author should also be encouraged to abandon the overused phrase, “One day.”• The events of the narrative are connected and are in logical order but the reader needs to infer the resolution to the problem (e.g., the rain made enough water for the character to brush her teeth).• The author includes a closing with details of the lesson learned; however, the lesson does not relate to the original problem stated in the opening of the text. The lesson learned in the closing relates to the blue drop, while the problem in the opening relates to the character Gab.
AF4: Organisation – Construct paragraphs and use cohesion within and between paragraphs
<ul style="list-style-type: none">• The author uses some generic linking words and is beginning to use a few more complex linking words (e.g., “one day,” “first,” “suddenly,” “lastly,” and “now”) to transition to the next event. The linking words used do not yet effectively depict the passage of time.• The author effectively groups his/her ideas into a beginning (opening), a middle (events), and an end (closing).
AF5: Sentence Fluency – Vary sentences for clarity, purpose, and effect
<ul style="list-style-type: none">• The author consistently writes his/her thoughts in full sentences which begin in a few different ways. The author’s sentences are generally similarly structured (with the exception of the closing) and further instruction in varying sentence length and complexity will help this author continue to improve.• The text is written in simple past tense and the student demonstrates an understanding of regular and irregular past tense verbs.• The author writes a few compound sentences by using “and” and “so” to connect two independent clauses. At times, the author overuses connectives and creates run-on sentences.
AF6: Conventions – Write with technical accuracy of syntax and punctuation in phrases, clauses, and sentences
<ul style="list-style-type: none">• The author correctly uses full stops at the end of sentences but has not yet used exclamation marks or question marks.• The author consistently begins all sentences with capital letters and correctly uses capital letters for proper nouns and in the title.• The author uses a comma in a short list of adjectives and shows a limited awareness of using commas to mark

clauses (e.g., the comma used in the closing).

AF7: Word Choice – Select appropriate and effective vocabulary

- The author uses a variety of simple, basic adjectives (e.g., “warm,” “bright,” “little,” and “red”); however, the author has yet to experiment with more interesting descriptive words. Adding more adjectives will help this student improve.
- The author includes a variety of basic action verbs (e.g., “brush,” “called,” “told,” “tried,” “came,” “blew,” “fell,” and “learned”).
- The author relies on simple vocabulary to express ideas and adventurous word choices are limited in the text.

AF8: Conventions – Use correct spelling

- Overall, spelling is generally accurate throughout the text, with limited exceptions.
- He/she may have referred to classroom resources, such as a word wall.

AF9: Presentation - Handwriting and presentation

- The author writes on the lines correctly and letters are formed, oriented, and sized correctly. Words are spaced accurately.
- The author includes a simple illustration that depicts the character.

Where to Next? Identifying Targets for this Student:

- AF 7 – The addition of more adjectives and stronger word choices will help this author’s writing improve. Additional adjectives will also help to add a sense of voice and individuality to the text.
- AF 6 – Encouraging the student to include a wider variety of punctuation marks at the end of sentences will add voice to the text and help him/her progress through Level 2 criteria.

The Cursed Princess

Ella the princess wondered if she was cursed and if she would have a terrible year. Ella was in her bedroom at the castle and felt a curse over her.

Every night Ella couldn't sleep so she woke up feeling sleepy and then she couldn't do her chores every day because she was too tired to work.

One day, Ella went to the bathroom and suddenly Ella slipped on a bar of soap and got a small cut on her knee. Next, Ella was making rice, mash potato, and chicken for dinner. She burned her finger on the stove! Then she asked her mum to cook dinner for her. That evening she made a potion out of flowers, joy and love so she wouldn't be cursed any more. She put it over her self and she wasn't cursed any more.

When Ella wasn't cursed any more she felt happy because she finally could do anything she like without being cursed.



Assessment Commentary:

AF1: Ideas & Voice – Write imaginative, interesting, and thoughtful texts
<ul style="list-style-type: none">• The elements of the story (characters, setting, problem, events, and solution) are related and the author provides some elaboration and detail. More detail (e.g., the curse) is necessary to clearly connect the ideas in the text to the problem without the reader having to infer.• The author is beginning to develop his/her personal voice and his/her writing is beginning to sound unique through the use of some interesting conventions (e.g., “She burned her finger on the stove!”) and some interesting and topic appropriate word choices (e.g., “potion out of flower, joy and love”).
AF2: Organisation – Produce texts which are appropriate to task, reader, and purpose
<ul style="list-style-type: none">• The author is beginning to demonstrate an understanding of writing to a particular audience and for a particular purpose. The text is lively, amusing, and is beginning to entertain the reader, as appropriate for the text-type and genre.• The author’s title catches the reader’s attention but is directly related to the problem of the text.
AF3: Organisation – Organise and present whole texts effectively, sequencing and structuring information, ideas and events
<ul style="list-style-type: none">• The author includes an opening for the narrative by introducing the main character and the problem, which is appropriate for the text-type. For greater effect, the author could include a simple hooking strategy to more effectively capture the reader’s attention and add greater detail.• Most of the events are connected, but require inferring from the reader to understand their connection to the result of the curse.• The author includes a short, one-sentence closing after the resolution and attempts to provide additional detail.
AF4: Organisation – Construct paragraphs and use cohesion within and between paragraphs
<ul style="list-style-type: none">• The author uses a combination of simple, generic linking words (e.g., “next” and “then”) and longer linking phrases (e.g., “every night, “one day,” and “that evening”) to signal the passage of time and to organise the events effectively.• The author effectively groups his/her ideas into a beginning (opening), a middle (events), and an end (closing), and is experimenting with breaking sections into paragraphs.
AF5: Sentence Fluency – Vary sentences for clarity, purpose, and effect
<ul style="list-style-type: none">• The author writes his/her thoughts in full sentences and usually begins sentences in a few different ways, although he/she relies on starting sentences with a noun or pronoun after a linking word or phrase.• The text is written in simple past tense and the student demonstrates understanding of regular and irregular past tense verbs.• The author uses several connectives to compose longer, compound sentences, including “so,” “because,” and “and;” however, in several instances, the author uses too many connectives in one sentence, causing run-on sentences.
AF6: Conventions – Write with technical accuracy of syntax and punctuation in phrases, clauses, and sentences
<ul style="list-style-type: none">• The author correctly uses full stops or an exclamation mark at the end of each sentence.• The author consistently begins all sentences with capital letters and correctly uses capital letters for proper nouns and the title.• The author correctly uses commas in lists and is beginning to use commas to mark simple clauses.
AF7: Word Choice – Select appropriate and effective vocabulary

- The author uses some basic adjectives throughout the text (e.g., “terrible,” “tired,” “sleepy,” “small,” and “happy”).
- The author uses a variety of descriptive verbs (e.g., “wondered,” “felt,” “woke up,” “slipped,” and “burned”).
- The author is beginning to use some adventurous word choices, particularly involving verbs.

AF8: Conventions – Use correct spelling

- Spelling is generally accurate throughout the text. There are limited errors.
- The author may have referred to classroom resources, such as a word wall.

AF9: Presentation - Handwriting and presentation

- Although not visible, the author effectively places letters on the lines, including letters that fall below the lines, and accurately sizes upper and lower case letters. Word spacing is accurate and consistently applied throughout the text.
- The author includes a simple illustration that depicts one of the main events.

Where to Next? Identifying Targets for this Student:

- AF 5 – The author should be encouraged to read the text aloud (sentence fluency is the auditory trait) in order to notice the repetitive phrases used, especially towards the end of the text. This will also lead the student to notice the run-on sentences used several times in the text. Through a student-teacher writing conference, the teacher can provide additional guidance on the appropriate use of connectives (e.g., authors usually use one or maybe two connectives in a sentence) and assist the student in revising a portion of the text.
- AF 3 – Although the student includes an opening in his/her text, it is short and repeats ideas in the two sentences used. For greater effect, the author could include a simple hooking strategy to more effectively capture the reader’s attention and add greater detail. Hooking strategies like character dialogue, using a noisy word, or a list of adjectives should be introduced to the student through modeled, shared, or guided writing sessions.

Student Samples – Level 3

Level 3c

The Lost Easter

Bok! Bok! Bok! "My chickens have gone on strike and have run away" said Bella. Bella was at the Easter Bunny factory on the planet Easter land.

One day, Bella the Easter bunny woke up. She got dressed for work and got her working tools. Bella delivered Easter eggs. That is her job. Later that morning Bella went to look if her eggs and her chickens were alright. Bella realised that her Easter chickens and eggs were lost and she did not know what to do. Bella need her chicken and eggs to deliver nicely decorated eggs to the Easter loving children around the world. Bella looked and looked but she did not know where they were. Later that day Bella went to earth and found her chickens laying eggs on a farm. She was so happy. Now she could deliver her Easter eggs.

Bella decided that any time her chickens go loose the first place she will check is the planet earth.



Assessment Commentary:

AF1: Ideas & Voice – Write imaginative, interesting, and thoughtful texts
<ul style="list-style-type: none">• The elements of the story (characters, setting, problem, events, and solution) are related and the author provides elaboration and detail, including interjecting detail within the events. The setting is clearly stated, the reader is given information about the character and her motives and the problem, and events and the solution are connected and related.• The author’s writing is beginning to show uniqueness through creative ideas; however, he/she inconsistently uses his/her own personal writing voice. Voice is evident in the opening through interesting sentence fluency and conventions, but is not applied throughout the entire text.
AF2: Organisation – Produce texts which are appropriate to task, reader, and purpose
<ul style="list-style-type: none">• The author demonstrates an understanding of writing to a particular audience and for a particular purpose. The text is lively and amusing and is beginning to entertain the reader, all features that are appropriate to the text-type and genre. Emotion is developed within the content of the text (e.g., Bella’s need to find the chickens so the children aren’t disappointed).• The title attempts to catch the reader’s attention; however, it does not accurately portray the meaning of the story (e.g., Easter was not lost, it was in fact saved).
AF3: Organisation – Organise and present whole texts effectively, sequencing and structuring information, ideas and events
<ul style="list-style-type: none">• The author creates a captivating opening by using two hooking strategies (e.g., noisy words and dialogue) to effectively gain the reader’s attention. He/she also introduces the character, setting, and problem.• The text includes a plot with a series of events that are in logical order and conclude with a simple resolution to the problem.• The closing follows the resolution and includes a lesson learned/decision and indicates growth in the character. Adding further detail to expand the closing will make it seem less abrupt, leave readers with a greater sense of closure, and help the student progress through Level 3 criteria.
AF4: Organisation – Construct paragraphs and use cohesion within and between paragraphs
<ul style="list-style-type: none">• The author uses a few more complex and original linking words and phrases, including “one day,” “later that morning,” “later that day,” and “now,” to transition through events. Additional use of appropriate linking words and phrases will help the author more effectively show the passage of time.• The author effectively groups his/her ideas into a beginning (opening), a middle (details), and an end (closing); however, the author should begin to separate the middle into more than one paragraph.
AF5: Sentence Fluency – Vary sentences for clarity, purpose, and effect
<ul style="list-style-type: none">• The author writes his/her thoughts in full sentences and is attempting to include diversity in sentence length by using some one-word and shorter sentences for effect. The author should be encouraged to start his/her sentences in different ways, and not always begin with a noun or pronoun.• The majority of the text is written in simple past tense and the student demonstrates understanding of regular and irregular past tense verbs. Some inconsistencies exist with the interjection of information about the characters within the events (e.g., “that is her job,” and in another instance - “Bella need her chickens”). The author changes tenses appropriately when using dialogue (e.g., “My chicken have gone on strike and have run away”) and in the closing when switching to the future tense.• In a few instances, the author writes compound sentences by using “and” and “but” to connect two independent clauses. Overall, the use of connectives is limited and the author needs further instruction on the topic of more complex connectives.
AF6: Conventions – Write with technical accuracy of syntax and punctuation in phrases, clauses, and sentences

- The author correctly uses full stops and exclamation marks at the end of each sentence and where appropriate. Question marks are not evident.
- The author consistently begins all sentences with capital letters and correctly uses capital letters for proper nouns, including characters' names, places, and holidays.
- The author is beginning to use commas to mark clauses (e.g., "One day"), but does not apply this skill consistently. There is no evidence of a list within this text.
- The author attempts to use quotation marks to show internal thoughts but does not include the related punctuation (e.g., the comma).

AF7: Word Choice – Select appropriate and effective vocabulary

- The author includes very limited basic adjectives in the text (e.g., "loving," "happy," "working tool," and "decorated eggs").
- The author includes a variety of action verbs (e.g., "run," "woke up," "dressed," "delivered," "look," "realised," "decided," and "check") and is working towards using adverbs (e.g., "nicely").
- Adventurous word choices are limited and the author typically relies on simple vocabulary. Also, the author often repeats key words, such as "delivered" and "look," and should be encouraged to use a wider vocabulary when writing.

AF8: Conventions – Use correct spelling

- Overall, spelling is generally accurate throughout the text.
- The author may have referred to classroom resources, such as a word wall.

AF9: Presentation - Handwriting and presentation

- The author includes a simple illustration that depicts one of the main events.

Where to Next? Identifying Targets for this Student:

- AF 4 – Presently, the author can organise his/her writing into a beginning, a middle, and an end. To progress through Level 3, the student should be introduced to paragraphing and when to change paragraphs, particularly for events (e.g., a long time has passed, a new character is talking, or the setting changes, etc.).
- AF 7 – The author shows a limited awareness of the trait of word choice and the selection of strong words and phrases, including adjectives, adverbs, and powerful and interesting vocabulary. Including this critical trait in the text would also add more voice and personality.

A Disturbing Creature

Khloe energetically jumped up, and shouted, "wake up" it's time to get ready to go to the beach! Her brother Jona lazily woke up, as her sister Kim didn't budge out of her bed.

Afterwards, Khloe woke Kim up, she declared, "why do we have to wake up so early?" Khloe announced, it is eleven o'clock." Kim came out of bed and dressed. In ten minutes they were off to the beach. When they arrived Jona saw a zebra. Guess what, instead of the zebra having black and white stripes, it had... purple and pink polka dots! As they unpacked the car Jona shouted, "look at the zebra it's it's it's different!"

Kim announced, "instead of snarkling, let's save the zebra". So everyone went along with it. In the meantime Khloe was shoving the things back in. Kim and Jona

walked to the zebra. But he ran so all 3 of them chased him and caught him. Thereafter, they inspected him and used the salt water to wash him off. They found out that someone painted him. After, they washed him off they brought him to the police station and they found out who painted him and they got charged with assault.

The kids brought the zebra back to the zoo and they got an award of two thousand dollars. They also got a free trip to the zoo.

Assessment Commentary:

AF1: Ideas & Voice – Write imaginative, interesting, and thoughtful texts
<ul style="list-style-type: none">• The elements of the story (characters, setting, problem, events, and solution) are related and the author provides elaboration and detail. The plot is organised in a logical order and the author attempts to include rising action.• The author’s unique voice is present throughout most of the text. Interesting use of conventions (e.g., ellipsis and dialogue) and word choice (e.g., repeating a word) hold the reader’s interest and showcase the author’s individuality.
AF2: Organisation – Produce texts which are appropriate to task, reader, and purpose
<ul style="list-style-type: none">• The author demonstrates an understanding of writing to a particular audience and for a particular purpose. The text is lively, amusing, and entertains the reader, which are appropriate to this text-type and genre. The author attempts to include some elements of suspense.• The author has attempted to use an interesting title to catch the reader’s attention; however, it does not relate to the content or to the meaning of the text.
AF3: Organisation – Organise and present whole texts effectively, sequencing and structuring information, ideas and events
<ul style="list-style-type: none">• The author creates a captivating opening by using a hooking strategy (e.g., dialogue) and effective word choice. Additional details about the characters and setting are included.• The text includes a plot with a series of events that are in logical order and conclude with a simple resolution to the problem. The plot attempts to create suspense and includes rising action and a climax. Additionally, the author tries to include more action in the story by having parallel events (e.g., Khloe is packing up the car while Kim and Jona walk to the zebra).• The author includes a closing; however, it is abrupt and is written as a final event rather than providing a sense of closure (e.g., a lesson learned, a hope/wish, etc.). For example, “After seeing the zebra so happy to be back in his home and his own fur, Khloe, Kim and Jona hoped that no one would ever treat an animal so cruelly ever again.”
AF4: Organisation – Construct paragraphs and use cohesion within and between paragraphs
<ul style="list-style-type: none">• The author uses a variety of more complex linking words and phrases, such as “afterwards,” “in 10 minutes,” “when they arrived,” “thereafter,” “after,” and “in the meantime,” to signal the passage of time and to transition into the next event. The transition words are not always used effectively or appropriately and by removing some of these, the events would be less fragmented and the text would flow more fluidly.• The author is beginning to use paragraphs appropriately and shows some understanding of when to change paragraphs (e.g., when a new character speaks); however, this is not applied consistently.
AF5: Sentence Fluency – Vary sentences for clarity, purpose, and effect
<ul style="list-style-type: none">• The author attempts to write a variety of sentences of different lengths and complexities.• The author consistently writes in the past tense, demonstrating an understanding of regular and irregular past tense verbs, and changes tense appropriately when using dialogue.• The author uses connectives like “and,” “as,” and “so;” however, at times, they are used inappropriately and create run-on sentences. The author begins some sentences with connectives (e.g., “but” and “so”) and should be encouraged to join two sentences with a connective to create a longer, compound sentence.
AF6: Conventions – Write with technical accuracy of syntax and punctuation in phrases, clauses, and sentences
<ul style="list-style-type: none">• The author correctly uses full stops or exclamation marks at the end of each sentence and where appropriate, but omits question marks in two instances.• The author consistently begins all sentences with capital letters and uses capital letters for proper nouns.

- The author is beginning to use commas to mark clauses (e.g., “Afterwards”) but does not apply this skill consistently. There is no evidence of a list within this text.
- The author attempts to use quotation marks to show character dialogue but does not include all related punctuation (e.g., the comma or capital letters). At times, the author misplaces the quotation marks or omits opening or closing quotation marks.

AF7: Word Choice – Select appropriate and effective vocabulary

- The author includes a very limited number of adjectives in the text.
- The author includes a variety of action verbs, including a wide variety of alternatives to “said,” and is working towards using adverbs (e.g., “energetically” and “lazily”).
- There is evidence that the author has thought about his/her word choices. For example, he/she uses “assault,” “announced,” “declared,” and “inspected.”

AF8: Conventions – Use correct spelling

- Overall, spelling is accurate throughout the text.
- The author may have referred to classroom resources, such as a word wall.

AF9: Presentation - Handwriting and presentation

- Other presentational features of the text type were not required for this writing task.

Where to Next? Identifying Targets for this Student:

- AF 5 – The author attempts to use connectives like “and,” “as,” and “so;” however, he/she often overuses them to create run-ons, or uses them to start sentences. Further instruction will help this student properly form compound and complex sentences and strengthen his/her writing.
- AF 3 – A longer, more developed closing will help the author progress into higher achievement levels. Instead of using a final event to close the text, the author should try a strategy such as a lesson learned, decision, memory, hope or wish. For example, “After seeing the zebra so happy to be back in his home and his own fur, Khloe, Kim and Jona hoped that no one would ever treat an animal so cruelly ever again.”

Finding a Friend

"Mom I need someone to play with," Jonathan whined sadly. Jonathan was a 9 year old boy that lived in Africa with his mom and dad. He liked animals, pizza and bananas. Jonathan was a kind, gentle and peaceful boy.

There was a zebra named Jack who also lived in Africa. Jack was lonely and sad because the herd of zebras left him behind. He missed having someone to play with on long, steamy and sunny days in the lush forest. "Will I ever find a friend?" Jack wondered.

One bright and steamy day as Jonathan was out for a walk, Jack saw Jonathan and chased him excitedly. Instead of finding a friend, Jonathan got scared and Jack slowly walked back into the forest. He was disappointed.

A long while later, Jonathan was bored so he went back to the forest. He saw Jack crying under a tree. Jonathan gently rubbed Jack's soft coat and made him feel better. "I am sorry for chasing you. I just wanted to play with you," Jack declared.

Now that they were friends, Jonathan took Jack home with him. Jonathan put Jack in his huge backyard filled with tall trees and fresh grass where he would be comfortable. "Thank you for being my friend and bringing me to this new home!" Jack happily told Jonathan.

Jonathan and Jack will never forget that special day when they became best friends.

Assessment Commentary:

AF1: Ideas & Voice – Write imaginative, interesting, and thoughtful texts
<ul style="list-style-type: none">• The elements of the story (characters, setting, problem, events, and solution) are related and the author provides elaboration and detail. The plot is organised logically and the author attempts to include rising action.• The author’s writing is beginning to show uniqueness through creative ideas and the use of character dialogue; however, he/she inconsistently uses his/her own personal writing voice throughout the entire text.
AF2: Organisation – Produce texts which are appropriate to task, reader, and purpose
<ul style="list-style-type: none">• The author demonstrates an understanding of writing to a particular audience and for a particular purpose. The text entertains the reader, which is appropriate for this text-type and genre. The author attempts to portray the characters’ emotions.• The title catches the reader’s attention, particularly through the use of alliteration, and is beginning to allude to the main idea of the text.
AF3: Organisation – Organise and present whole texts effectively, sequencing and structuring information, ideas and events
<ul style="list-style-type: none">• The author creates a captivating opening by using a hooking strategy (e.g., dialogue) and uses effective word choices to create a scene. Several additional details about the character are included, although some details are not relevant to the story.• The text includes a plot with a series of events in logical order, and concludes with a simple resolution to the problem. The plot attempts to show the change of character emotion.• The author includes a short closing, using the strategy of stating a character memory after the resolution; however, it is abrupt and lacks enough detail to give the reader a true sense of closure.
AF4: Organisation – Construct paragraphs and use cohesion within and between paragraphs
<ul style="list-style-type: none">• The author uses some more complex linking words and phrases, such as “one bright and steamy day,” “a long while later,” and “now that they were friends,” to signal the passage of time and to transition into the next event. The linking phrases are always used at the beginning of a new paragraph and the author should be exposed to other examples of linking phrases used within an event.• The author is beginning to use paragraphs appropriately and shows some understanding of when to change paragraphs (e.g., when a long time passes).
AF5: Sentence Fluency – Vary sentences for clarity, purpose, and effect
<ul style="list-style-type: none">• The author attempts to write a variety of sentences of different lengths and complexities and is beginning to use some short sentences for effect (e.g., “He was disappointed”); however, the author often relies on beginning sentences with a noun or pronoun.• The author consistently writes in the past tense, demonstrating an understanding of regular and irregular past tense verbs, and changes tense appropriately when using dialogue.• The author uses connectives like “and,” “because,” and “so” to create longer compound and complex sentences.
AF6: Conventions – Write with technical accuracy of syntax and punctuation in phrases, clauses, and sentences
<ul style="list-style-type: none">• The author correctly uses full stops, question marks, and exclamation marks at the end of each sentence and where appropriate.• The author consistently begins all sentences with capital letters and uses capitals appropriately for all proper nouns, including titles.• The author use commas in lists and to mark most simple clauses.• The author uses quotation marks and related punctuation marks correctly.

AF7: Word Choice – Select appropriate and effective vocabulary
<ul style="list-style-type: none"> • The author uses a variety of strong adjectives throughout the text (e.g., “steamy,” “lush,” “sunny,” “kind,” “gentle,” “peaceful,” “soft,” “huge,” “tall,” “fresh,” “special,” and “best”). • The author includes a variety of action verbs and adverbs (e.g., “sadly,” “excitedly,” “slowly,” and “happily”). • There is evidence that the author has thought about his/her word choices as he/she uses several adjectives and sometimes uses alliteration for effect.
AF8: Conventions – Use correct spelling
<ul style="list-style-type: none"> • Overall, spelling is accurate throughout the text. • The author may have referred to classroom resources, such as a word wall.
AF9: Presentation - Handwriting and presentation
<ul style="list-style-type: none"> • This piece was published using a Word Processing programme, which would affect the presentation in terms of font style and size. While the size is appropriate, the author could select a more reader-friendly font for a text of that length and still add additional presentation features (e.g., an illustration) appropriate to the text type.

Where to Next? Identifying Targets for this Student:

- AF 3 – To progress into Level 4, the author should include a stronger closing that sounds less abrupt. The author attempts to use the strategy of a character’s memory; however, details could be included to give the reader a sense of closure.
- AF 5 – While the author appropriately uses linking phrases, he/she relies on a linking phrase and noun or pronoun to begin each sentence. Exposing the author to additional ways to start sentences will help them progress into Level 4. Reading the text aloud to self-assess for sentence fluency would be beneficial for this author so he/she notices how often nouns and pronouns are used.

Student Samples – Level 4

Level 4c

Camping With Toby



"Hey Cole," I yelled to my neighbor, "Wanna do a sleepover?"
"Mhm!" said Cole. 'Mhm' was his way of saying 'yes.'
He came to my house in only a few minutes.
"I'm glad I can get rid of Toby!" Cole said. "Very spooky. He gives me nightmares!"
Both of us shivered.

Toby was a horrific animal, especially at night. Mr. and Mrs. Whittingham (Cole's crazy parents) chose a bad place to look for a dog – the wild.

They thought if they had gotten a wild dog, Cole'd learn to fight it. It didn't work. Cole just got 4 black eyes (I don't know how), 6 bumps, and 1 broken leg.
And yes, all from Toby.

"So," Cole slowly asked, "What are we doing today?"
"We're going camping – in your backyard!" I exclaimed.
Cole stared at me in the eyes and told me I'll die.
I broke out into peals of laughter. You're just like your parents," I said. "Crazy!"

We heard a blood-curdling howl.

"Yup. He's ready now," Cole told me. "Toby's ready to go."

Cole – apparently – was telling the truth. Toby had eaten a lemur cat at age 2. He ate it because he fought it. Toby was not out of his destructive habit.

"As the moon goes higher, he becomes more and more irascible. As the sun goes higher, the less irascible he becomes," Cole whispered.

I packed up all the camping things at the blink of an eye.

After I constructed the colossal tent, Cole placed in the snacks, the Cola, and the sleeping bags. But then we saw a horrific, chubby creature. It had slender legs, an immense stomach, and two dog ears.

It was Toby! This dog ate all of our snacks and tore down the tent. He tore off the sleeping bag covers and chased us back to the house. Except Cole wasn't with me. He was with Toby! He had pulled him by the leg and dragged him right into his house.

Cole never went camping again.

Well now I know why Cole told me I'd die. Toby is a fierce dog!!

Assessment Commentary:

AF1: Ideas & Voice – Write imaginative, interesting, and thoughtful texts
<ul style="list-style-type: none">• The elements of the story (characters, setting, problem, events, and solution) are related and specific and the author elaborates ideas with descriptive details. Descriptive details are often interjected throughout the plot line using a variety of strategies including brackets, hyphens, and short and long sentences. The descriptive details are carried out within the plot (e.g., the character is crazy like his parents, which was a previous detail). The plot is organised in a logical order and the author attempts to include rising action; however, the plot comes to an abrupt ending.• The author’s unique writing voice is evident throughout the text. He/she has a clear, individual writing style which effectively holds the reader’s interest.
AF2: Organisation – Produce texts which are appropriate to task, reader, and purpose
<ul style="list-style-type: none">• The author demonstrates an understanding of writing to a particular audience and for a particular purpose. The text is lively, humorous, and highly entertains the reader, which are all appropriate aspects of the text-type and genre. The author portrays characters’ emotions and creates a sense of suspense.• The title connects directly to the content of the story; however, it fails to catch the reader’s attention or creatively allude to the main idea.
AF3: Organisation – Organise and present whole texts effectively, sequencing and structuring information, ideas and events
<ul style="list-style-type: none">• The author creates a very captivating opening by using a hooking strategy (e.g., dialogue) and by creating suspense with the additional details about the characters and the dialogue between the characters. The opening sets the scene and the tone for the remainder of the plot and entices the reader to continue reading.• The text includes a developed plot with a series of events that are logically ordered, progress to a climax, and conclude with a simple resolution to the problem. The plot keeps the reader entertained.• The author includes a short, appropriate, and effective closing. The closing connects to other content of the text (e.g., before camping, Cole told the character he’ll die during the backyard camping and in the closing, the character understands why Cole made that statement – “Toby is a fierce dog!”) and shows what the character learned from the beginning to the end.
AF4: Organisation – Construct paragraphs and use cohesion within and between paragraphs
<ul style="list-style-type: none">• The author does not use many linking phrases (e.g., the only example is, “after I constructed the colossal tent”); however, he/she shows the passing of time and keeps the story moving through the creative use of character dialogue and paragraphing.• The author is beginning to use paragraphs and shows some understanding of when to change paragraphs (e.g., when a new character is talking); however, there is evidence that the author is confused about when to start a new line and when to change paragraphs.
AF5: Sentence Fluency – Vary sentences for clarity, purpose, and effect
<ul style="list-style-type: none">• The author writes his/her thoughts in full sentences; however, sentences are generally of similar length. There is some diversity present when he/she uses short sentences for effect (e.g., “And yes, all from Toby”).• The author writes in the past tense accurately, and appropriately changes tense when necessary (e.g., within dialogue and interjections).• The author uses some connectives like “and” and “because.”
AF6: Conventions – Write with technical accuracy of syntax and punctuation in phrases, clauses, and sentences
<ul style="list-style-type: none">• The author correctly uses a wide range of end-of-sentence and within-sentence punctuation, including full stops, exclamation marks, question marks, brackets, and hyphens.• The author consistently begins all sentences with capital letters, uses a capital “I” in all instances, and uses

capital letters for all proper nouns.

- The author uses commas in lists and to mark clauses consistently throughout the text.
- The author uses quotation marks and related punctuation marks correctly.

AF7: Word Choice – Select appropriate and effective vocabulary

- The author uses a variety of strong adjectives throughout the text (e.g., “horrific,” “crazy,” “blood curdling,” “destructive,” “irascible,” “chubby,” “slender,” “immense,” and “fierce”); however, the author has yet to integrate figurative language.
- The author includes a variety of action verbs and a limited number of adverbs (e.g., “slowly”) throughout the text.
- The author is beginning to energise his/her writing with some powerful and deliberate word choices and there is some evidence of selecting a specific word instead of the first word that comes to mind.

AF8: Conventions – Use correct spelling

- Overall, spelling is accurate throughout the text.
- The author may have referred to classroom resources, such as a word wall.

AF9: Presentation - Handwriting and presentation

- This piece was published using a Word Processing programme, which would affect the presentation in terms of font style and size. The author has selected an appropriate font and size for the text and included an illustration depicting the characters.

Where to Next? Identifying Targets for this Student:

- AF 5 – Incorporating a wider variety of sentence structures and lengths through the addition of connectives like “although,” “therefore,” “however,” and “when,” etc., will help this student progress through Level 4. The student can revise the current text to merge two short sentences with a connective and to add additional detail to a sentence following a connective. This will make the text more fluid when read aloud.
- AF 4 – Additional instruction on when to change paragraphs will improve the flow and presentation of the author’s writing and ensure he/she understands the rules of paragraphing.

Apology Accepted

Sally Finkle is a four-year-old brat! She is also a tattletale and a liar. At recess, Marcy hit Ally, and Ally bit Marcy. Well, guess who went and told Miss Young on both of them? Yep, you guessed it: Sally Finkle! She is also a very good liar. At home time, Sally asked Brenda to loosen her braid but Sally spotted her mom and ran screaming to her that Brenda pulled her hair. Well, Mrs. Finkle must have believed her because the next day, she made Brenda go up to the front of the class and apologize to Sally. I am telling you, that girl should be a professional actress!

One day, Sally called Eric boogerbreath, Carmen crybaby, Sam stupid, Jade ugly, and Max a creep. They all told Miss Young on her. She thought it weird because seven other kids had complained to her this week. Well, next week she decided, she would find out if these accusations were true. She knew just what to do top.

On Monday, Miss Young was on recess duty. She brought her camcorder with her. Then she set out to find Sally. She found her by the gym, and hid behind a wall so that Sally couldn't see her. Carefully, she took out her camcorder just as the doors opened. Sally called Mya a big, fat, idiotic slob and when Mya's big brother Max told her to leave Mya alone, she said "Buzz off you twerp. You might be older but I'm taller, midgit." Miss Young was ^{libroy}

astonished. She waited a while longer until the bell went off. Everyone was rushing to get to class on time. Right then, she decided to call a meeting with Sally's mom. Later that evening, Sally and her mother came into the classroom. Mrs. Finkle was in a huff. "Well, what is it!" she snapped. "I don't have all day!" Miss Young got right to the point. "Your daughter has been bullying some of the other kids." Sally, of course, starts protesting to that. "Stop that nonsense at once Sally! Of course I know you haven't done anything wrong. As for you Miss what's-your-name, I will not have you lie on my daughter! Good day!" she said. "I have proof!" Miss Young said. Mrs. Finkle grabbed the camcorder and stormed off.

The next morning, Mrs. Finkle came in. She apologized for the day before and made Sally apologize to everyone she was mean to or teased and everyone of the accepted her apology because that's all they wanted. Now she isn't being so mean and if she is, she Apologizes right away. Everyone accepts her apologies and everyone is her friend.

Assessment Commentary:

AF1: Ideas & Voice – Write imaginative, interesting, and thoughtful texts
<ul style="list-style-type: none">• The elements of the story (characters, setting, problem, events, and solution) are related and specific and the author elaborates ideas with descriptive details, which are often included in the plot line and provide insight into the characters, their feelings, and their motivations. The plot is organised logically and the author includes rising action.• The author’s unique writing voice is evident throughout the text. He/she has a clear individual writing style which effectively holds the reader’s interest.
AF2: Organisation – Produce texts which are appropriate to task, reader, and purpose
<ul style="list-style-type: none">• The author demonstrates an understanding of writing to a particular audience and for a particular purpose. The text is lively, humorous, and highly entertains the reader, which are all appropriate aspects of the text-type and genre. The author portrays characters’ emotions and creates a sense of conflict.• The title catches the reader’s attention, particularly through the use of alliteration, and alludes to the main idea of the text.
AF3: Organisation – Organise and present whole texts effectively, sequencing and structuring information, ideas and events
<ul style="list-style-type: none">• The author creates a very captivating opening by using a hooking strategy (e.g., a strong, attention-grabbing statement followed by detailed character profile). The opening sets the scene and the tone for the remainder of the plot and entices the reader to continue reading.• The text includes a developed plot with a series of logically ordered events that progress to a climax and conclude with a resolution to the problem. The plot keeps the reader entertained.• The author includes a short, but appropriate, closing; however, it’s included in the same paragraph as the final event, making it less distinctive. The closing connects to other content of the text (e.g., the title) and shows an evolution of the main character.
AF4: Organisation – Construct paragraphs and use cohesion within and between paragraphs
<ul style="list-style-type: none">• The author uses an effective combination of linking words and phrases, such as “one day,” “the next morning,” “on Monday,” “later that evening,” “she waited a while longer,” “just as the doors opened,” and “right then,” to show the passing of time and to move the story along. The author does not only use the linking phrase at the beginning of the sentence but uses these phrases within sentences as well (e.g., “Carefully, she took out her camcorder <u>just as the doors opened</u>”).• The author is beginning to show an understanding of when to change paragraphs; however, paragraph changes are inconsistent and could be grouped more effectively. The author does not yet understand how to change paragraphs when the speaker changes and does not consistently change paragraphs when a long time has passed (e.g., within paragraph 3).
AF5: Sentence Fluency – Vary sentences for clarity, purpose, and effect
<ul style="list-style-type: none">• The author writes his/her thoughts in full sentences; however, not all sentences are structured appropriately. The author attempts to write a variety of sentences, but a few of the more complex sentences are run-ons and could be broken into two or more sentences. The author includes short sentences for effect (e.g., “Yep, you guessed it”).• The author accurately writes in the past tense and changes tense when necessary and appropriate (e.g., within dialogue).• The author uses some connectives like “and,” “so,” “because,” “but,” and “when.”
AF6: Conventions – Write with technical accuracy of syntax and punctuation in phrases, clauses, and sentences
<ul style="list-style-type: none">• The author correctly uses full stops, exclamation marks, and question marks at the end of each sentence and where appropriate.

<ul style="list-style-type: none"> • The author consistently begins all sentences with capital letters, uses a capital “I” in all instances, and uses capital letters for all proper nouns (e.g., character names and the title). • The author consistently uses commas to mark most simple and complex clauses throughout the text, and also when forming lists. • The author uses quotation marks and generally uses related punctuation marks correctly, with one exception.
AF7: Word Choice – Select appropriate and effective vocabulary
<ul style="list-style-type: none"> • The author uses a variety of strong adjectives and descriptive language throughout the text. The author also attempts to use figurative language in the character description (e.g., “I am telling you, that girl should be a professional actress,”) but can work towards including additional examples (e.g., “Mrs. Finkle grabbed the camcorder and stormed off <u>like a Category 5 hurricane.</u>”). • The author includes a variety of action verbs, but a limited number of adverbs. • The author depends on interesting details instead of powerful word choices and dialogue to energise his/her writing. A few deliberate attempts to select the most interesting word instead of the first word that comes to mind are evident in the text, such as “accusations,” “astonished,” “complained,” and “protested.”
AF8: Conventions – Use correct spelling
<ul style="list-style-type: none"> • Generally, spelling is correct throughout the text with minimal inaccuracies. • The author may have referred to classroom resources, such as a word wall.
AF9: Presentation - Handwriting and presentation
<ul style="list-style-type: none"> • Other presentational features of the text type were not required for this writing task.

Where to Next? Identifying Targets for this Student:

- AF 7 – The addition of adverbs to the text will help this author progress through Level 4 criteria and into Level 5. The author should also be challenged to include figurative language, such as similes and alliteration, in order to reach higher levels of achievement. Through student-teacher conferencing or a guided writing session, the student could add four to five adverbs and a few examples of figurative language to this particular text.
- AF 4 – Additional instruction on when to change paragraphs will improve the flow and presentation of the author’s writing and ensure he/she understands the rules of paragraphing.

A Risky Choice

Since day one, Fisherman Tom has been the best fisherman ever. He was a slim man with a thick, gray beard like Santa Claus. His hands were covered with scrapes, scars and splits from his days on the rough seas. Fishing was everything to Tom.

It was time for the annual fishing tournament, the biggest, most important event for fishermen in the country. Tom went out to get fuel, bait, a new rod, and lines so that he would be prepared. He had never lost a tournament yet. Why would he now? Tom wasn't worried.

At four o'clock when the tournament started, Fisherman Tom drove speedily out to his secret fishing spot where he had caught many, many fish before. He cast his line and waited. Usually he would catch a fish in just a few seconds; however, that did not happen this time. Tom waited. And waited. And waited.

After a while, Tom's eyes opened up wide like a balloon and smoke came out of nose his like a train. "Why aren't there any fish?" Tom roared grumpily like a bear. "I am not going to

win!" He huffed and puffed and waited and waited, but still there wasn't any fish. Night drew near.

In a last minute decision, Tom decided to leave his favourite secret spot. It was a big chance, but he took it. Tom headed out to the deeper seas where the water was rough, choppy, and daunting. As the boat rocked violently from side to side, Tom cast his line with great hopes.

In an instant, a colossal wahoo was on his hook!

Like always, Fisherman Tom won the tournament and he remained the best fisherman ever. The young boys of the village grew up wanting to be just like Fisherman Tom. To this day, when you hear the name Tom you remember the size of that wahoo.

Assessment Commentary:

AF1: Ideas & Voice – Write imaginative, interesting, and thoughtful texts
<ul style="list-style-type: none">• The elements of the story (characters, setting, problem, events, and solution) are related and highly specific and the author elaborates with descriptive details included in the plot line that provide insight into the characters, their feelings, and their motivations. The plot is logically organised, has rising action, and a clear climax.• The author’s voice and personality are evident throughout most of the text via interesting word choice, unique ideas, and figurative language.
AF2: Organisation – Produce texts which are appropriate to task, reader, and purpose
<ul style="list-style-type: none">• The author demonstrates an understanding of writing to a particular audience and for a particular purpose. The text is lively, amusing, and highly entertains the reader, which are all appropriate aspects of this text-type and genre. The author portrays characters’ emotions and creates a sense of suspense.• The title catches the reader’s attention and alludes to the main idea of the text.
AF3: Organisation – Organise and present whole texts effectively, sequencing and structuring information, ideas and events
<ul style="list-style-type: none">• The author uses an attention-getting statement to open the text. Additional details follow this statement, allowing the reader to visualise the main character.• The text includes a developed plot with a series of events that follow a logical order, come to a climax, and conclude with a resolution to the problem. The plot keeps the reader entertained.• The author includes a closing; however, it’s included in the same paragraph as the final event, making it less distinctive. The closing connects to the theme of the text and states the impact of the character.
AF4: Organisation – Construct paragraphs and use cohesion within and between paragraphs
<ul style="list-style-type: none">• The author confidently and independently uses several unique, longer linking phrases to show the passing of time and to connect events.• The author uses indented paragraphs and generally changes paragraphs when appropriate (e.g., when a long time passes).
AF5: Sentence Fluency – Vary sentences for clarity, purpose, and effect
<ul style="list-style-type: none">• The author writes his/her thoughts in full sentences, which are often structured correctly. The author uses a variety of sentences and is beginning to experiment with using short sentences for effect (e.g., “Night drew near,” and “Tom waited. And waited. And waited.”).• The author accurately writes in the past tense and appropriately changes tense when necessary (e.g. during dialogue).• The author uses some simple and more complex connectives like “however,” “and,” and “but.”
AF6: Conventions – Write with technical accuracy of syntax and punctuation in phrases, clauses, and sentences
<ul style="list-style-type: none">• The author accurately uses a wide range of punctuation throughout the text, including full stops, exclamation marks, questions marks, quotation marks, and semi-colon.• The author accurately uses commas in lists and to mark clauses.
AF7: Word Choice – Select appropriate and effective vocabulary
<ul style="list-style-type: none">• The author uses a variety of strong adjectives throughout the text. To add voice and more description to the text, the author uses some figurative language like similes (e.g., “Tom roared grumpily like a bear,” “Gray beard like Santa Claus”) and alliteration (e.g., “scrapes, scars and splits”). The descriptive and figurative language is often used to “show” rather than “tell” the character’s emotions and help the reader visualise.• The author includes a variety of action verbs and is beginning to include some adverbs (e.g., “speedily,”

“grumpily,” “and violently”).

- The author is beginning to energise his/her writing with some powerful and deliberate word choices (e.g., “daunting” and “colossal”) and often uses the writing principle of the power of three (e.g., grouping three adjectives for emphasis, “rough, choppy and daunting”).

AF8: Conventions – Use correct spelling

- Spelling is correct throughout the text.
- The author may have referred to classroom resources, such as a word wall.

AF9: Presentation - Handwriting and presentation

- This piece was published using a Word Processing programme, which would affect the presentation in terms of font style and size. The author has selected an appropriate font and size for the text and included an illustration depicting the characters.

Where to Next? Identifying Targets for this Student:

- AF 3 – To progress into Level 5, the author should include a stronger closing that is separate from the final event of the plot. The author describes the impact of the character; however, for greater effect, he/she should strive to connect the closing to the opening.
- AF 5 – Incorporating a wider variety of connectives, such as “although,” “because,” “and,” “so,” etc., will help this author have a greater range of sentence lengths, structures, and complexities and will help him/her progress into Level 5. The student can revise the current text to merge two short sentences with a connective or add additional detail to a sentence following a connective. This will make the text more fluid when read aloud.

Student Sample – Level 5

Good For One Wish

“Molly, go get the mail!” her mom shouted to her over the radio music.

“No, Mom!” Molly yelled back. “I don’t want to go.” From across the room, Molly’s mom gave her a stern, sharp look and instantly Molly knew she must go to the mailbox.

Grudgingly, she slid into her flip flops. She opened the door, slamming it behind her, and sulked out onto the street. Since moving from Atlanta to Miami, she had been very unhappy.

After walking a while, Molly looked up from kicking a faded stone. The houses on the street all looked the same in Miami – yellowing lawns in need of water, “Beware of Dog” signs posted, and the occasional blooming flower.

Or almost the same.

When she took another look at the yard directly in front of her, she noticed something slightly darker than the rest of the parched grass. Cautiously, she edged towards it. Even though it was warm outside, she felt chills running up her spine. She could see what looked like a package.

Picking it up, she read the note attached to it. “For Molly. I hope your dearest wish comes true.” Unexcitedly and suspecting, she scanned the rest of the package. It was wrapped in dirty old paper that was torn at the sides.

Still, curiosity was pulling at her and even though she knew it wouldn’t be a new video game or a piece of candy, she greedily ripped open the worn paper.

Inside was a small bottle cap that had something stamped on the top. “Magic bottle cap. Good for one wish,” she read aloud.

“Alright, bottle cap,” Molly announced, “I wish to be happy in my new home.”

With no expectations of her wish coming true, Molly proceeded to collect the mail and returned home.

The next day at school, Molly joined the lunch line, as she always did, and reluctantly made her way to her regular table tucked in the corner isolated from the other kids. With her hand in her hands, Molly stared at her unpleasing lunch thinking of her old friends in Atlanta. All of a sudden, she felt a gentle, kind tap on her shoulder. Molly looked up with wide eyes. Three friendly faces looked back at her and one asked, “Can we join you for lunch today?” Molly was surprised.

“Well...well...of course. I’d...I’d...love that!”

The girls joined Molly for lunch and their kindness brought a great sense of happiness to Molly.

Molly was never certain if it was the magic of the bottle cap wish or just a coincidence. She was grateful for the new friends she made and knew it was only time until she felt at home in Miami.

Assessment Commentary:

AF1: Ideas & Voice – Write imaginative, interesting, and thoughtful texts
<ul style="list-style-type: none">• The elements of the story (characters, setting, problem, events, and solution) are related and highly specific and the author elaborates with descriptive details. Descriptive details are often included in the plot line and provide insight into the characters, their feelings, and their motivations. The plot is organised logically, includes rising action, and offers a clear and connected resolution.• The author’s voice and personality is evident throughout the text. The author has a clearly established personal style which is evident through several interesting word choices, a variety of sentences, and the way in which the ideas contained in the text flow smoothly together to effectively hold the reader’s interest. The author’s style is unique when compared to how others write and his/her individuality shines through.
AF2: Organisation – Produce texts which are appropriate to task, reader, and purpose
<ul style="list-style-type: none">• The author writes with a strong sense of specific audience and purpose. The text accurately portrays true emotion and the reader can empathise with the character.• The title catches the reader’s attention and cleverly alludes to a main event of the story while creatively using exact words from the text.
AF3: Organisation – Organise and present whole texts effectively, sequencing and structuring information, ideas and events
<ul style="list-style-type: none">• The author uses a creative hooking strategy of character dialogue and follows with a vivid scene that informs the reader of the characters, the setting, and the problem. The details provided in the opening give direction to the remainder of the text.• The text includes a well-developed plot with a series of smoothly connected events that are in logical order, come to a climax, and conclude with a satisfying and connective resolution to the problem. The plot keeps the reader wanting to learn what happens to the character.• The author includes a detailed closing after the resolution which gives the reader a satisfying sense of closure. The closing includes character reflection and makes a clear and strong connection to events and details in the opening.
AF4: Organisation – Construct paragraphs and use cohesion within and between paragraphs
<ul style="list-style-type: none">• The author confidently and independently uses several unique, longer linking phrases to show the passing of time and to connect events. The linking phrases add cohesion to the overall text.• The author uses indented paragraphs and confidently and appropriately changes paragraphs when necessary.
AF5: Sentence Fluency – Vary sentences for clarity, purpose, and effect
<ul style="list-style-type: none">• The author writes his/her thoughts in full, correctly structured sentences. The author deliberately changes word order (e.g., “Since moving from Atlanta to Miami, she had been very unhappy.”) and sentence length to emphasize meaning and effect the reader (e.g., “Or almost the same”).• The author accurately writes in the past tense and changes tenses when appropriate, including during character dialogue.• The author uses a limited number of connectives and relies on using “and;” however, complex sentences are created using punctuation marks often in place of a connective. The author can still be introduced to more complex connectives like “however” and “therefore.”
AF6: Conventions – Write with technical accuracy of syntax and punctuation in phrases, clauses, and sentences
<ul style="list-style-type: none">• The author correctly uses capital letters and a wide range of punctuation, including full stops, exclamation marks, question marks, ellipses, hyphens, and quotation marks and related punctuation.• The author accurately uses commas in lists and to mark clauses. At times, commas are used to create a specific effect.

AF7: Word Choice – Select appropriate and effective vocabulary
<ul style="list-style-type: none"> • The author uses a variety of strong adjectives and adverbs throughout the text which create imagery, emotion, and mood. The author also attempts to use some figurative language like personification to add voice, cohesion, and more description to the text (e.g., “Curiosity was pulling at her...”). • The author uses a wide range of verbs and adverbs throughout the text. • The author demonstrates strong word choices that are suited to the text-type and are deliberately chosen to have an effect on the reader and create a vivid scene; however, the word choices don’t showcase an expansive vocabulary.
AF8: Conventions – Use correct spelling
<ul style="list-style-type: none"> • Spelling is accurate throughout the text.
AF9: Presentation - Handwriting and presentation
<ul style="list-style-type: none"> • This piece was published using a Word Processing programme, which would affect the presentation in terms of font style and size. The author has selected an appropriate font and size for the text.

Where to Next? Identifying Targets for this Student:

- AF 5 – While the author includes a variety of sentence lengths and complexities, he/she often relies on the creative use of punctuation to create longer sentences. Introducing the student to more complex connectives, such as “however,” “therefore,” “when,” “because,” etc., will help the student become more secure in Level 5.
- AF 7 – While the author selects descriptive words that allow the reader to visualise the story, the words are generally simplistic and some could be revised to demonstrate a wider, more developed vocabulary.