

# NAVIGATING NAPLAN

Stage 4 and 5 / Year 7 & 9

Cross-curricular: Sustainability

Linked to the Australian Curriculum

## NAVIGATING NAPLAN

The suggested activities within this booklet are designed to help Australian English teachers prepare students for the annual Year 7 & 9 NAPLAN writing assessments. These resources focus on narrative and persuasive writing, and are aligned with the Australian Curriculum.

# ABOUT VOICELESS

Voiceless, the animal protection institute, is an independent non-profit think tank working to promote respect and compassion for animals. By encouraging critical-thinking on animal protection issues and growing the field of animal law, Voiceless is equipping today's youth to become tomorrow's decision-makers.

# CONTACT

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# NAVIGATING NAPLAN

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## AUSTRALIAN CURRICULUM OUTCOMES – ENGLISH

### YEAR 7

### YEAR 9

<b>LANGUAGE</b>	<p>Understand and explain how the text structures and language features of texts become more complex in <b>informative and persuasive texts</b> and identify underlying structures such as taxonomies, cause and effect, and extended metaphors <a href="#">(ACELA1531)</a></p> <p>Understand how <b>modality is achieved through discriminating choices</b> in modal verbs, adverbs, adjectives and nouns <a href="#">(ACELA1536)</a></p> <p>Understand that the coherence of more complex texts relies on devices that <b>signal text structure and guide readers</b>, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts <a href="#">(ACELA1763)</a></p>	<p>Understand that <b>authors innovate with text structures and language</b> for specific purposes and effects <a href="#">(ACELA1553)</a></p> <p>Understand how <b>punctuation is used along with layout</b> and font variations in constructing texts for different audiences and purposes <a href="#">(ACELA1556)</a></p> <p>Compare and <b>contrast the use of cohesive devices in texts</b>, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas <a href="#">(ACELA1770)</a></p>
<b>LITERATURE</b>	<p>Identify and explore <b>ideas and viewpoints</b> about events, issues and characters represented in texts drawn from different historical, social and cultural contexts <a href="#">(ACELT1619)</a></p> <p>Create literary texts that <b>adapt stylistic features</b> encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition <a href="#">(ACELT1625)</a></p> <p>Recognise and analyse the ways that <b>characterisation, events and settings are combined in narratives</b>, and discuss the purposes and appeal of different approaches <a href="#">(ACELT1622)</a></p>	<p>Interpret and <b>compare how representations of people and culture</b> in literary texts are drawn from different historical, social and cultural contexts <a href="#">(ACELT1633)</a></p> <p>Explore and reflect on <b>personal understanding of the world and significant human experience</b> gained from interpreting various representations of life matters in texts <a href="#">(ACELT1635)</a></p> <p>Present an <b>argument about a literary text</b> based on initial impressions and subsequent analysis of the whole text <a href="#">(ACELT1771)</a></p>
<b>LITERACY</b>	<p>Analyse and explain the ways <b>text structures and language features shape meaning</b> and vary according to audience and purpose <a href="#">(ACELY1721)</a></p> <p><b>Plan, draft and publish imaginative, informative and persuasive texts</b>, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas <a href="#">(ACELY1725)</a></p> <p><b>Edit for meaning</b> by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact <a href="#">(ACELY1726)</a></p>	<p>Interpret, analyse and <b>evaluate how different perspectives of issue</b>, event, situation, individuals or groups are constructed to serve specific purposes in texts <a href="#">(ACELY1742)</a></p> <p>Create <b>imaginative, informative and persuasive texts</b> that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features <a href="#">(ACELY1746)</a></p> <p>Review and edit students' own and others' texts to <b>improve clarity and control over content</b>, organisation, paragraphing, sentence structure, vocabulary and audio/visual features <a href="#">(ACELY1747)</a></p>

**General Capabilities:** Literacy, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding

**Cross-Curriculum Priorities:** Sustainability

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## PROGRAM OVERVIEW

The *Navigating NAPLAN* resources are designed to support teachers as they prepare students for the annual NAPLAN diagnostic writing assessments. These resources focus on the art of narrative and persuasive writing. The content relates to the NAPLAN writing assessments for Year 7 and Year 9 students. The material is differentiated for learners across different stages. Developed and reviewed by a team of educators including senior Australian English Teachers, these resources have been professionally designed to create a high quality learning experience.

## FORMAL ASSESSMENT

- 1 x Persuasive Writing Task.
- 1 x Narrative Writing Task.

## TEACHING AND LEARNING RESOURCES

### Persuasive Writing

- 6 x Persuasive Writing PowerPoint Slides.
- Persuasive Writing Prompts.
- Techniques of Persuasion Worksheet.
- Essay Checklist Worksheet.

### Narrative Writing

- 6 x Narrative Writing PowerPoint Slides.
- Narrative Writing Prompts.
- Figurative Language Worksheet.
- Narrative Writing Checklist Worksheet.

### Animal Protection Education

- Lynn Simpson, 'My 57 Voyages: Cruelty Onboard Australia's Live Export Ships' (2018) [published on the Voiceless blog](#).
- Fact Sheet: Voiceless, '[How are Chickens Raised for Meat in Australia? Chicken Welfare in the Meat Industry](#)' (2017).
- Fact Sheet: Voiceless, '[Dolphins in Captivity](#)' (2018).
- Fact Sheet: Voiceless, '[Animals: Property or Persons?](#)' (2018).



## SCOPE AND SEQUENCE

### WEEKS 1-2: Navigating NAPLAN (Persuasive Writing)

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Introduction	Techniques	Structure/arguments	Bringing it together	Write here, write now!	Share, reflect, redraft
7 - <a href="#">ACELA1531</a>	7 - <a href="#">ACELA1536</a>	7 - <a href="#">ACELA1763</a>	7 - <a href="#">ACELT1625</a>	7 - <a href="#">ACELY1726</a>	7 - <a href="#">ACELT1619</a>
9 - <a href="#">ACELA1553</a>	9 - <a href="#">ACELA1770</a>	9 - <a href="#">ACELA1553</a>	9 - <a href="#">ACELA1770</a>	9 - <a href="#">ACELT1771</a>	9 - <a href="#">ACELT1635</a>

### WEEKS 2-3: Navigating NAPLAN (Narrative Writing)

Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Introduction	Techniques	Structure/ideas	Bringing it together	Write here, write now!	Share, reflect, redraft
7 - <a href="#">ACELY1721</a>	7 - <a href="#">ACELY1721</a>	7 - <a href="#">ACELT1622</a>	7 - <a href="#">ACELA1763</a>	7 - <a href="#">ACELY1726</a>	7 - <a href="#">ACELY1725</a>
9 - <a href="#">ACELT1633</a>	9 - <a href="#">ACELA1770</a>	9 - <a href="#">ACELY1742</a>	9 - <a href="#">ACELA1556</a>	9 - <a href="#">ACELY1746</a>	9 - <a href="#">ACELY1747</a>

The above Scope and Sequence is based on a three week teaching and learning program, with 4 x 50 minute weekly timetabled English lessons. This is merely a suggested model, and teachers should seek to implement the lessons according to the school context.

## LESSON OVERVIEW – PERSUASIVE WRITING

### Lesson 1 - Introduction to persuasive writing

Curriculum links: Year 7 - [ACELA1531](#) Year 9 - [ACELA1553](#)

#### Resources you will need

- [Lesson 1 Persuasive Writing PowerPoint slides](#)

#### Lesson structure

1. Run through the [Lesson 1 Persuasive Writing PowerPoint slides](#).
2. Outline to students the direction of the teaching and learning program (initial focus is on persuasive writing, then narrative writing).
3. Explain to students that to help prepare them for the NAPLAN writing task, you will be revising conventions surrounding persuasive writing.
4. Explain that the end result will be students creating a persuasive response, using techniques of persuasion.

### Lesson 2 - Identifying and using persuasive techniques in a text

Curriculum links: Year 7 - [ACELA1536](#) Year 9 - [ACELA1770](#)

#### Resources you will need

- [Lesson 2 Persuasive Writing PowerPoint slides](#)
- [Techniques of persuasion worksheet](#) (1 per student)
- Print-outs (1 per student) of the article: Lynn Simpson, 'My 57 Voyages: Cruelty Onboard Australia's Live Export Ships' (2018), published on the Voiceless blog: <https://www.voiceless.org.au/content/my-57-voyages-cruelty-onboard-australia%E2%80%99s-live-export-ships>

#### Lesson structure

1. Using the [Lesson 2 Persuasive Writing PowerPoint slides](#), teach students about the various different techniques used by writers to increase the persuasiveness of their writing.
2. At the relevant point during the presentation, distribute to students the following **text**: Lynn Simpson, 'My 57 Voyages: Cruelty Onboard Australia's Live Export Ships' (2018), published on the Voiceless blog: <https://www.voiceless.org.au/content/my-57-voyages-cruelty-onboard-australia%E2%80%99s-live-export-ships>
3. Distribute the [Techniques of persuasion worksheet](#) to each student.

4. Ask the students to fill in the worksheet by identifying the different techniques of persuasion used in the provided text. Students can work individually, or in groups.
5. Using the [Lesson 2 Persuasive Writing PowerPoint slides](#), discuss the different techniques used in the provided text.

### Lesson 3 - Structure and arguments of persuasive writing

**Curriculum links:** Year 7 - [ACELT1625](#) Year 9 - [ACELA1770](#)

#### Resources you will need

- [Lesson 3 Persuasive Writing PowerPoint slides](#)
- [Dolphins in Captivity Fact Sheet](#)

#### Lesson structure

1. Explain that as they now have an increased understanding of persuasive writing techniques, they will be working on constructing a piece of persuasive writing themselves, with a focus on structure and arguments.
2. Explain that they will be using the [Dolphins in Captivity Fact Sheet](#) for this task (distribute the fact sheet to all students). Ask students to read the fact sheet.
3. Run through the '[Lesson 3 Persuasive Writing](#)' PowerPoint slides.  
The slides enable students to review some sample persuasive writing responses, and discuss the ways that these texts are structured, how arguments are presented and language is used.

### Lesson 4 - Bringing it together

**Curriculum links:** Year 7 - [ACELT1625](#) Year 9 - [ACELA1770](#)

#### Resources you will need

- [Lesson 4 Persuasive Writing PowerPoint slides](#)
- [Dolphins in Captivity Fact Sheet](#)

#### Lesson structure

1. Explain to the students that they now have access to some of the tools they need to compose an engaging piece of persuasive writing. Revise the last couple of lessons, and have students reflect and share on what they need to remember with regards to persuasive writing.



2. Take some time to explore the ACARA website with students, engaging with the NAPLAN marking criteria and expectations within the writing task for persuasive writing.
3. Run through the [Lesson 4 Persuasive Writing PowerPoint slides](#).

## Lesson 5 - Write here, write now!

**Curriculum links:** Year 7 - [ACELY1726](#) Year 9 – [ACELT1771](#)

### Resources you will need

- [Lesson 5 Persuasive Writing PowerPoint slides](#)
- [Persuasive Writing Prompts](#) (1 per student)
- [Dolphins in Captivity Fact Sheet](#) (1 per student)
- [Legal Personhood for Animals Fact Sheet](#) (1 per student)
- [Broiler Chicken Welfare Fact Sheet](#) (1 per student)

### Lesson structure

1. Provide copies of the three factsheets to each student.
2. Put up on the screen the [Lesson 5 Persuasive Writing PowerPoint slides](#). These slides contain the stimulus options.
3. Distribute the [Persuasive Writing Prompts](#).
4. Ask them to use the information in the fact sheets to create a persuasive response either **for** or **against** the following statements in the Persuasive Writing Prompts:
  - Non-human animals should count as 'persons' under the law, not just as 'things'.
  - It is acceptable to keep dolphins in captivity for the purpose of educating and entertaining people.
  - Housing chickens permanently indoors is not acceptable.
  - Exporting animals on long distance journeys, by ship (such as live export) or other modes of transport, should be banned.
  - If animals can't talk, we don't have an obligation to listen.
  - Factory farming is cruel to animals.

They may find it useful to consult further resources (including videos) for each topic: <https://www.voiceless.org.au/schools>

## Lesson 6 - Share, reflect, redraft

**Curriculum links:** Year 7 - [ACELT1619](#) Year 9 – [ACELT1635](#)

### Resources you will need

- [Lesson 6 Persuasive Writing PowerPoint slides](#)
- [Essay checklist worksheet](#) (1 per student)
- [Techniques of persuasion worksheet](#) (1 per student)

### Lesson structure

1. Encourage the students to discuss their persuasive responses with each other.
2. Distribute another copy of the [Techniques of persuasion worksheet](#). Ask the students to identify the techniques of persuasion used by their partner.
3. Bring the class together, and ask each pair to share with the class the different techniques they used, writing them up on the board as you progress. Discuss which approaches were most effective, and why.
4. Using the [Lesson 6 Persuasive Writing PowerPoint slides](#), run through the [Essay checklist worksheet](#) with the students.
5. Encourage them to discuss in pairs how well they feel their persuasive response checks off the items on the list.
6. As a class, ask the students to reflect on:
  - The concept of persuasive writing and their experiences with it.
  - The arguments that were presented and why, including whether they were for/against their chosen statement, and how they reacted to the arguments made by other students.
  - Which persuasive techniques they chose to use, why they chose them, where and how they used them, how well they worked, etc...
  - Which examples from the fact sheets were used? What examples were most common? Why might this be the case?
7. Give students time to redraft their writing, taking all of the feedback into consideration.

## LESSON OVERVIEW – NARRATIVE WRITING

### Lesson 7 - Introduction to narrative writing

**Curriculum links:** Year 7 - [ACELY1721](#) Year 9 – [ACELT1633](#)

### Resources you will need

- [Lesson 7 Narrative Writing PowerPoint slides](#)

### Lesson structure

1. Explain to students that the second type of writing that could be assessed in the NAPLAN writing assessment for Years 7 and 9 is Narrative Writing.
2. Run through the [Lesson 7 Narrative Writing PowerPoint slides](#).

3. Using the [Lesson 7 Narrative Writing PowerPoint slides](#), capture student interest by talking about the universal nature of storytelling. Brainstorm as a class, 'what makes a great story'. This could be run as a 'think, pair, share' activity, or with students on their own.
4. Ask students to share examples of their favourite stories (texts), and consider what they hold in common. Possible answers may include engaging storylines, 3D characters, relatable moments, evocative language and unique structure.
5. Students may like to brainstorm different stories with animals in them, and consider what is unique and engaging about these stories with the featured animals.
6. Ask the question – 'what is narrative writing?' Invite students to share their responses, and then as a class read the definition provided by ACARA on the slides.
7. Show students the ACARA website, and explain that all information related to NAPLAN is publicly available and can be accessed by anyone who is interested.
8. Discuss the words in bold text in the definition on the PowerPoint slide. Ask students how this compares to their previous conception of 'narrative writing'. Recap/clarify/explore with students, what makes good narrative writing.
9. You may also like to discuss some of the points on the slide relating to the idea of 'good' narrative writing.
10. Use sticky notes, and have students write down as many ideas as they can in relation to the question: 'Where can you draw inspiration for your imaginative writing?' Each sticky note should have a different idea. Students should put the notes around the room, reading the notes of other students. Refer students to the PowerPoint slides, where ACARA provides some specific suggestions.

## Lesson 8 - Identifying and using narrative techniques in a text

**Curriculum links:** Year 7 - [ACELY1721](#) Year 9 – [ACELA1770](#)

### Resources you will need

- [Lesson 8 Narrative Writing PowerPoint slides](#)
- [Figurative language worksheet](#) (1 per student)

### Lesson structure

1. As a hook to this lesson, talk about the hair care product, shampoo. Explain that in some countries, chemical products like shampoo are tested on animals as a means of identifying the potential for harmful health side-effects in humans. Discuss as a class why Australia has decided to ban cosmetics testing on animals.
2. Explain that we will be using a different type of 'shampoo' in today's lesson. We will be using the acronym 'SHAMPOO' as a type of mnemonic device to help us remember some important figurative language techniques (Simile, Hyperbole, Alliteration, Metaphor, Onomatopoeia, Oxymoron). Check to make sure that students understand the meaning of both 'acronym' and 'mnemonic device'.
3. Display the acronym using the [Lesson 8 Narrative Writing PowerPoint slides](#).

4. Students should be encouraged to look up the meanings of these different figurative language techniques, filling in the [Figurative language worksheet](#) as they find the definitions.
5. Explain to students that using rich language techniques is very important in narrative writing, as it helps to bring the words to life.

## Lesson 9 - Structure and ideas in narrative writing

**Curriculum links:** Year 7 - [ACELT1622](#) Year 9 – [ACELY1742](#)

### Resources you will need

- [Lesson 9 Narrative Writing PowerPoint slides](#)

### Lesson structure

1. Ask students to reflect on themselves as writers, with specific reference to considering the characteristics and qualities of beginning writers and maturing writers (terminology used by ACARA). Discuss the two categories of writers as a class.
2. View the slide for 'beginning writers' in the [Lesson 9 Narrative Writing PowerPoint slides](#). Explain that beginning writers typically structure a narrative by adopting a 'beginning, middle and end' approach to story-writing with a simple problem and resolution. Contrast this with the fact that as students mature, their writing reflects a growing understanding that the middle of the story needs to involve a problem or complication that introduces conflict, danger or tension that must be resolved. It is this uncertainty that draws the reader in and builds suspense.
3. Use this as an opportunity for students to explore the different ways that a narrative can be structured, with specific reference to both ideas as well as language.
4. Refer to narrative structure, and differentiate the writing experience for beginning writers and maturing writers. Consider these aspects as part of the NAPLAN marking criteria.

## Lesson 10 - Bringing it together

**Curriculum links:** Year 7 - [ACELA1763](#) Year 9 – [ACELA1556](#)

### Resources you will need

- [Lesson 10 Narrative Writing PowerPoint slides](#)

### Lesson structure

1. Discuss with the class the role and purpose of narrative writing prompts.
2. Divide the class into two, and then have the two groups report back to the rest of the class on their investigation of 'The Box' writing prompt, and the 'Discovery' writing prompt.

3. Have students apply their skills and knowledge about writing prompts to *The Lives of Animals* book cover featured on the PowerPoint slide.
4. Discuss with the class the importance of an 'orientation' in narrative writing.
5. Consider the example orientation provided. Read and discuss it. Identify the 'who, what, where and when'.
6. Make notes and discuss as a class how the example orientation could be improved.
7. Discuss the role of the complication in a narrative. Use the prompt questions on the slide to engage students and test for prior knowledge.
8. Read the example and have students make notes on how this writing could move from basic to being more developed.
9. Read and discuss the questions that relate to the resolution. Read the examples and discuss where these questions are answered.

## Lesson 11 - Write here, write now!

**Curriculum links:** Year 7 - [ACELY1726](#) Year 9 – [ACELY1746](#)

### Resources you will need

- [Lesson 11 Narrative Writing PowerPoint slides](#) (1 copy per student as this contains the narrative writing prompt)
- [Narrative writing prompts](#) (1 copy per student)

### Lesson structure

1. Now that your students have some understanding about how to write a narrative, ask them to construct a narrative themselves.
2. Hand out to the class copies of the [Dolphins in Captivity Fact Sheet](#). They may also find it useful to consult further resources on the topic: <https://www.voiceless.org.au/content/dolphins-captivity-0>
3. Provide them with the [Lesson 11 Narrative Writing PowerPoint slides](#) as these slides contain the narrative writing prompt for this exercise (also distribute the [Narrative writing prompts](#) document).
4. Students can discuss ideas and plan their response. Ask them to create a narrative based on the prompt in the slides.
5. Give students time in class to compose and develop their skills related to narrative writing.
6. For example, timing writing responses (5 minutes planning, 30 minutes writing, and 5 minutes editing) or completing sections of a narrative in class.
7. If time permits, encourage students to attempt the additional prompts in the slides (and in the [Narrative writing prompts](#) document).

## Lesson 12 - Share, reflect, redraft

Curriculum links: Year 7 - [ACELY1725](#) Year 9 – [ACELY1747](#)

### Resources you will need

- [Lesson 12 Narrative Writing PowerPoint slides](#)
- [Narrative writing checklist worksheet](#)

### Lesson structure

1. Encourage students to share their completed narratives with another student.
2. Bring the class together, and ask each pair to share with the class the different approaches they adopted, writing them up on the board as you progress.
3. Discuss which approaches were most effective, and why.
4. Ask the students to reflect on:
  - The concept of narrative writing and their experiences with it;
  - How they constructed their narratives, and how they reacted to the narratives made by other students.
  - Which approaches to narrative writing they chose to use, why they chose them, where and how they used them, how well they worked, etc...
5. Have the students reflect on the NAPLAN minimum standards for Year 7 or Year 9 (located on different slides) and ask them to assess their work against these standards.
6. Read and discuss the NAPLAN marking criteria, and encourage students to evaluate their narratives against the [Narrative writing checklist worksheet](#).



# NAVIGATING NAPLAN

**APE**  
ANIMAL PROTECTION  
EDUCATION

A Voiceless Teaching and Learning Program Years 7 & 9

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**NARRATIVE WRITING PROMPTS**

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[voiceless.org.au](http://voiceless.org.au)

# The Dolphin in the Tank

Today you are going to write a narrative or story. The idea for your story is “The Dolphin in the Tank”.

Why is there a dolphin inside the tank?

Is the dolphin happy?

Is the dolphin upset?

How did the dolphin get there?

What happens in your story if the dolphin is let out of the tank?



Write a narrative piece of writing based on this prompt.



REMEMBER

5

minutes planning

30

minutes writing

5

minutes editing

Hint: You may find the [Dolphins in Captivity Fact Sheet](https://www.nsw.edu.au/resources/NAP_website_example_writing_prompt_narrative_The_Boxoff) helpful.



# The Chicken in the Shed

Today you are going to write a narrative or story. The idea for your story is “The Chicken in the Shed”.

Why are there chickens in the shed?

How do they feel?

Do they interact with each other?

Why are they there?

What happens in your story if the chickens go outside?



Write a narrative piece of writing based on this prompt.



REMEMBER

5

minutes planning

30

minutes writing

5

minutes editing

Hint: You may find [the Broiler Chicken Welfare Fact Sheet](#) helpful.

# The Chimp in the Circus

Today you are going to write a narrative or story. The idea for your story is “The Chimp in the Circus”.

Why is the chimpanzee in the circus?

Why is he kept in a cage?

How does the chimpanzee feel?

Why is he there?

What happens in your story if he escapes the circus?



Adapted and modified from: [https://www.nsw.edu.au/\\_resources/NAP\\_website\\_example\\_writing\\_prompt\\_narrative\\_The\\_Box.pdf](https://www.nsw.edu.au/_resources/NAP_website_example_writing_prompt_narrative_The_Box.pdf)

Write a narrative piece of writing based on this prompt.



REMEMBER

5

minutes planning

30

minutes writing

5

minutes editing

Hint: You may find the [Legal Personhood Fact Sheet](#) helpful.



# Underwater Discovery

Today you are going to write a narrative using the image and written prompts to guide you. The idea for your story is 'Underwater Discovery'.

Scientists are discovering new and fascinating facts about fishes all the time. This new knowledge can better our understanding of aquatic life and transform our relationships with the animals who inhabit the sea.

- Who are the main characters?
- When and where is their story set?
- What kind of discovery has been made?
- What is the problem or complication in your narrative?
- How will your story end?



Write a narrative piece of writing based on this prompt.



REMEMBER

5

minutes planning

30

minutes writing

5

minutes editing

Hint: You may find the [Facts and Fishes Fact Sheet](#) helpful.

# The Sheep on the Ship

Today you are going to write a narrative using the image and written prompts to guide you. The idea for your story is 'The Sheep on the Ship'.

- Whose point of view will you take:  
1st person narration i.e. A vet on board the ship, a crew member, a photographer on board, the captain?  
Or, 3rd person - an omniscient narrator observing the situation.
- Who are the main characters?
- Where has the sheep come from?
- Where is the sheep travelling to?
- What will happen to the sheep when he/she arrives?
- How would you describe the journey?
- What is it like for the sheep to be on-board the ship with so many others?
- What would happen if there was an emergency?



Write a narrative piece of writing based on this prompt.



REMEMBER

5

minutes planning

30

minutes writing

5

minutes editing

Hint: You may find the ['Live Export' Hot Topics page on the Voiceless website](#) helpful.



# NAVIGATING NAPLAN



## A Voiceless Teaching and Learning Program Years 7 & 9

### FIGURATIVE LANGUAGE WORKSHEET

<b>SIMILE</b>	
<b>HYPERBOLE</b>	
<b>ALLITERATION</b>	
<b>METAPHOR</b>	
<b>PERSONIFICATION</b>	
<b>ONOMATOPOEIA</b>	
<b>OXYMORON</b>	

## A Voiceless Teaching and Learning Program Years 7 & 9

### NARRATIVE WRITING CHECKLIST WORKSHEET

- ☐ Have you engaged the audience and crafted an effective orientation?
- ☐ Is your narrative well structured, demonstrating a clear orientation, complication and resolution?
- ☐ How well have you created, selected and crafted ideas?
- ☐ Have you developed the characters?
- ☐ Have you developed a sense of place, time and atmosphere?
- ☐ Do your language choices demonstrate range and precision?
- ☐ Have you correctly structured your sentences?
- ☐ Is your narrative cohesive?
- ☐ Have you used paragraphs effectively to structure your narrative?
- ☐ Have you used correct punctuation?
- ☐ Have you used correct spelling?
- ☐ Have you met the NAPLAN Minimum Standards?

# NAVIGATING NAPLAN



**A Voiceless Teaching and Learning Program Years 7 & 9**

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Two sharpened pencils are positioned diagonally on the left side of the slide. The top pencil is light brown with a grey eraser, and the bottom pencil is a darker brown with a grey eraser. Both are pointing towards the top right.

## PERSUASIVE WRITING PROMPTS

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**[voiceless.org.au](http://voiceless.org.au)**

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*Write a persuasive response arguing for or against the statement*

**Housing chickens permanently  
indoors is not acceptable.**



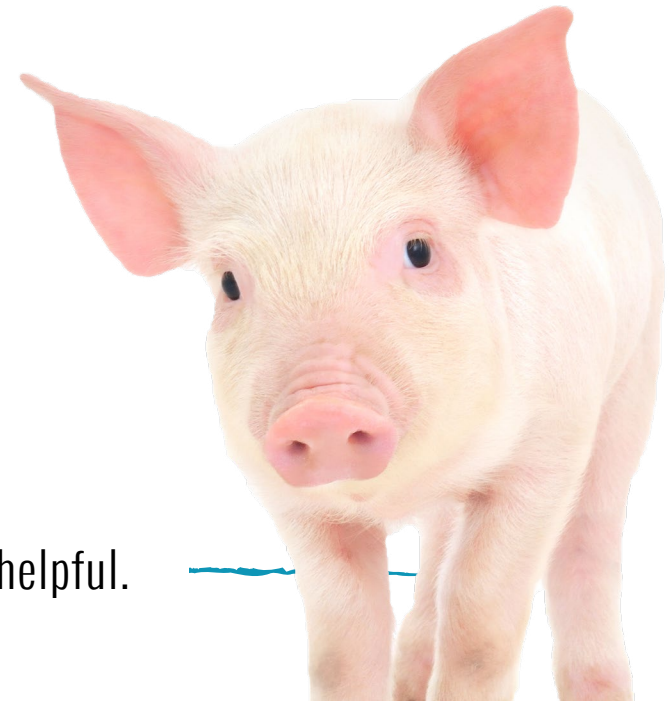
Hint: You may find [the Broiler Chicken Welfare Fact Sheet](#) helpful.

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*Write a persuasive response arguing for or against the statement*

**Non-human animals should  
count as ‘persons’ under the law,  
not just as ‘things’.**



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Hint: You may find [the Legal Personhood Fact Sheet](#) helpful.

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*Write a persuasive response arguing for or against the statement*

**It is acceptable to keep  
dolphins in captivity  
for the purpose of educating  
and entertaining people.**



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Hint: You may find [the Dolphins in Captivity Fact Sheet](#) helpful.

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*Write a persuasive response arguing for or against the statement*

Two white goats are shown in profile, facing each other. They have thick, white, woolly fur and small, dark eyes. The background is plain white.

**Exporting animals on long  
distance journeys, by  
ship (such as live export)  
or other modes of transport,  
should be banned.**

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Hint: You may find the Hot Topics page on [Live Export](#) helpful.

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***Write a persuasive response arguing for or against the statement***



**If animals can't talk,  
we don't have an  
obligation to listen.**



Hint: You may find the [Facts and Fishes Fact Sheet](#) helpful.





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*Write a persuasive response arguing for or against the statement*

**Factory farming is cruel to animals.**



Hint: You may find the Hot Topics page on [Factory Farming](#) helpful.

# NAVIGATING NAPLAN

# APE|ANIMAL PROTECTION EDUCATION

## A Voiceless Teaching and Learning Program Years 7 & 9

### TECHNIQUES OF PERSUASION WORKSHEET

	<b>Use of emotive language or words</b> (e.g. 'they were so cruel')	<b>Use of the rhetorical question</b> (e.g. 'How could we have known?')	<b>Use of the 2<sup>nd</sup> person personal pronoun</b> (e.g. 'you')	<b>Use of the superlative adjective</b> (e.g. 'most beautiful')	<b>Use of generalisations</b> (e.g. 'they all think this...')	<b>Use of repetition</b> (e.g. 'a brave, brave, brave, lion')	<b>Use of figurative language</b> (e.g. 'as free as a bird')	<b>Use of factual information</b> (e.g. statistics)
<b>Examples in the text</b>								

#### Extension activity

Rank the technique from 'most effective and persuasive', to 'least effective and persuasive'. Discuss and debate in pairs, and then as a whole class, come to an agreement on the most persuasive techniques used.

## A Voiceless Teaching and Learning Program Years 7 & 9

### ESSAY CHECKLIST WORKSHEET

- ☐ Have you identified a clear position in response to the statement/question?
- ☐ Have you developed arguments to support this statement?
- ☐ Have you backed up those arguments with facts? Are they logical?
- ☐ Have you considered counter-arguments?
- ☐ Have you planned an effective structure for your essay?
- ☐ Does it have a clear and persuasive introduction?
- ☐ Have you structured your arguments in a logical order?
- ☐ Have you persuasively constructed your arguments?
- ☐ What techniques of persuasion have you used?
- ☐ Have you written a clear and convincing conclusion? Does it summarise your key arguments? Have you made sure not to introduce any new material?
- ☐ Have you considered how your writing meets the NAPLAN standards?