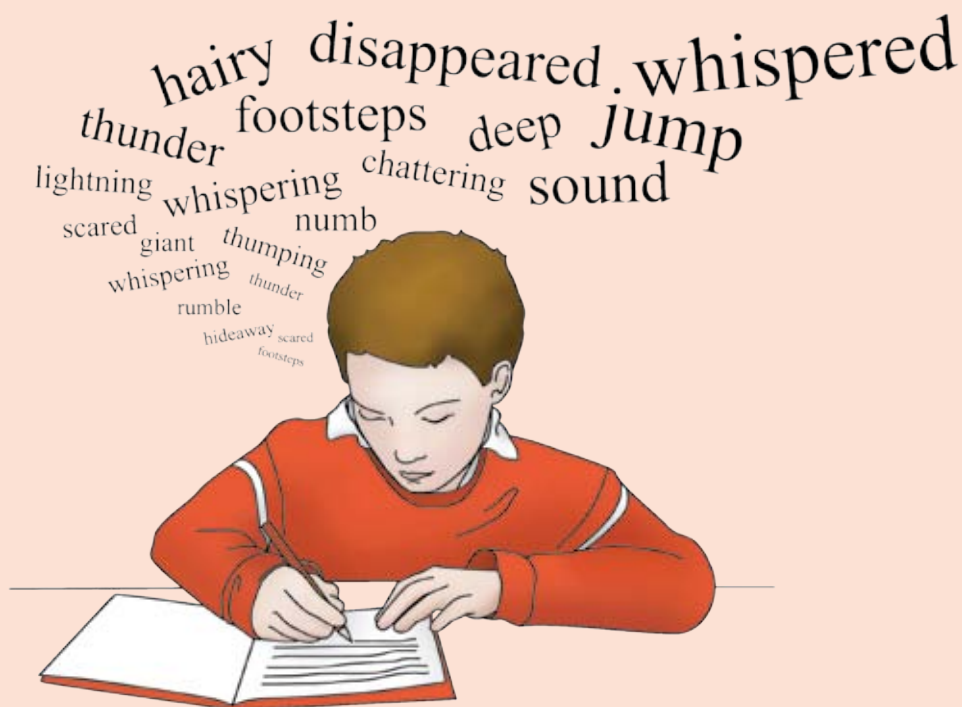


# Writing stories

Student booklet



# 4

## English

Queensland Comparable  
Assessment Tasks (QCATs)  
2010

Given name: .....

Family name: .....

School: .....



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## Setting the scene: Group discussion

Writers try to make their stories interesting, exciting, entertaining, suspenseful or adventurous for their audience.

**How do writers do this? Write some ideas to discuss.**



### In this assessment, you will:

- listen to your teacher read part of an **orientation** to a story
- answer questions about the **orientation**
- plan the story's **complication** and **resolution**
- write, edit and proofread the story.

# Interpreting a story orientation

Listen as your teacher reads part of the **orientation** to a story.

Refer to your copy of the story to find the answers to the following questions.

1. **Number the squares 1 to 4 in the order of when each action happened in the story.**



Use each number once only.

- ☐ The girls lay without moving.
- ☐ The girls hid quickly under bushes.
- ☐ The girls stared at something that came into view.
- ☐ The girls were talking to each other.

2. **Who are the characters?**

.....

.....

3. **Who is the leader?**

..... is the leader. I know this because .....

.....

.....

4. **Why does Molly whisper?**

.....

.....

5. List two things that are in the setting.

.....

## Using words for a purpose

6. Identify two word groups from the text that describe how the characters are feeling.

• .....

• .....

The writer has used nouns, adjectives, verbs and adverbs to make sentences interesting.

7. Use the paragraph below to complete the following.

a) Draw a circle around one adjective.

b) Rule a line under one noun.

c) Place a tick (✓) above one verb.

Too scared to move, the girls lay speechless until a flash of lightning made them jump. In the distance was the deep rumble of thunder.

8. Add an adverb to the sentence below to make it more exciting. Rewrite the sentence.

Their hearts were thumping.

.....

# Planning the story complication and resolution

Complete this sentence.

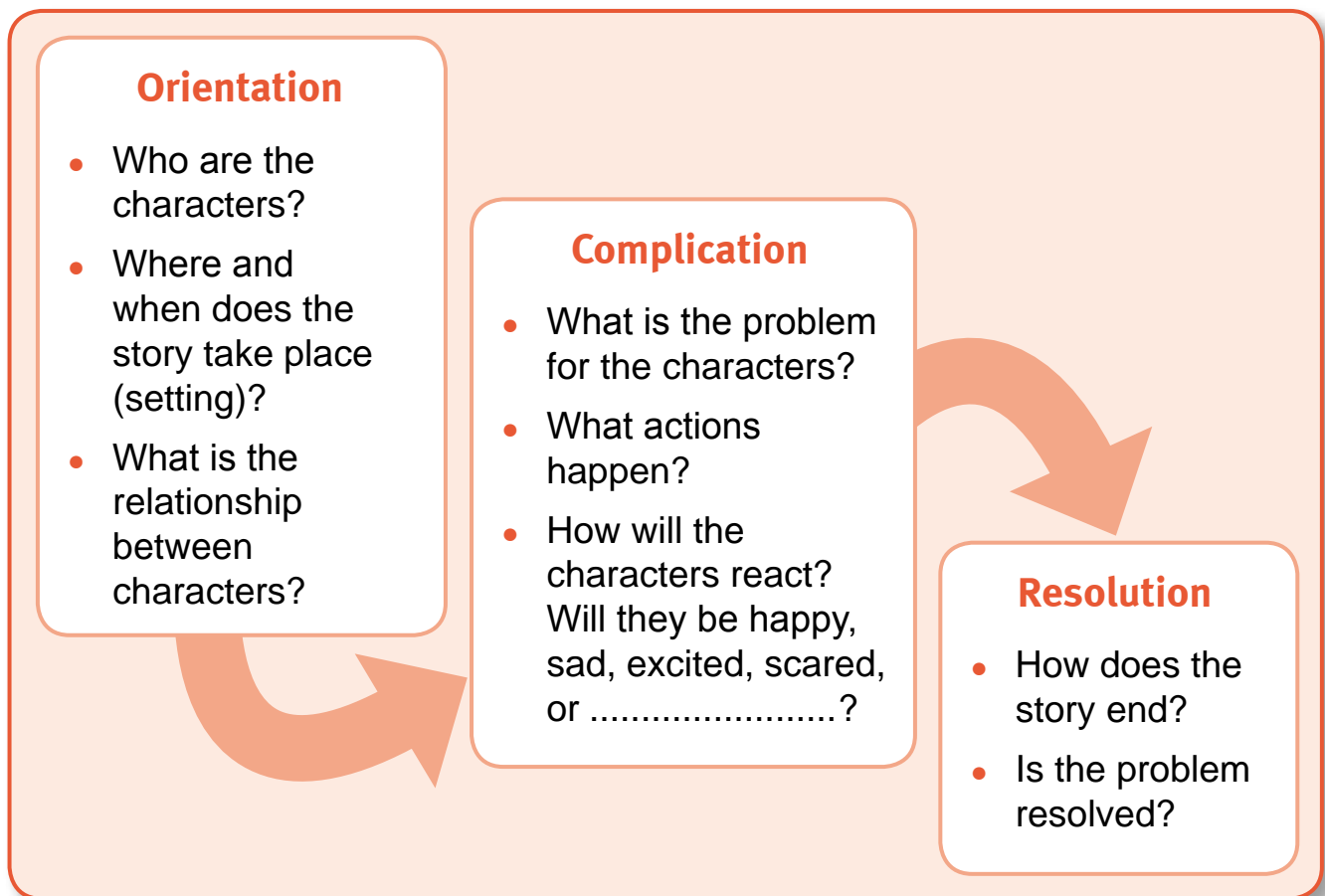
9. The purpose of writing a story is to .....

.....

.....

A story has an **orientation**, **complication** and **resolution**.

## Planning a story



Read and discuss Questions 10 to 13 with your teacher. After your discussion, the teacher will read the **orientation** to the story again.

Now complete the questions below to help you plan the rest of your story.

**My plan for the rest of the story**

- 10. What is the problem for the characters?**  
**What happens?**  
**Are there new characters?**

- 11. Describe the setting. Where and when is it set?**

- 12. What new words or word groups might you use in your story?**

What do the characters ...	Words and word groups
see?	
hear?	
feel?	

- 13. How does your story end?**

# Write your story

14. Use the ideas from your plan to write the rest of your story.



Write carefully, and remember to use:

- ☐ your plan
- ☐ correct spelling
- ☐ ideas that are sequenced
- ☐ simple and compound sentences
- ☐ paragraphs
- ☐ correct punctuation.

Too scared to move, the girls lay speechless until a flash of lightning made them jump. In the distance was the deep rumble of thunder.

.....

.....

.....

.....

.....

.....

.....

.....

.....



[illegible]

[illegible]

# Editing and proofreading

15. Edit and proofread your story in Question 14.



Use the editing symbols you are familiar with.

## Checking your work

16. I have:

- |                           |                              |                             |
|---------------------------|------------------------------|-----------------------------|
| • checked my spelling     | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • checked my punctuation  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • used paragraphs         | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • used simple sentences   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • used compound sentences | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

17. Copy from your story one simple sentence you have written.

.....

18. Copy from your story one compound sentence you have written.

.....

.....

19. What types of punctuation did you check?

.....

.....

## Publishing your story

20. Before publishing my story, I would need to:

• .....

• .....

# Guide to making judgments — Year 4 English

Name .....

Focus: Plan and construct a story based on a stimulus text.

Knowledge and understanding Interpreting texts	Knowledge and understanding Constructing texts	Knowledge and understanding Constructing texts
<p>Interprets text through an understanding of purpose, sequence, inference, grammar and representation of people and place.</p> <p>Questions 1–9</p> <ul style="list-style-type: none"> <li>Correctly identifies a noun, adjective and verb and adds an appropriate adverb. Identifies two appropriate word groups. Clearly explains inferences in both Q3 and Q4 using clues from the text. Sequence correct.</li> <li>Clearly explains one inference using clues from the text. Identifies one appropriate word group.</li> <li>Identifies three characters and an aspect of the setting. Identifies two from noun, adjective, verb or adverb. Purpose statement has relevance to writing a story.</li> <li>Sequencing of actions mostly correct. Identifies a noun, adjective, verb or adverb.</li> <li>Identifies two characters.</li> </ul>	<p>Plans a story, demonstrating an understanding of narrative structural features, language elements and publishing processes.</p> <p>Questions 10–13, 20</p> <ul style="list-style-type: none"> <li>Words/word groups are original and related to context. Resolution is detailed and gives a solution to the problem.</li> <li>Ideas in plan, including setting, are coherent and detailed. One word/word group is original.</li> <li>Identifies two appropriate publishing processes.</li> <li>Ideas in plan link to the orientation. Identifies a logical next step in publishing.</li> <li>Suggests new words.</li> <li>Plan has ideas.</li> </ul>	<p>Writes, edits and proofreads a story that shows planning, maintains purpose, builds from the orientation and uses language elements (paragraphs, grammar, punctuation, simple and compound sentences).</p> <p>Questions 14–19</p> <ul style="list-style-type: none"> <li>Resolution is insightful.</li> <li>Story matches purpose, and has realistic, structured complication with a problem for characters. Targeted language elements are applied consistently with minor errors only. Evidence of sentences purposefully crafted.</li> <li>Story continues seamlessly from orientation. Most language elements show development. Paragraphs mostly reflect new ideas. Shows an understanding of compound sentences.</li> <li>Story links to purpose. Complication has strong link to orientation. Paragraphing evident. Identifies most types of punctuation and applies with some success.</li> <li>Complication within story is evident. Most writing in sentences. Identifies a simple sentence. Identifies basic punctuation. Shows evidence of editing.</li> <li>Evidence of planning in story.</li> </ul>
		<p><b>A</b></p>
		<p><b>B</b></p>
		<p><b>C</b></p>
		<p><b>D</b></p>
		<p><b>E</b></p>

Feedback .....

.....