

# Step by Step WRITING RESCUE LITERARY

*Elevate student writing standards and improve teaching pedagogy with an explicit, systematic writing program!*

***Naplan criteria explicitly addressed***

## Step 1

*Teaching/Learning booklets  
(Year/grade 1 – 3)*



## Step 2

*Teaching/Learning booklets  
(Year/grade 3 – 4)*



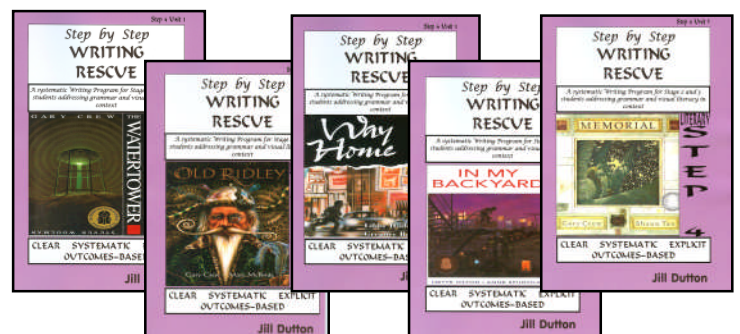
## Step 3

*Teaching/Learning booklets  
(Year/grade 4 – 5)*



## Step 4

*Teaching/Learning booklets  
(Year/grade 5 – 6 / middle years)*



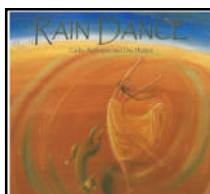
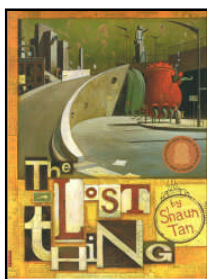
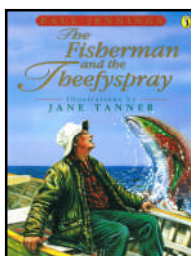
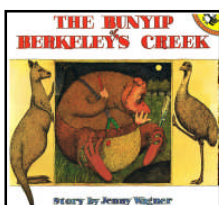
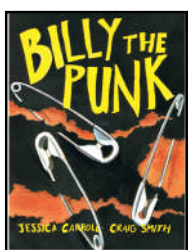
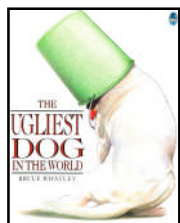
***All units address **grammar knowledge** for writing literary texts, using the context of highly motivational, authentic LITERARY TEXTS!***

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# Award-winning PICTURE BOOKS included in the package!



## Step 1: Brief texts with simple sentence structure:

**Step 1 focuses on learning to write literary texts** using accurate simple sentence structure .....**by learning about:**

*Different types of verbs (action, relating, thinking, feeling and saying verbs)*

*The function of a verb in a simple sentence*

*The function of the subject in a sentence*

*Nouns*

*Prepositions*

*Full stops and capital letters for sentence punctuation*

## Step 2: Simple texts with some descriptive written language features:

**Step 2 focuses on learning to write literary texts** using descriptive language features within simple and compound sentences..... **by learning about:**

*Different types of adjectives to extend noun groups*

*The grammatical components of a noun group (article, adjective/s, noun)*

*The use of a comma in a series*

*Sentence punctuation*

*Maintaining consistent tense*

*Correct pronoun referencing*

*The independent clause*

*Combining independent clauses with conjunctions*

*The structure of compound sentences*

## Step 3: Detailed descriptive texts with more demanding written language features:

**Step 3 focuses on learning to write literary texts** using descriptive language features incorporating a variety of conjunctions within compound and complex sentences.....**by learning about:**

*Adjectival & adverbial phrases and clauses to build description*

*A variety of conjunctions to combine independent clauses*

*Dependent clauses*

*The structure of a complex sentence*

*The use of a comma to separate parts of a sentence (clauses)*

*Conjunctions and connectives*

*'Chunking' to organise texts*

## Step 4: Extended descriptive texts with increasingly challenging written language features

**Step 4 focuses on learning to write literary texts** using different types of phrases and clauses as detailed descriptive language features within compound and complex sentences ..... **by learning about:**

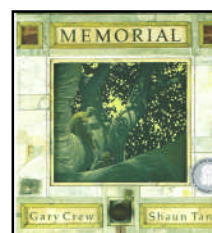
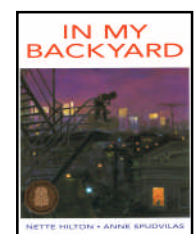
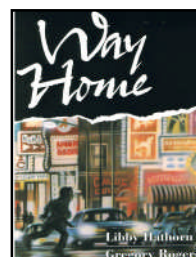
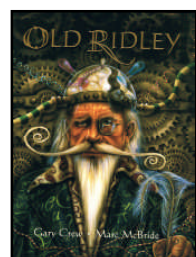
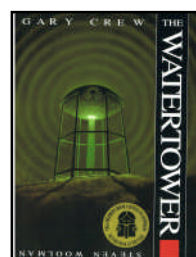
*Adjectival & adverbial phrases and clauses to build description*

*Creating images within description – similes / metaphors*

*Paragraphing to organise texts*

*Modality and evaluative language*

*Structuring different types of complex sentences*



# VISUAL LITERACY FOCUS!

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# It's all done for you....Teaching/Learning program, teacher modelling scaffolds, grammar appendices, student worksheets

## All Teaching/Learning Programs - fully reproducible

Teaching/learning strategies

### LEARNING ABOUT

accurate simple sentence structure, nouns and verbs

**Learning about simple sentence structure:**

- Display **Appendix A** (enlarged picture of punk)
- Bluetac enlarged laminated sentence **parts** to board/whiteboard (**Appendix A.1** - pages 1-4).
- Read sentence parts to students and ask whether any make sense on their own. Discuss what's missing/ what would be needed to make complete sentences.

**Learning about verbs and the subject of a sentence:**

- Demonstrate the function of a verb using simple sentences like : Greg ran. Greg smiled. (action verbs are simpler for students to identify— it will be necessary to draw attention to relating & thinking verbs, having a list of these clearly displayed for students (enlarge **Appendix C, D, E & G** to display—Appendix F & H are optional for this unit but could stimulate further interest)
- Explain that a sentence must also have a 'subject'. (The subject of a sentence is the person or thing that the sentence is about). The subject can be identified by asking 'who' or 'what' did the thing.
- Encourage students to identify the subject of some of the sentence parts: e.g. punks (subject) ; jeans (subject) etc.
- Combine already displayed sentence parts to make complete sentences. Read and discuss—identify the verb (action /relating/thinking) and the subject of each sentence: e.g. They (subject) were wearing ( verbs) ripped jeans.
- Experiment with sentences by covering parts of each sentence and asking students if it still makes sense. Ask students to identify the verb and subject to check that it is a correct sentence.

Teaching/learning strategies

### LEARNING TO

write using accurate simple sentence structure nouns and verbs

**Learning to Recognise Simple Sentences:**

- Hand out **Worksheet 1** to each student to cut into strips. Students manipulate sentence parts from the text, **Billy the Punk** to make a sentence that makes sense. Discuss whether each student's sentence makes sense.
- Ask students to glue their sentence onto the given sheet of paper/exercise book, finally inserting the capital letter and full stop in the correct position. (Care will need to be taken by students when writing over wet glue !! Perhaps this lesson could be done over two sessions ie Lesson 1: Identifying & gluing sentences Lesson 2: inserting punctuation)
- Identify and discuss the verb and the subject of the sentence. ( Students refer to displayed charts on verbs if needed). Share sentences around the class/group etc
- Continue the above process until the student combines all the sentence parts to make as many correct sentences as possible. Ask students to share and compare their completed sentences and identify the verb and the subject.

**Learning to Write Simple Sentences:**

- Discuss an aspect of the book that the students found interesting. Ask the students to **write a few sentences** about 'Billy the Punk', using a **different coloured pencil for each sentence**. (using a different colour encourages the student to identify where one sentence finishes and the next begins) NB **Worksheet 6** could be used to draft or publish sentences.
- Talk about the verb and subject of each sentence.
- Focus on capital letters for sentence punctuation and proper nouns, full stops and spaces between words.

## All teacher modelling scaffolds, grammar appendices & student worksheets fully reproducible!



## Valid Assessment Tasks

Explicit criteria reflecting the intention of the teaching/learning experiences

Step 1 Task	Step 2 Task	Step 3 Task	Step 4 Task
<p><b>Assessment Task 1 - The Ugliest Dog</b></p> <p>Step by Step WRITING RESCUE</p>	<p><b>Assessment Task 2 - The Violin Man</b></p> <p>Step by Step WRITING RESCUE</p>	<p><b>Assessment Task 3 - The Thiefspray</b></p> <p>Step by Step WRITING RESCUE</p>	<p><b>Assessment Task 4 - Rain Dance</b></p> <p>Step by Step WRITING RESCUE</p>

Supplied as laminated class sets in full colour - assists **consistent teacher judgement - assessment for learning or assessment of learning**

The grammar scope & sequence of the **Step by Step WRITING RESCUE (Literary)** package, already used successfully in 100's of schools, links directly with the **Step by Step WRITING RESCUE (Factual)** package.

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## Step by Step WRITING RESCUE (Literary): ORDER FORM

<b>School details:</b> <b>School:</b> _____ <b>Address:</b> _____ _____ <b>State:</b> _____ <b>Postcode:</b> _____ <b>Phone:</b> _____ <b>Fax:</b> _____ <b>Contact person:</b> _____	<b>ORDERS</b> Packages / components available on approval  <b>Post:</b> Jillian Dutton PO Box 378 Port Macquarie NSW 2444  <b>email:</b> jill.dutton@bigpond.com  <b>Enquiries:</b> 0423 484 436  ABN: 47 369 984 438
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### Step by Step WRITING RESCUE (Literary) – Package includes all books listed below

Teaching/Learning booklets	ISBN	Unit Price (inc' GST)	Focus picture books	Unit Price (inc' GST)
Step 1				
Step 1 Teaching/Learning booklets			Step 1 Focus Picture books	
Unit 1 Sebastian Lives in a Hat	0 9756960-1-7	\$27.95	Sebastian Lives in a Hat- <i>Thelma Catterwell &amp; Kerry Argent</i>	\$14.95
Unit 2 The Ugliest Dog in the World	0 9756960-2-5	\$27.95	The Ugliest Dog in the World- <i>Bruce Whatley</i>	\$16.95
Unit 3 Billy the Punk	0 9756960-3-3	\$27.95	Billy the Punk- <i>Jessica Carroll &amp; Craig Smith</i>	\$17.95
Unit 4 The Bunyip of Berkeley's Creek	0 9756960-4-1	\$27.95	The Bunyip of Berkeley's Creek- <i>Jenny Wagner &amp; R. Brooks</i>	\$15.95
Step 1 Laminated Assessment Tasks		\$46.20		
Step 2				
Step 2 Teaching/Learning booklets			Step 2 Focus Picture books	
Unit 1 Sebastian Lives in a Hat	0 9756960-5-x	\$27.95	Sebastian Lives in a Hat- <i>Thelma Catterwell &amp; Kerry Argent</i>	\$14.95
Unit 2 The Ugliest Dog in the World	0 9756960-6-8	\$27.95	The Ugliest Dog in the World- <i>Bruce Whatley</i>	\$16.95
Unit 3 Billy the Punk	0 9756960-7-6	\$27.95	Billy the Punk- <i>Jessica Carroll &amp; Craig Smith</i>	\$17.95
Unit 4 The Bunyip of Berkeley's Creek	0 9756960-8-4	\$27.95	The Bunyip of Berkeley's Creek- <i>Jenny Wagner &amp; R. Brooks</i>	\$15.95
Unit 5 The Fisherman & the Theefyspray	0 9756960-9-2	\$27.95	The Fisherman & the Theefyspray- <i>Paul Jennings &amp; J. Tanner</i>	\$16.95
Step 2 Laminated Assessment Tasks		\$46.20		
Step 3				
Step 3 Teaching/Learning booklets			Step 3 Focus Picture books	
Unit 1 The Lost Thing	0 9756961-0-6	\$29.95	The Lost Thing- <i>Shaun Tan</i>	\$17.99
Unit 2 Rain Dance	0 9756961-1-4	\$29.95	Rain Dance- <i>Cathy Applegate &amp; Dee Huxley</i>	\$17.95
Unit 3 The Violin Man	0 9756964-0-9	\$29.95	The Violin Man- <i>Colin Thompson</i>	\$16.99
Unit 4 Fox	0 9756961-3-0	\$29.95	Fox- <i>Margaret Wild &amp; Ron Brooks</i>	\$16.95
Step 3 Laminated Assessment Tasks		\$46.20		
Step 4				
Step 4 Teaching/Learning booklets			Step 4 Focus Picture books	
Unit 1 The Watertower	0 9756961-4-9	\$29.95	The Watertower- <i>Gary Crew &amp; Steven Woolman</i>	\$17.95
Unit 2 Old Ridley	0 9756961-5-7	\$29.95	Old Ridley- <i>Gary Crew &amp; Marc McBride</i>	\$22.95
Unit 3 Way Home	0 9756961-6-5	\$29.95	Way Home- <i>Libby Hathorn &amp; Gregory Rogers</i>	\$18.95
Unit 4 In My Backyard	0 9756961-7-3	\$29.95	In My Backyard- <i>Nette Hilton &amp; Anne Spudvilas</i>	\$22.95
Unit 5 Memorial	0 9756961-8-1	\$29.95	Memorial- <i>Gary Crew &amp; Shaun Tan</i>	\$17.99
Step 4 Laminated Assessment Tasks		\$46.20		
Assessment Tasks Manual	0 9756961-9-x	\$18.95		

Qty	Description	Unit price (inc' GST)	Postage& Handling (inc' GST)	Total payable
1	<b>Complete package</b>	<b>\$900.00</b>	<b>\$20.00</b>	<b>\$920.00</b>
To order parts of the program, clearly mark the required components above.			<b>\$20.00</b>	

☐

**Tick this box if required on approval** (Cost of returning the package to be met by the school)

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