



Exemplars for Teaching Writing

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The Duck with a Broken Wing

One day, Mother Duck took her ten little ducklings down to the water. Father Duck went, too.

Then, Father Duck saw a big dog and he ran away from the ducklings

Father Duck made his wing go dwn. His wing looked broken.

The dog saw Father Duck, but he did not see the ducklings.

The dog ran after Father Duck.

Father Duck's wing was not broken and he flew away.



The Duck with a Broken Wing

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Focus students' attention on the text structure by asking the following questions:

Complication: Where in the text does it tell us about the problem? Why do you think the events are in

Resolution: Where in the text does it tell us how the problem was solved? For more explicit teaching strategies, refer to Section 7 of PM Writing Teachers' Resource

The dog saw Father Duck, but he did not see the ducklings.

The dog ran after Father Duck.

Father Duck's wing was not broken he flew away.

Complication What was the problem? Resolution

How was the problem solved?

Title

Orientation When? Who? Where?

Language Features

Focus students' attention on the specific language features of the text:

• Identify the nouns. Explain that *Mother Duck* and *Father Duck* begin with capital letters because they are proper nouns.

Identify the past tense verbs. Explain why past tense verbs are used in narratives.

Identify the time and sequence words. Talk about how they order events.
 For more explicit teaching strategies, refer to Section 7 of PM Writing Teachers' Resource
 Book 1.

The Duck with a Broken Wing

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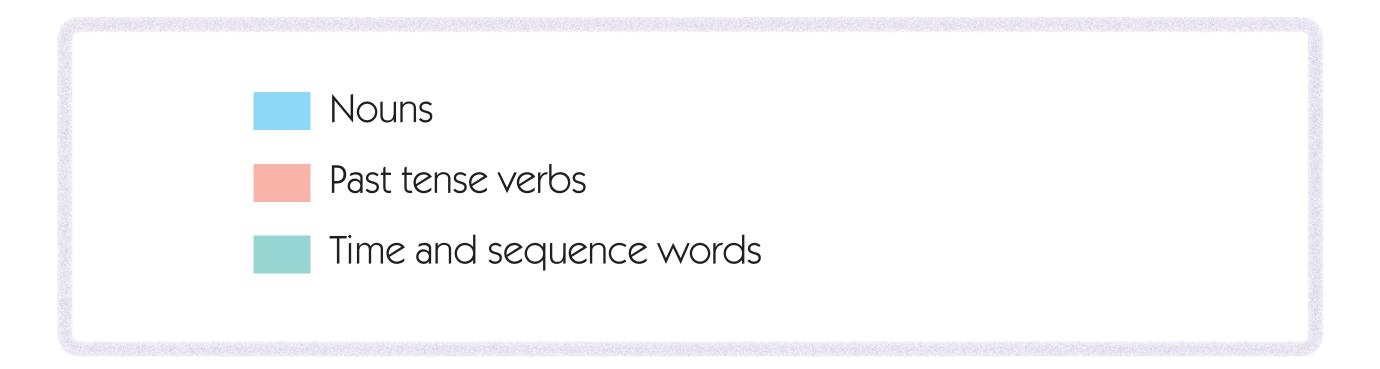
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Father Duck's wing was not broken and he flew away.



A School Friend

I think it is good to have a friend in the same class.

In the classroom,
you can sit with your friend.
You can read to your friend.
Your friend can help you
with your work
if you are having trouble.

At lunchtime,
you can play games
with your friend.
You can play tricks on him
and make him laugh.

Think a good friend nakes you feel happy.





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I think a good friend makes you feel happy.

Title

Statement of Position

How does the writer feel about the topic?

Series of Arguments

Arguments to support the writer's opinion.

Concluding Statement

How does the writer feel about the topic now?



Page 35

Focus students' attention on the specific language features of the text:

• Identify the nouns. Sort them under the headings *People, Places* and *Things*.

• Identify the sensing verbs. Talk about the ways in which they tell the reader how the writer feels about the topic.

Identify the words that sequence the arguments. Notice how they order the arguments.

For more explicit teaching strategies, refer to Section 7 of PM Writing Teachers' Resource Book 1.

A School Friend

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with our friend.
You can play tricks on him
and make him laugh.

Think a good friend

nakes you feel happy.

NounsSensing verbs (to describe feelings)Time and sequence words

Should Children Help at Home?

Some children help at home.

Some children don't help at home.

I think children need to help at home.

My mum goes to work, so she is always very busy.

I do jobs to help my mum.

I put my clothes
and my toys away.

I make my lunch, too.

My friend thinks children don't need to help at home.

She thinks children work very hard all day.

She saks they need to have a rest after school.

some children don't help at home, but I think all children need to help their mums and dads.

Then everyone will be happy.



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Focus students' attention on the text structure by asking the following questions:

Title: What is the title of this discussion? Why do you think it has been written as a question?

Opening Statement: Where in the text does it tell us what is going to be discussed?

Arguments 'For': Where in the text does it tell us reasons why children need to help at home?

Arguments 'Against': Where in the text does it tell us why children do not need to help at home?

Concluding Statement: Where in the text does it tell us what the writer thinks about the topic?

For more explicit teaching strategies, refer to Section 7 of PM Writing Teachers' Resource

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Some children don't help at home, but I think all children need to help their mums and dads.

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Title

Opening Statement

How does the writer feel about the topic?

Arguments 'For'

Arguments for the topic.

Arguments 'Against'

Arguments against the topic.

Concluding Statement

How does the writer feel about the topic now?



Should Children Help at Home?

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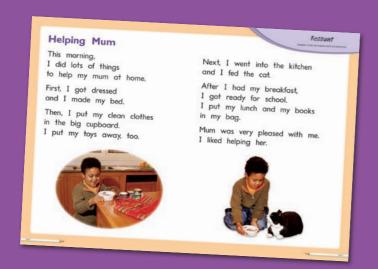
My mum goes to work,

so she is a ways very busy.

I do jobs to help my mum.
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PM Writing has been specifically developed for use in the first eight years of school. The **PM Writing 1** Exemplars for Teaching Writing introduce the key text types at this developmental stage, allowing teachers to model the conventions of written language in whole-class and small-group sessions.

Within the books, exemplars of the text types are presented and deconstructed. Each text type exemplar is presented over three double-page spreads:



 on the first spread, the text is presented for shared reading



• on the second spread, the text structure is deconstructed



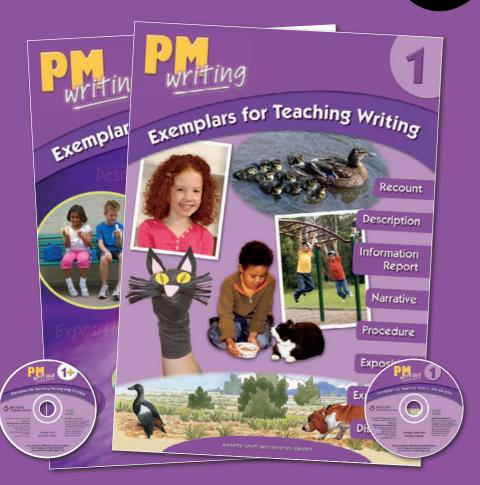
 on the third spread, the key language features of the text are highlighted

Teacher Focus notes appear on each spread, featuring key teaching point ar a teacher talk related directly to the text structure and language features of the text type.

The Interactive Whiteboard CD-ROM found in the Exemplar S. Feac. '19 Wr' ing books can be used on any interactive whiteboard, allowing termers and study is to interact with the text on each of the spreads in the Exemplars but is.

- Text Presentation screen edit and rewrite parts () e text and import a new image as desired
- Text Structure screen focus on the struct. The struct is on the text, interacting with the text by editing and rewriting as desired
- Language Features screen work with a state by language features of the text type to build vocabulary knowledge.

PM Writing 1 compo ents.



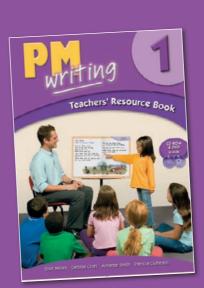
 Exemplars for Teaching Writing Book 1 and Book 1+ with IWB CD-ROMs



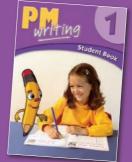
18 Levelled Exemplar Texts (Levels 5–12)



Student Resource CD-ROM 1



• Teachers' Resource Book 1



Student Book 1



- PM Writing Interactive Writing Pro Formas
- PM Writing Lesson Planner
- PM Writing
 Teaching in Practice



