

e-asTTle



## **Narrate Writing Prompts with Specific Exemplars**

# e-asTTle



## **The bush**

Every picture tells a story. Use your imagination and experience to narrate (tell) a story about the photo.

Find three specific exemplars attached.

Prompt 20: The bush

Exemplar 1: Bridge

The bush:

In my picture there is a family of three going on bush walk, they are going deep into the bush, they wanted a lovely family outing. then the family came across a big river they were stuck on how to get across - they can't go over it they can't go under it, they'll have to go through it.

"Oh oh" said the youngest child, the family walked along the river and found a bridge "hurray!" the family said, and they carried on their walk.  
The end

EO2001

Prompt 20: The bush

Exemplar 1: Bridge

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO2001
Ideas	R1–R6	R3	Ideas have some simple elaboration that is derivative of fairy tales.	
Structure and language	R1–R6	R2	Text shows an emerging awareness of structure and language appropriate to purpose. Begins as a description of the picture then changes to simple narrative ( <i>they wanted a lovely family outing</i> ) with a basic problem ( <i>lack of a bridge</i> ). Some language features are appropriate: use of past tense (not consistent), introduction of dialogue.	
Organisation	R1–R7	R3	Ideas are sequenced. Pronoun referencing is correct throughout, but the flow is interrupted by changes in tense from present to past across the text.	
Vocabulary	R1–R6	R3	Low R3. Mostly simple and everyday words. The use of adjectives and adverbs ( <i>going deep into the bush, lovely family outing, family of three</i> ) adds precision and takes the writing to a category R3.	
Sentence structure	R1–R6	R3	Sentences are correct and have some extension. The structures are repeated.	
Punctuation	R1–R7	R3	Sentences are joined with commas throughout. Two full stops used correctly (end of each page). Correct use of a comma to mark clauses ( <i>the family said, and they ...</i> ), and experimentation with direct speech. On balance, category R3.	
Spelling	R1–R6	R4	Spells high-frequency words correctly. No difficult words used.	

Prompt 20: The bush

Exemplar 2: Bill, Bob and John

Bill, Bob and John are going on a hike in the Rainforest. Bill suggested the idea of a hike three days earlier. Bob his brother wasn't sure on the idea so invited his Best friend John. John thought it sounded like fun so agreed to go along. "This is the first hike i've ever been on" said Bob. Bill looked at his brother and laughed. Bill had already hiked every mountain in the world. Bill was just about to suggest they stop for lunch when, he slipped and tumbled down a small cliff. "Bill!" Yelled Bob. "Are you alright?" asked a lady who just happened to be strolling by at the time. "No. My brother he's fallen down a cliff. I think he's hurt." said Bob to the lady. Luckily the lady happened to be a local paramedic called china. The next china walked down the cliff to investigate Bill. China noticed Bill had a broken foot. The two boys and china carried Bill back to the hospital base camp, and the doctors put a cast on Bills leg. "I'm never going on a hike again" said Bob.

The End.

EO2002

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO2002
Ideas	R1-R6	R4	Ideas have some elaboration that goes beyond the writer's immediate world – <i>hiked every mountain in the world, paramedic, hospital, cast</i> ). There is a simple, literal moral (pride comes before a fall).	
Structure and language	R1-R6	R3	A short adventure story. A problem is presented and leads to a response and a brief ending. Language features are mostly appropriate: individual characters with emerging personality ( <i>Bill looked at his brother and laughed</i> ), use of dialogue, past tense.	
Organisation	R1-R7	R4	Ideas are sequenced but paragraphs are not indicated. One instance of incorrect tense in the opening sentence.	
Vocabulary	R1-R6	R4	Text includes a variety of precise words that support the adventure-based theme: <i>hike, mountain, slipped and tumbled, cliff, paramedic, investigate, base camp</i> .	
Sentence structure	R1-R6	R4	Uses simple, compound and complex sentences correctly. Some variety shown with extended complex sentence ( <i>Bill was just about to suggest ... when</i> ) and some extending clauses ( <i>to be strolling, to investigate</i> ).	
Punctuation	R1-R7	R5	Sentence punctuation is correct. Correct use of contractions, mostly correct capitals for names, and comma in list. Some missing or incorrect commas for phrasing and direct speech (uses full stops instead). Some random use of capitals (R, B, L, F, T).	
Spelling	R1-R6	R5	Spells some difficult words correctly ( <i>paramedic, investigate, suggested, mountain, notices</i> ). One error with homophone <i>to</i> [too].	

Prompt 20: The Bush

Exemplar 3: Heavy-booted feet

Heavy-booted feet trudge along the rough, gravel path, the sweet song of birds fill the air. A tui swoops over-head, fast yet graceful. It circles above a skyscraper-like pine tree, before settling on a low branch. Just visible, miniscule balls of fluff appear from a nest below, taking shape of a tui chick. Their cotton-soft fluff quivers as passers-by stop to gaze at the adorable creatures, maybe snapping photos from a large bulky camera. And then it happened.

Just as a set of three people, all lugging large, bulging backpacks, appeared, a screech from above startled them. All eyes shot upwards, meeting the piercing ones of a squawking, 35-kilogram eagle. It shot through the sky towards the pine tree and perched on it, gnarled feet clasp the branch next to the nest of chicks. The spectators' hearts began to race, beads of sweat on their brow. But they could do nothing. Or could they?

The eagle reached out a brown, wrinkled claw, scratching it's dark talons on the branch. It's clumsy feet knocked the nest, toppling it over and throwing the chick out. The helpless chick fell through the air, plummeting to the ground. One of the people, named Fred, leapt to the side, grasping the chick with his bony fingers before the bird hit the ground. He gasped, then sighed deeply with relief. That's was certainly a close call!

E02003

Prompt 20: The Bush

Exemplar 3: Heavy-booted feet

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO2003
Ideas	R1–R6	R5	Ideas show complexity by going beyond the writer’s immediate world to consider the relationship between humans and the environment.	
Structure and language	R1–R6	R4	Orientation and complication are developed and engage the reader’s interest. The ending is brief and lacks resolution. Some language features are appropriate to the purpose: use of past tense (not consistent), connectives showing sequence of events ( <i>just as, then</i> ), descriptive language. On balance, the text describes a scene, rather than narrating a story: there is insufficient control for purpose for a category R5.	
Organisation	R1–R7	R6	Paragraphs are developed. The change to past tense from the last sentence of the first paragraph causes a minor interruption to flow.	
Vocabulary	R1–R6	R6	Deliberate and sustained use of expressive words and phrases to create atmosphere and imagery ( <i>heavy-booted feet, quivers, bulging backpacks</i> ). Some minor glitches caused by use of clichéd or everyday language (e.g., <i>adorable creatures</i> ) or unnecessary words ( <i>Fred</i> ).	
Sentence structure	R1–R6	R6	Sentences are crafted for effect. Minimal error (subject–verb agreement: <i>the sweet song of birds fill</i> [fills] <i>the air</i> ; missing word: <i>taking</i> [the] <i>shape of a tui chick</i> ).	
Punctuation	R1–R7	R6	Correct sentence punctuation (one instance of sentences joined with a comma – see opening statement). Other punctuation assists the reader: e.g., commas are controlled to clarify meaning, hyphens to assist imagery ( <i>skyscraper-like, cotton-soft</i> ), possessive apostrophe ( <i>spectators’</i> ). Some minor error: hyphen ( <i>over-head</i> ), contraction ( <i>it’s</i> ).	
Spelling	R1–R6	R6	One spelling error (see last sentence – <i>thats</i> ). Text includes a range of difficult words: <i>visible, miniscule, adorable, creatures, camera, spectators, sweat, talons, certainly, plummeting</i> .	

e-asTTle



Whisper

**I heard a whisper but no-one was there**

Imagine you heard a whisper but couldn't see who had whispered. Write to narrate (tell) a story about a whisper.

Find four specific exemplars attached.



Prompt 21: I heard a whisper but no-one was there

Exemplar 1: Is it a gost

I heard a whisper but no one was there.

What was that I said as I <sup>rushed and</sup> turned on the light but no one was there I turned oof the light. I shut my eyes but befor you even know if there it was again I was saying to my self "Is it a gost or is that my brother trying to scare me". Ahh it is a gost I hid under my blanket Im still screaming then I heard my say sweety whats the matter I rushed to my mum then my mum said "you can come and sleep with me then the whisper never came back again."

E02101

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E02101
Ideas	R1-R6	R3	A simple idea close to the writer's personal experience (scary noises in the night) is introduced with some basic development and elaboration.	
Structure and language	R1-R6	R2	Some appropriate structural elements are present: the opening statement engages the reader's attention and introduces a simple problem which is quickly resolved. The writer has attempted to use some appropriate language features: use of dialogue, past tense and connectives showing time sequence.	
Organisation	R1-R7	R3	Although inconsistencies in tense across the text sometimes interrupt the flow, the ideas are sequenced and there is a coherent storyline.	
Vocabulary	R1-R6	R3	Uses mostly everyday words and phrases, with some precise language to add interest: 'rushed', 'befor you even know it' and 'Ahh it is a gost'.	
Sentence structure	R1-R6	R3	Correct sentences show some variety in type (direct speech, questions, statements). Sentences are mostly simple, compound and complex (first sentence is complex) and some structures are repeated.	
Punctuation	R1-R7	R3	Some correct use of sentence punctuation. Punctuation of direct speech is partially correct. No other punctuation attempted, and apostrophes for contractions are missing ( <i>Im, whats</i> ).	
Spelling	R1-R6	R4	Spells most words correctly, and achieves close approximations of others ( <i>gost, befor</i> ). One error with a common word ( <i>Oof/of</i> ).	

Prompt 21: I heard a whisper but no one was there

Exemplar 2: The powerful words

### The powerful words

Harry was eight years old and attended St. Matthews School. He was fairly smart and had a imaginative mind.

One day in term 2 week 8 in the year ~~2018~~ Harry had been doing tests in class he was extremely tired and had dozed off to sleep. When the school hours ended his teacher woke him up.

"Harry, oh Harry you slept all through class. Its time to go home now. Oh and don't forget your homework." Said Mrs. Ubsaloth. Harry packed up his belongings and quietly shuffled out of class.

On his way home he felt a tingy feeling in his hands, he shook them a few times and carried on his way. He stopped, there it was again "How weird" he thought to himself.

When he got home he said to his Mum, "Mum something weird happened today." He explained. "Fall asleep again huh?" She replied. "Yeah but - he was interrupted by the constant ringing off the phone. His Mother answered ~~it~~ ignoring her son. "Oh well" he muttered to himself and walked into the lounge to watch some t.v. Later that night when Harry was eating his dinner he got that tingy weird ~~was~~ feeling in his hands. "Oh that's weird" he muttered to himself. "Whats that Darling" she asked. "Don't worry" he replied and they carried on eating. When Harry was in bed at 1 or 2 in the morning he woke up quickly, was it just him or had something whispered in his ear. He turned on the lamp and looked around the room, nothing. He turned over his pillow and turned off the lamp.

Prompt 21: I heard a whisper but no one was there

Exemplar 2: The powerful words

He was just dozzing back to sleep when something brushed against him he silently reached out his arm and grabbed a furry little creature. "Gotcha" he exclaimed and turned on the lights. What he saw was one of the most scariest furry rats he had ever seen. "Hello!" it said with a devilish grin. "AAAAHHHH!!!" Harry screamed. Some thing tapped him on the shoulder he called over and examined the creature. "AAAAHHHH" he yawned. "Come on Harry time to go to school your late." "Oh, what" he muttered.

And all that he had seen was a dream that was just to true. "Oh Oh" he said as he began to doze back to sleep. "Here we go again. ..."

The End.

E02102

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E02102
Ideas	R1–R6	R4	A main storyline is present and elaborated, although some elements (e.g., the 'tingly' feeling) are introduced but not developed. Some complexity in ideas is shown through reference to universal feelings (e.g., frustration at being ignored).	
Structure and language	R1–R6	R5	Text has a clear orientation, complication and ending that reverts to a beginning: "Here we go again ...". Language features are appropriate: the main character's personality is developed through description and dialogue; consistent use of past tense; descriptive language.	
Organisation	R1–R7	R6	Paragraphs are structured around shifts in setting (school, way home, at home) and support the development of the narrative.	
Vocabulary	R1–R6	R4	The choice of words adds interest (e.g., "How queer" he thought to himself). Uses a variety of words and phrases, including adjectives and adverbs, to add precision ( <i>imagitive mind, extremelly tired, quitelly shuffled</i> ).	
Sentence structure	R1–R6	R4	Most sentences are correct. Structures are simple, compound, and complex. Some variety in length and type begins to create effects (see use of direct speech, for example).	
Punctuation	R1–R7	R4	Missing sentence punctuation, random capitals and missing contractions keep this in category R4. Experiments with direct speech, and uses a hyphen, a comma for phrasing, and ellipsis.	
Spelling	R1–R6	R4	Although most high-frequency and some difficult words are spelt correctly ( <i>through, weird, devilish, interrupted, creature</i> ), there are errors from over-generalisation of double letters ( <i>quitelly, extremelly, ignorning, ebbing, dozzing, scariest</i> ). Text contains elements of a category R5 and category R4: on balance, category R4.	

Prompt 21: I heard a whisper but no one was there

Exemplar 3: Ice angle

Slowly walking to a old, dark alley way. As I walked in with my hand's as cold as ice, silents. No one was there. all I could hear was the cold wind freezing my body it felt like I was trapped in ice. As I saw my hand, it turned purple. I heard a foot step's behind me I turned around but no one was there, I carryed on walking, I was scared, I started to jog then run then I stop. I heard a gentle whisper it sounded like an angle. I turn around but no one was there, I felt a cold hand touch my shoulder, I felt shivers running up my body I started to scream, but no one could hear me. I started to run again, then I saw a little girl. she was pretty she looked like a angle. She walked up to me but

then I steped back I turned around and there she was looking at me. I gaze into her eyes. then icy crystals ran down her cheek, she slowly whiped them away. then she dissappeared. I saw a hand grab my arm and pulled me into the past. I closed my eye's I heard laughing, it sounded like two little girl's. I opened my eye's. I saw a house and tree's they looked like they had been burned down. I saw one off the little girl's pulling me somewhere. I saw broken glass every where. I look into my reflection. I still looked at it as I walk it didn't move, I started to walk again the girl smiled at me, then laughed, she pulled me into an old home. I walked in slowly, it was freezing. I saw ice

Prompt 21: I heard a whisper but no one was there

Exemplar 3: Ice angle

every where. Then she told me to close my eye's and count to five then open them again. so I did as I was told. Then she smiled. I started to count... one, two, three, four, five... I opened my eyes and I was standing outside my house. I found out the reason why I was there. But she didn't take me too the past she took me too the future. I closed my eye's and slowly freezed to death.

E02103

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E02103
Ideas	R1-R6	R5	Ideas are complex, with reference to ideas beyond the writer's immediate world (the supernatural, angels). Ideas are elaborated with detail that creates atmosphere ( <i>it felt like I was trapped in ice</i> ).	
Structure and language	R1-R6	R5	Orientation is limited – the text begins abruptly. However, it goes on to present more than action and events – it creates effects (mystery) and surprises the reader with an unexpected ending where the narrator realises things have not been as they seemed. Language features support purpose: use of descriptive language ( <i>shivers running up my body</i> ); past tense.	
Organisation	R1-R7	R4	Although there are some correct paragraphs (category R5), some coherence is lost because changes in tense across text are not controlled (category R3). The writing has some features of a category R5 and some of a category R3: on balance, a category R4.	
Vocabulary	R1-R6	R5	Some word choices enhance meaning and mood: e.g., <i>old, dark alleyway; cold wind freezing my body; icy crystals; gentle whisper</i> .	
Sentence structure	R1-R6	R3	Correct sentences show some variety in structure and length (e.g., basic complex sentence <i>As I saw my hand, it turned purple</i> – although 'saw' would be better as 'looked at'). However, the majority of correct sentences are short and have similar structures beginning with 'I' ( <i>I started to count ... ; I opened my eyes ...</i> ). There are attempts to use sentences for effect (e.g., <i>As I walked in with my hand's as cold as ice, silents. No-one was there</i> ). Other sentences have errors such as incorrect verb tense ( <i>As I walk it didn't move</i> ) or missing words (see opening sentence). On balance, and taking number of incorrect sentences into account, category R3.	
Punctuation	R-R7	R3	High R3. Some sentences are punctuated correctly. Many others have missing punctuation, are fragments, or are incorrectly joined with commas. Use of other punctuation (contractions, commas for lists, phrases and clauses) is inconsistent. Uses possessive apostrophes incorrectly for plural nouns ( <i>hand's as cold as ice</i> ).	
Spelling	R1-R6	R4	A wide range of high-frequency words is spelt correctly. Other high-frequency words show errors with basic spelling rules ( <i>whipped</i> [wiped]; <i>traped</i> [trapped]; <i>carried; stepped; icy</i> ). Although some difficult words are spelt correctly ( <i>crystals, reflection, future</i> ), errors in high-frequency words keep this in category R4.	

Prompt 21: I heard a whisper but no one was there

Exemplar 4: Don't move

Don't move. Don't make a sound. Don't even breathe. Enfolded inside, well I'm not too sure who's closest this is. Probably my mums. Stuck here holding my little brothers close to me gripping their mouths shut while they whimper and sob. I'm trying to be as calm as possible, keep them out of harm, but I'm sweating and I can feel their tears trickling down my arm and dripping off my elbow. It's hot. Too hot for my liking. To frightened to move or make the smallest sound of a squeak.

Someone is in our house. Someone <sup>they</sup> don't know. And he wants something, and he's not going to leave until he has it. And I know what it is. I can hear the echo of his boots banging against our kitchen floor, rumaging through everything.

My two little brothers in my arms are starting to make too much sound from their cajs.

"Where's mummy? I wanna get out bubba, take us out of here." Cassius ~~says~~ says trying to breathe through my tight hands. He's scared. So is Judah. And so am I.

I can feel their cheeks warming beneath my hands and it's not comfortable.

Suddenly there's a cicle. The door next to us had opened and I can hear someone making their way in. "Hold your breath" I say ever so quietly to my little brothers. And it occurs to me that they already are. <sup>Nearly</sup> suffocating like a fish out of water under my hands. Then, silence. What's happened? Has he gone? But I still ~~don't~~ <sup>don't</sup> not open my mouth to take a breath.

I hold my brothers tightly close to me and wish for it to be over.

Still silence. Then out of no where, "I know your in here." Whispers a gruff, ~~scary~~ frightening voice.

~~He~~ Immediately we all stiffen. Our bodies have gone to shut-down. And he's going to find us.

And me... I remembered reading a book, the man character had said once: "Real fear doesn't make you scream ~~or run~~ or run, real fear makes you paralyzed." And only now did I truly understand her wording.

I could feel droplets of sweat, ~~is~~ pouring down the side of my head and streaming down my neck to my clothes. This is it. This is the end. I gather my little brothers. "What are you doing?" Judah asks, almost mute.

I don't answer him, I just take both of them and hide them under the clothes of my parents.

"Take care of Cassius for me" I say to Judah. And that's loud enough that it has stopped the man

outside the door. I start crying. They both start crying. And ~~now~~ now I know that none of this will be over until I'm gone.

As the pins and needles prickles my feet and legs when I stand, I can hear this man breathing, heavily, knowing he's going to get what he came for. Slowly I turn the knob of the closet door, look back to my little brothers, smile, and say "Whatever you do, don't come out, no matter what you hear. Stay here until it's safe." And I step out

Prompt 21: I heard a whisper but no one was there

Exemplar 4: Don't move

into the darkened bedroom of my parents to  
meet the eyes of a man I once knew.  
~~My father had been searching for me ever since it~~  
~~happened. Since I ran away, he had~~  
It's been searching for me ever since it  
happened. Since I ran away, he had  
Since the man believed that his daughter had  
been murdered. By me. But he didn't know  
I was his daughter. And now was the time to tell  
I walk to the light and flick the switch  
with my steady hands trembling with fear.  
"What if he doesn't believe me? What if he doesn't  
recognise the photo?" I think to myself. So many  
questions I had run away from this abusive man  
to be in the arms of my loving mother. Now  
it's time to face up. I turn to face my father.  
"Who are you?" He says, angry but surprised. In  
his voice I hear hurt, and pain, after all  
these years being alone.  
"It's me, Jessica." I whisper.  
"Jessica?" His eyes widen, not with relief, with fear.  
"How can that be? Your gone, you don't exist."  
"I ran away."  
Suddenly the door slams open. I hear sirens.  
Police dogs surrounding the house.  
My father stands there blank. Clutching his chest.  
My mother rushes in a huddles me.  
"Are you OK?" She asks, practically screaming with fear.  
"I'm fine." She looks up and sees my father standing  
there. "Now you know" she says. "No sympathy. And  
once again, I turn to my mother and say,  
not recognising her smell. "This is my home, and always  
will be."

E02104

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E02104
Ideas	R1-R6	R6	Ideas show originality and insight, with reference to complex issues such as family violence, and generalisation to universal feelings ( <i>real fear makes you paralyzed</i> ). Although some aspects of the story could be developed further (e.g., the father's motive for looking for the daughter/murderer), the ideas are sufficiently effective and elaborated for a category R6.	
Structure and language	R1-R6	R6	The orientation is compelling and engages the reader. The body of the text creates tension and suspense, building to a climax towards the end. Language features are controlled for purpose: present tense is used to bring the reader into the moment, descriptive language is used throughout, and characters are developed.	
Organisation	R1-R7	R7	Paragraphs are structured and linked to pace the narrative and build tension.	
Vocabulary	R1-R6	R6	Language choices consistently enhance meaning and mood ( <i>gripping their mouths shut while they whimper and sob; Nearly suffocating like a fish out of water under my hands</i> ).	
Sentence structure	R1-R6	R6	Sentences are deliberately crafted to have an effect on the reader: e.g., short, choppy sentences build the pace and sense of dread ( <i>Don't move. Don't make a sound. Don't even breathe</i> ).	
Punctuation	R1-R7	R7	While there are some errors in punctuating direct speech, and with contractions and apostrophes, the punctuation is used to enhance meaning and to guide the reader through the text.	
Spelling	R1-R6	R6	Writes with few errors and spells a wide range of difficult words correctly ( <i>whimper, echo, comfortable, immediately, surprised, surrounding, sympathy</i> ).	

# e-asTTle



Disappearing

## **The day things started disappearing**

Imagine that things start to mysteriously disappear... One thing disappears, then another thing has gone, and another... Write to narrate (tell) a story about these strange disappearances.

Find five specific exemplars attached.



Prompt 19: The day things started disappearing

Exemplar 1: My iPod

On Tuesday the 6<sup>th</sup> of August 2010 at 3:30pm my iPod disappeared. When I was looking for it in my Room. I think my iPod got missing because I miss it or I put it some where and I can't remember where I put it. Later that day at 5:25pm my \$100 <sup>notes</sup> ~~note~~ disappeared while I was going to buy my self a new iPod I think that the thief it got missing because there might be a beggar in my house or my Room hiding so he can steal more things. I think the beggar what to kill me. I feel that I can solve this problem. So I went up stairs with a stick that I took from outside I looked every where in my Room but not under my bed I looked under my bed and there he was looking at me I screamed he came out from under my bed he was holding a bag full of my stuff I ran out of my Room and looked him

in my Room I ran down stairs and called the Police and I said there is a beggar in my house they came as soon as possible they said to me where is he I said in my Room we went up stairs in my Room I unlocked the door and he was gone the window was open and he left his bag in the room and the bag that had all my stuff in it like the bag had his ID and passport and ever since he was whantied. and no has ever found him.

EO1901

Prompt 19: The day things started disappearing

Exemplar 1: My iPod

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EQ1901
Ideas	R1–R6	R3	There is a main storyline with some development. The ideas do not have the complexity required to move to category R4.	
Structure and language	R1–R6	R3	Opening sentences give a clear orientation – when, what and where. Language features are mostly appropriate: use of dialogue, past tense (though not maintained through text), nouns related to the event ( <i>beglar</i> [burglar], <i>Police</i> , <i>bag</i> ); linking words to show sequence of events ( <i>Later that day</i> ).	
Organisation	R1–R7	R3	Ideas are sequenced to show the order of events, but paragraphs are not used. Tense across the text is inconsistent, moving randomly between past and present. This interrupts the flow.	
Vocabulary	R1–R6	R3	Uses a range of everyday words and phrases, with a small number of precise words and phrases to add interest and detail: <i>'at 5:25 pm my \$100 doler notes disappeared'</i> .	
Sentence structure	R1–R6	R3	Errors in verb tense and word form cause problems with some sentences in the first part of the text (e.g., the sentence beginning <i>'Whill I was going to buy ...'</i> ). The second half of the text contains many short, correct sentences with some variation in length ( <i>I skremnd</i> ) and type (e.g., use of direct speech).	
Punctuation	R1–R7	R3	Some sentences in the first part of the text are correctly punctuated with capital letters and full stops. Sentence punctuation is missing in the second part of the text. No other punctuation attempted. Some random use of capital letters throughout the text.	
Spelling	R1–R6	R3	A range of high-frequency words is correct. Attempts at other words demonstrate use of phoneme–grapheme relationships ( <i>miss plast</i> [misplaced], <i>skremnd</i> [screamed], <i>posabol</i> [possible]).	

Prompt 19: The day things started disappearing

Exemplar 2: Book/ring/CD

Last week I lost my draft writing book in my bedroom. I was feeling unhappy because I would have to do my narrative and research again on a pad of paper. My book was lost because I left it on my bed and on the floor. I only knew it was lost this morning because I needed to take it to school. I looked every where but I could not find it so I asked my Mum to try find it she was very cross but she still had a look and she looked behind the bed and there it was.

Then my Mum lost her wedding ring at our house and she was crying. My Dad was going to get her a new one next week then the drain started playing up so my Pop pulled the pipe for the drain to put a new one in but when he pulled out the pipe the wedding ring fell out.

a CD me and my brother where sad because there where some cool songs on it. We looked where the other CDs where but not there, we looked in the stereo in the <sup>car</sup> and in the garage but not there so we went inside to play ps2 and we wanted to listen to so music so I opened my stereo and the CD was in there.

So if you every has lost so thing look in places where you thing it will be, places where you do not thing it will be or ask your Mum.

Prompt 19: The day things started disappearing

Exemplar 2: Book/ring/CD

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1902
Ideas	R1–R6	R4	Several ideas with some elaboration. Simple instruction (presented as ‘the moral of the story’) takes the text beyond simple ideas.	
Structure and language	R1–R6	R2	Some structural features of narrative are present. Rather than one developed story line, there are three mini-stories, each describing a similar problem that is not developed. Use of past tense is appropriate for narrative structure.	
Organisation	R1–R7	R5	Basic paragraphing. Each scenario has its own paragraph. Some slip in cohesion with change to present tense in third paragraph.	
Vocabulary	R1–R6	R3	Uses a range of everyday words and phrases.	
Sentence structure	R1–R6	R4	Sentences are mostly correct. Some variety shown in length and beginnings. Some glitches (e.g., tense – <i>ring fall</i> [fell] <i>out</i> ; word form – <i>every has lost</i> [have ever lost]; missing word – <i>to try</i> [to] <i>find it</i> ; missing subject and verb in the third paragraph – <i>but</i> [it was] <i>not there</i> ).	
Punctuation	R1–R7	R4	Most sentences are punctuated correctly. Some run-on sentences (e.g., <i>I asked my Mum to try find it she was very cross</i> ). Other correct punctuation includes a comma for list. Experiments with capitals for proper nouns <i>Mum</i> , <i>Dad</i> and <i>Pop</i> – but use here is incorrect (‘ <i>my</i> ’ indicates common rather than proper nouns).	
Spelling	R1–R6	R4	Spells a wide range of high-frequency words correctly. A more difficult word ( <i>research</i> ) is correct. Attempts <i>steero</i> (all letters present but in wrong order). Consistent error with <i>where/were</i> , <i>thing/think</i> . Some incomplete words in third and fourth paragraphs ( <i>looke</i> [looked], <i>so</i> [something]).	

Prompt 19: The day things started disappearing

Exemplar 3: Supermarket

I was sitting in the car, waiting to see my mum come out of the supermarket. I was watching the people come in and out, it felt like she was in there forever. I felt my phone vibrate I looked down at it for a second and when I looked back up, the sight I saw was unbelievable. My eyes widened, I closed them and opened them again, I thought I was seeing things, the supermarket had disappeared.

I sat there not moving a muscle I didn't know what to do. I did what I thought was right, I ran home. I turned on the t.v and switched it to the news, the top story was what I had just witnessed, the disappearance of the supermarket. My dad came stomping down the stairs, "What's mum?" "Come here, look at this!" I said. Dad didn't believe it, "This is just one of your silly t.v shows, right?" I explained to him what had happened, even I couldn't really believe what I was saying.

He turned on the radio, the next thing we heard was just unbelievable.

My school that I go to had <sup>magically</sup> disappeared. "Dad, how are we going to get mum back?" I said in a low voice. He just said "We'll have to find where all these places are going first, she'll be alright." I decided to be a detective and the only thing I did for the rest of the day was watch the news and waited for more information. I started to doze off but then something woke me, "Breaking news" the <sup>news</sup> reporter said, before the reporter started talking my dad ran in, "quick come with me" he jumped into the car and he ~~took~~ drove us to the tip. "What are we..." then something stopped me, in the corner of my eye I saw the bright bold "supermarket" sign, and then I saw my school. Everything that disappeared had ~~reappeared~~.

Everything that disappeared had reappeared in the tip. Mum came running towards the car. I gave her a hug and she said she didn't remember how she got there but that she'd been there for what felt like forever. How they got up in the tip is still a mystery but I just hope it doesn't happen again.

EO1903

Prompt 19: The day things started disappearing

Exemplar 3: Supermarket

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1903
Ideas	R1–R6	R4	Ideas show some complexity, with elements from the wider world (e.g., TV – breaking news). Ideas are not sufficiently elaborated and developed for a category R5.	
Structure and language	R1–R6	R4	Effective orientation to context (where, what). Storyline is consistent and includes a problem and simple resolution. Language features include use of dialogue, descriptive language, and some development of individual character (e.g., father’s character hinted at through <i>stomping downstairs</i> and reaction to TV show).	
Organisation	R1–R7	R6	Paragraphs are correct and support the development of the text. There should possibly be a new paragraph at <i>I decided to be a detective ....</i>	
Vocabulary	R1–R6	R4	Uses a variety of precise words and phrases to add interest and information ( <i>phone vibrate, eyes widened, not moving a muscle, in a low voice, detective</i> ).	
Sentence structure	R1–R6	R5	Low R5. Sentences are correct with one or two minor errors in verb tense ( <i>I close them and opened them again/ ... the only thing I did ... was watch the news and waited</i> ). The structures are somewhat repetitive, but there is a variety of sentence types, including direct and reported speech (see second to last sentence). Meaning is clear.	
Punctuation	R1–R7	R4	Many sentences are joined incorrectly with commas (i.e., run-on sentences). Only a few are punctuated correctly with capital letters and full stops. Other correct punctuation includes commas for phrasing and to separate clauses, and the use of ellipsis and contractions (although some contractions are missing). Punctuation of direct speech is partially correct. Text has elements of category R5 and category R3; on balance, the best fit is category R4.	
Spelling	R1–R6	R5	High-frequency words and some difficult words are spelt correctly ( <i>muscle, detective, information</i> ). Errors include <i>disappearence, allright, and whitnessed</i> .	

Prompt 19: The day things started disappearing

Exemplar 4: Woken up one morning

As I had woken up one morning, I had that strange feeling that something wasn't right. The house was always loud and noisy, people jumping and laughing and the radio and tv was always turned up. But this time it was different. It was the first time my house had been so quiet. I got out of bed and went down stairs, I began searching for my parents. My dad wasn't in the lounge as usual watching tv and my mum wasn't in the kitchen cooking breakfast. I thought to myself WHERE ARE THEY? I had a look outside to see if the car was outside. The car was parked where it's normally parked, outside in the back yard. I began to worry! I ran upstairs to check if my brothers were playing ~~the~~ playstation 3, but it seemed quite weird because the game was still going but no one playing it. I didn't really panic because I just thought to myself maybe they just gone for a walk or something. I went back down stairs and sat on the couch waiting for them to come back home. 5 hours went by and they still weren't home. The couch I was sitting on suddenly disappeared. I just don't know what had happened. Everything began to disappear one by one. I somehow

fell asleep on the floor where the couch was. I strangely woke back up and everything was back to normal. The house was loud, I went down stairs and my dad was watching tv as usual and my mum was cooking breakfast. I ran upstairs to check if my brothers were there. There they were sitting playing their game. Maybe I ~~be~~ just had a weird DREAM?

EO1904

Prompt 19: The day things started disappearing

Exemplar 4: Woken up one morning

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1904
Ideas	R1–R6	R5	The elaboration of ideas surrounding the unexplained disappearance of the narrator’s family creates a sense of mystery: <i>But this time it was different. WHERE ARE THEY?</i> Complexity is shown by the link to universal feelings (e.g., unease when familiar routines and surroundings change unexpectedly). Some elements of the storyline are undeveloped, jarring (e.g., the disappearing couch) or lacking originality (it was all a dream). Low R5.	
Structure and language	R1–R6	R4	Opening sentence provides an orientation to the theme ( <i>something wasn’t right</i> ). This is followed by the response – a search for the family – which is developed through a series of actions. The ending is brief (it was a dream). Language features are appropriate: use of past tense, connectives showing sequence of events ( <i>5 hours went by</i> ), nouns related to the event, and words and phrases to create a sense of mystery ( <i>but this time it was different; they still werent home</i> ).	
Organisation	R1–R7	R4	Text shows control over sequence of ideas, but paragraphs are not used. Some minor glitches in tense across the text (first sentence <i>As I had woken up</i> ; bottom of p.1 <i>I just don’t know</i> ).	
Vocabulary	R1–R6	R4	Word choices and phrases add interest and create drama and suspense ( <i>strange, weird, I didn’t really panic</i> ). Incorrect word choice and placement causes some jarring ( <i>Everything began to disappear one by one/I strangely woke back up</i> ), as does use of everyday words such as <i>just, quite</i> and <i>really</i> .	
Sentence structure	R1–R6	R4	Sentence length is used to create effects (e.g., short sentence <i>I began to worry!</i> ). Many sentences have repetitive structures ( <i>I ran upstairs, I just thought, I somehow fell</i> ). Most sentences are correct; others have verb errors ( <i>maybe their just gone for a walk/ but no one [was] playing it</i> ).	
Punctuation	R1–R7	R5	Most sentences are punctuated correctly (a couple are joined incorrectly with commas). Other correct punctuation includes commas for phrasing, contractions ( <i>wasn’t, didn’t</i> ; error with <i>werent</i> ), and capitals for effect.	
Spelling	R1–R6	R5	Some difficult words are spelt correctly ( <i>different, weird, playstation</i> ). One common error: <i>their</i> (they’re/there).	



Prompt 19: The day things started disappearing

Exemplar 5: Hair straightener

"Where's my bloody straightener?" my sister screamed, "if you've taken it again I'm going to kill you little rat!" Her voice echoed through the house like a lion's deafening roar. "I don't have it please just get out of my room" was my reply as she started going through my drawers, turning my room upside-down. "Where has it gone then?" "Do you expect me to believe a winky little 9 year old? Nah?"

"I might be 9 but I'm not a liar!" I yelled back at her. She ran to Mum screaming hysterics not to mention

This was the day things started disappearing. They should have seen it as a warning sign of an omen of things to come. Some people just don't see things the way I do.

I'm Jane, nine years old and too clever for my own good. Or so my nana says. I'm good at guessing the future, & not knowing what will come next.

Two weeks before the straightener incident I had a dream about the end of the world. Yes you are probably laughing at this just as my mother did. Sometimes I have premonitions so I decided to tell her my dream just in case. My family tends to ignore me when I start talking about my dreams.

According to them I have an "over-active" imagination. The day after the straightener incident we were watching the news and we heard that there had been a "mass theft" in countries all over the world in which household items were being taken. It was blamed on a gang who has headquarters

in New York. This made me think, "how could a gang set up in America reach countries such as Australia, Japan and our very own New Zealand?" My family seemed to think that it had something to do with the black market but I knew this was no human action. This was the solar system fighting back against our consumerism. As more and more items were being taken I tried to tell people to stop buying, making and then throwing away. We needed to look after our eco-system, not degrade it further. About a month later I came home from school to find my mother in tears, all we had left was an empty house and the shirts on our backs. This was also the case for most of our neighbourhood. We had no way of knowing how far this "epidemic" of theft had spread because we had nothing to watch the news on. This loss of items led to many many deaths of the sick, elderly and infants alike. Disease rapidly spread through malnourished families. Fire raged, storms swept, people died and families wept. No one heeds the warning of a nine year old until it's too late. That was the year that things started going missing. Those that survived the chaos and ruin (including myself) worked together to build an eco-friendly, serene society. This was the year that I started being listened to.

EO1905

Prompt 19: The day things started disappearing

Exemplar 5: Hair straightener

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1905
Ideas	R1–R6	R6	Ideas show insight and originality, with reflection on global themes (e.g., consumerism). The main theme is focused and elaborated through the storyline.	
Structure and language	R1–R6	R6	Effective opening, which gains the reader’s attention. A problem is introduced and developed in the body of the text. Resolution is brief (eco-friendly society). Language features are appropriate: characters are developed (e.g., the opening sentences convey a clear picture of the narrator’s sister); tense is controlled (combination of present and past tense); use of dialogue. Control of language features puts this text into category R6.	
Organisation	R1–R7	R5	Ideas are grouped and sequenced and some paragraphs are indicated appropriately. Some paragraphs contain too much information: further paragraph breaks are required, to structure the narrative and assist the reader.	
Vocabulary	R1–R6	R6	Precise words and phrases are used consistently throughout the text, to enhance meaning and create mood ( <i>premonitions, epidemic, serene</i> ). Effective use of figurative language (e.g., <i>like a lion’s deafening roar</i> ).	
Sentence structure	R1–R6	R6	Sentences are controlled and used for impact (e.g., the opening sentence and sentences such as <i>Fire raged, storms swept, people died and families wept</i> ). The narrator’s technique of introducing herself in the sentence ‘ <i>I’m Jane ...</i> ’ is effective in drawing the reader into the story.	
Punctuation	R1–R7	R6	The majority of sentence punctuation is correct (some sentences are joined incorrectly with commas). Other correct punctuation includes commas for lists and phrasing, contractions ( <i>where’s, don’t, I’m</i> ), an apostrophe for possession ( <i>lion’s</i> ), and hyphens ( <i>upside-down, eco-friendly society</i> ). Punctuation of direct speech is mostly correct.	
Spelling	R1–R6	R6	Writes with minimal spelling error ( <i>malnourished</i> ). A wide range of difficult words is spelt correctly, including <i>straightener, obscenities, premonitions, consumerism, neighbourhood</i> .	