

PM writing

2

Exemplars for Teaching Writing



Recount

Description

Information
Report

Narrative

Procedure

Exposition

Explanation

Discussion



IWB
CD-ROM
included



Exemplars for Teaching Writing

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Bayview School Newsletter
Thursday 12 October

Road Safety

Yesterday, Police Officer Kent came to our school to talk to our class about road crossings.

First of all, Officer Kent took us out to the road crossing in front of the school.

We looked at the traffic going past.

Then, Officer Kent told us how to cross the road safely.

We waited on the footpath behind the white line.

Next, Jamie pressed the button on the pole to stop the traffic.

We walked across the road when the traffic had stopped and the 'Walk' sign was flashing. We did not run.

After that, we went back to our classroom.

We were glad Officer Kent told us how to cross the road safely.

By Amy Chan and Sophie West
Room 10



Teacher Focus

Focus students' attention on the text structure by asking the following questions:
Title: What is the title of this recount? How does it tell us what the recount is about?
Orientation: Where in the text does it tell us when the events happened, who the events were about, where and why they happened?
Sequence of Events: Where in the text does it tell us what happened *First ... Then ... Next ... After that ...?* Which words order the events?
Personal Comment: Where in the text does it tell us how the children felt after Officer Kent told them how to cross the road safely?
 For more explicit teaching strategies, refer to Section 7 of *PM Writing Teachers' Resource Book 2*.

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Title

Orientation

When? Who? Where? Why?

Sequence of Events

What happened?

Personal Comment

How did the events make the writer feel?

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-  Nouns
-  Past tense verbs
-  Time and sequence words

Rescuing Nelson

Nelson was a baby elephant.
Nelson and his family
loved rolling about in mud pools
on hot days.
Wet mud made them all feel cool.

One day, Nelson waded out
to a deeper part of a mud pool.
But when he tried to walk back,
he couldn't move!
His legs were stuck
in the deep, brown mud.

Nelson kept sinking down.
He was very scared
and he squealed.

His mother tried to help him,
but she couldn't do anything.

Nelson's wise old grandmother
got down on her knees.

She put her trunk around him
and she put her big, white tusks
under his stomach.

Then, she pulled and she pulled,
as hard as she could
and Nelson came out of the mud,
at last!



Title

Rescuing Nelson

Nelson was a baby elephant.
Nelson and his family
loved rolling about in mud pools
on hot days.
Wet mud made them all feel cool.

One day, Nelson waded out
to a deeper part of a mud pool.
But when he tried to walk back,
he couldn't move!
His legs were stuck
in the deep, brown mud.
Nelson kept sinking down.
He was very scared
and he squealed.

Complication

His mother tried to help him,
but she couldn't do anything.

Resolution

Nelson's wise old grandmother
got down on her knees.
She put her trunk around him
and she put her big, white tusks
under his stomach.
Then, she pulled and she pulled,
as hard as she could
and Nelson came out of the mud,
at last!

Title

Orientation

When? Who? Where?

Complication

What was the problem?
What happened next?

Resolution

How was the problem solved?

- Identify the nouns. Discuss the difference between common and proper nouns. Identify the pronouns that are used instead of some nouns.
 - Identify the past tense verbs. Recall why past tense verbs are used in a narrative.
 - Identify the time and sequence words. Talk about how they sequence events.
- For more explicit teaching strategies, refer to Section 7 of *PM Writing Teachers' Resource Book 2*.

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- Nouns
- Past tense verbs
- Time and sequence words

Why a Goalkeeper's Job Is Important

The goalkeeper for a soccer team is a very important player.

It is the goalkeeper's job to stop balls that are kicked by the other team from going in the goal.

He stays in the goal area so he can guard the net.

The goalkeeper stops a goal by catching the ball, punching it, or by hitting it with any part of his body.

He has to be very fit because he has to move quickly from one side of the goal area to the other.

The goalkeeper's job is very important, because he stops the other team from scoring goals.



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

Title: What is the title of this explanation? Why do you think the title of an explanation often begins with *How ...* or *Why ...*?

Identifying Statement: Where does it tell us what the text will explain?

Explanation Sequence: Where in the text does it tell us why the goalkeeper stays in the goal area; how he stops a goal; why he needs to be very fit?

Summary Statement: In the last part of the text, where does it tell us why a goalkeeper's job is important?

For more explicit teaching strategies, refer to Section 7 of *PM Writing Teachers' Resource Book 2*.

Why a Goalkeeper's Job Is Important

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Title

Identifying Statement

What is to be explained?

Explanation Sequence

How does it happen?
Why does it happen?

Summary Statement

What has the text explained?

Why a Goalkeeper's Job Is Important

The **goalkeeper** for a **soccer team** **is** a very important **player**.

It **is** the **goalkeeper's job** to **stop** **balls** that **are** kicked by the other **team** from **going** in the **goal**.

He **stays** in the **goal area** **so** he **can** guard the **net**.

The **goalkeeper** **stops** a **goal** by **catching** the **ball**, **punching** it, or by **hitting** it with any **part** of his **body**.

He **has to be** very fit **because** he **has to move** quickly from one **side** of the **goal area** to the other.

The **goalkeeper's job** **is** very important, **because** he **stops** the other **team** from **scoring** **goals**.

-  Nouns
-  Present tense verbs
-  Text connectives (signalling cause and effect)

PM Writing has been specifically developed for use in the first eight years of school. The *PM Writing 2 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 points and teacher talk related directly to the text structure and language features of the text type.

The *Interactive Whiteboard CD-ROM* found in the *Exemplars for Teaching Writing* books can be used on any interactive whiteboard, allowing teachers and students to interact with the text on each of the spreads in the *Exemplars* books.

- Text Presentation screen – edit and rewrite parts of the text, and import a new image as desired
- Text Structure screen – focus on the structural elements of the text, interacting with the text by editing and rewriting as desired
- Language Features screen – work with any of the key language features of the text type to build vocabulary knowledge.

PM Writing 2 components:

- *Exemplars for Teaching Writing Book 2 and Book 2+ with IWB CD-ROMs*
- *18 Levelled Exemplar Texts (Levels 14–19)*
- *Teachers' Resource Book 2*
- *Student Resource CD-ROM 2*
- *Student Book 2*
- *PM Writing Interactive Writing Pro Forms*
- *PM Writing Lesson Planner*
- *PM Writing Teaching in Practice*