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# Contents

Training script grid .....	3
Workshop training script grid — Magical Park .....	4
Workshop training script grid — Dream — St John's Orphanage .....	5
Workshop training script — Magical Park .....	6
Workshop training script commentary — Magical Park .....	8
Workshop training script — Dream — St John's Orphanage .....	9
Workshop training script commentary — Dream — St John's Orphanage ...	12
Training script 1 — Cold dark damp cave .....	13
Training script 1 commentary — Cold dark damp cave .....	16
Training script 2 — Two pirates .....	17
Training script 2 commentary — Two pirates .....	19
Training script 3 — A rough sea .....	20
Training script 3 commentary — A rough sea .....	21
Training script 4 — Rex .....	22
Training script 4 commentary — Rex .....	24
Training script 5 — A stony night .....	25
Training script 5 commentary — A stony night .....	26
Training script 6 — Gate Keys .....	27
Training script 6 commentary — Gate Keys .....	29
Training script 7 — Found — missing person .....	30
Training script 7 commentary — Found — missing person .....	33
Training script 8 — Runeite .....	34
Training script 8 commentary — Runeite .....	35
Training script 9 — Where's my peanut? .....	36
Training script 9 commentary — Where's my peanut? .....	38

## Training script grid

	Criterion	Score	Comment
1	Audience		
2	Text Structure		
3	Ideas		
4	Character and Setting		
5	Vocabulary		
6	Cohesion		
7	Paragraphs		
8	Sentences		
9	Punctuation		
10	Spelling		

## Workshop training script grid — Magical Park

	Criterion	Score	Comment
1	Audience		
2	Text Structure		
3	Ideas		
4	Character and Setting		
5	Vocabulary		
6	Cohesion		
7	Paragraphs		
8	Sentences		
9	Punctuation		
10	Spelling		

## Workshop training script grid — Dream — St John's Orphanage

	Criterion	Score	Comment
1	Audience		
2	Text Structure		
3	Ideas		
4	Character and Setting		
5	Vocabulary		
6	Cohesion		
7	Paragraphs		
8	Sentences		
9	Punctuation		
10	Spelling		

One day I went walking in a magical park and I found 1000 dollars. So I ran home to show my mum and she said wow! where did you find this money, I said "come on I'll show you." So we went back to the magical park to show my mum where I found the money but when I got there there was a huge treasure test. My mum said "how did that huge treasure chest get here" I said "I have no idea". I told mum how about we take it home, she said "sure but how" I said "we will carry it home". OK said mum so we picked it up and guess what it was not heavy at all it

was as light as a feather  
and it actually made us fly  
and we were at home in  
a blink I said "wow that was  
fun" and mum said "yea!" we  
were so excited that we had a  
party to celebrate so we called  
over some friend and we ate  
pizza and watched vidieos all  
night. THE END  
That is my story on  
FOUND.

## Workshop training script commentary — Magical Park

	Criterion	Score	Comment
1	Audience	3	Supports the reader by placing the story in context
2	Text Structure	2	Complete story but weak complication and resolution
3	Ideas	3	Ideas relate to storyline and show some elaboration
4	Character and Setting	2	Characters and setting are briefly described: <i>Magical park, Wow! we were so excited that we had a party to celebrate</i> dialogue is used to progress the plot rather than to reveal character
5	Vocabulary	2	Very few precise examples: <i>light as a feather, celebrate</i>
6	Cohesion	2	Overuse of “and” and “so” and “she said/I said”
7	Paragraphs	0	No paragraphs
8	Sentences	3	Simple sentences correct. Some correct complex sentences: <i>So I ran home to shown my mum ... when I got there ...</i> some rambling and incorrect sentences: <i>I told Mum how about we ...</i> <i>so we picked it up and guess what it was as light as a feather and it actually made us fly and we were at home ...</i>
9	Punctuation	2	Missing full stops and question marks. Mostly correct use of quotation marks and one contraction apostrophe. Not enough sentences correct for a score of 3.
10	Spelling	4	<b>common:</b> feather, friend, huge, money, found, there, said, heavy, night, watched <b>errors:</b> dollars, chest <b>difficult:</b> magical, celebrate, excited, guess <b>difficult errors:</b> treasure, actually, videos



# DREAM

I looked around me. Playground, trees, children. That's what I saw.

Children who were nothing like me, but at the same time exactly the same.

They didn't <sup>know</sup> who their family was, just like me. Orphans. Homeless children.

Aching for love and yearning for a family.

All I knew about my parents was that they left me at St. John's Orphanage just after I was born. Rejected, ~~&~~ neglected, thrown away without even looking back.

All this whizzed through my mind. Ever since I was old enough to understand it, I had thought the same thoughts every day, over and over again.

Yet I had never done anything about it, just lived out my days in that orphanage, alone.

The nuns that ran the orphanage didn't understand me. What kind of kid spent all day sitting under the old oak tree in the yard, looking out at the other children, but not really seeing anything?

Every day I'd promised myself that one day I would sneak out of the orphanage.

I imagined myself in black, easing out of the window into the night, cloaked by darkness.

But my dream had never come true. I had never <sup>had</sup> the courage to sneak out of the orphanage. It was like a home to me.

But a real home would have loving parents. As I continued to look out at the other orphans, I decided that I was going to wait no more. So that night, at the stroke of midnight, while all the other children were asleep, I made my move.

I silently climbed out the window, dropping to the ground without making a noise. As I crept away, I looked back at the building that had been like a home to me for all those years, and hoped I would find my real home.

But winter was cruel, and a homeless boy on the street is no match to nature; in only a few days I was so weak I just lay in a gutter, begging for food or money.

But people ignored me, averting their eyes from me as if I was some foul animal.

It angered me so, but I was too weak to even scream.

I must have passed out at some point, because when I opened my eyes I saw instead of the dirty greys, blacks, and browns of the street, eyes were blinded by a dazzling white. As my tired eyes adjusted to the light, I saw I was sitting in a bed in a white room.

There were strange machines at the end of my bed, some making noises.

Then I saw a face. A woman was sitting on a wooden chair next to the bed, watching me with a strange expression on her face, as if she was trying to stop herself ~~to~~ from doing something.

Suddenly she leapt at me, wrapping her arms around me shouting, "My Michaelo, my Michaelo!"

I was confused. How did a stranger know my name?

Then she looked up at me, and I knew I had found what I was looking for.

I had found my mother.

THE END

## Workshop training script commentary — Dream — St John's Orphanage

	Criterion	Score	Comment
1	<b>Audience</b>	5	A clear and accessible story. Attempts to evoke an emotional response from the audience inconsistent throughout..
2	<b>Text Structure</b>	3	Complete story. Ending is somewhat weak and requires a significant suspension of disbelief by the audience.
3	<b>Ideas</b>	5	Ideas are well crafted and maintained. Explores theme of personal quest.
4	<b>Character and Setting</b>	4	Character is well maintained and motivations are clear. Setting of the street is adequately created.
5	<b>Vocabulary</b>	5	many precise words and phrases: <i>rejected, neglected, thrown away, aching for love and yearning for a family, my eyes adjusted to the light, averting, lived out my days ... alone, cloaked, crept, some foul animal.</i> some clumsiness: <i>no match to nature</i>
6	<b>Cohesion</b>	3	Generally well controlled and cohesive. Effective use of connectives: <i>ever since, Yet I had, every day, as I continued to look back, so that night, as I crept.</i> Not as tightly and effectively linked throughout as a 4
7	<b>Paragraphs</b>	2	deliberate use of paragraphs for effect
8	<b>Sentences</b>	5	Loses control of a couple of longer sentences. Otherwise well controlled and shows variety
9	<b>Punctuation</b>	5	correct contraction apostrophes, noun capitalisation, commas, question marks, quotation marks, semicolon — some redundant commas, but these could be accepted as stylistic devices
10	<b>Spelling</b>	5	<b>difficult:</b> <i>orphans, yearning, orphanage, easing, courage, decided, cruel, adjusted, expression, averting</i>

## Training script 1 — Cold dark damp cave

I'm sitting in a cold, dark, damp cave. I'm shivering and my teeth are chattering. It has been three days, three whole days, since I got lost. I, Lucy Tomphansen, must be the dumbest girl ever. I can't believe that I wandered away, without even telling my parents where I was going. Look what I have to show from it. No food, no water, just me sitting here waiting to be found. It's unlikely my parents will even want me back after what I did.

It all started as a family vacation down to Forny Woods. We were meant to be camping there for the weekend. Mum, dad, and I, that is. I knew it was a bad idea as soon as dad suggested it. I mean, me, in the woods, it just isn't meant to be. Anyway, we were setting up our tent, dad trying to boss me around and Mum nagging that we weren't setting it up right. It wasn't too later in the evening before I snapped. Mum, as usual, was telling me that I 'had to lift my game and study hard.' That made me think. She doesn't own me. So I faced my mum and said just that. My dad was horrified. He told me to apologise to mum, which I was not going to do.

ing to do. I looked right at him and said, 'I will speak to her any way I want to,' and then I stormed off. There was no door to slam, so I just screamed as I wandered deep into the woods.

I got lost trying to find my way back to our campsite. It was becoming dark and I was becoming cold. I wandered North, then South, then East and West, but I couldn't find my mum or dad. So I decided to find somewhere to sleep, then look for my parents in the morning. What a bad idea! I woke up without clue where I was, and no hope of finding my way back. I walked and walked but I didn't know where to go. I stumbled across a cave and decided to stay put. After all, mum and dad would be looking for me, right? :)

So for three days I have been sitting here, waiting, and wishing, for someone to come and find me, but not a single person has appeared. I have tried, many times, to catch food, or find water, but I just can't. I think my days as a living person are almost over. I'm afraid that I might... well... die out here.

My hopes are ending. I might as well just lay down, close my eyes, and fall into an endless sleep.

As suddenly as it started, a noise that was coming from the bushes stopped. Then it started again. I didn't have any more energy to find out what it was. That endless sleep was looking more, and more promising. I shut my eyes, to have my body shaken awake.

Five men were staring down at me. They were dressed in a bright orange uniforms, and they all had SES written on their uniform. I was saved! At last, I thought. My parents do care. I shut my eyes, knowing everything was going to be o.k.

I woke up in hospital. Surrounded by family members and friends. My parents smiled at me when they saw that I was awake. My mum smothered me with hugs and kisses. My dad just simply said 'I'm so glad that you are alright.' I looked up at my parents and their beaming faces and apologised for the way I acted. My mum consoled me by saying three little words. They were, 'I love you.' That made me realise that everything is going to be o.k.

## Training script 1 commentary — Cold dark damp cave

	Criterion	Score	Comment
1	<b>Audience</b>	5	The writer develops a strong narrative voice — a teen dealing with an adolescent theme of family relationships. The writer adopts and maintains a first person narrator stance and attempts to lead the reader through the story by showing rather than telling what is happening.
2	<b>Text Structure</b>	3	A complete story. Orientation acquaints the reader with the character's current situation, the reasons for which are developed in a flashback.
3	<b>Ideas</b>	4	Ideas developed around family tensions and expectations are substantial and elaborated with an attempt to develop an underlying theme of unconditional love.
4	<b>Character and Setting</b>	3	Characterisation emerges through descriptions, actions ( <i>without even telling ... where I was going</i> ), speech and the attribution of thoughts ( <i>She doesn't own me</i> ). Setting is partially developed as the situation unfolds through descriptions of place, time and particularly atmosphere.
5	<b>Vocabulary</b>	4	Sustained and consistent use of precise words and phrases that enhance the meaning or mood. The writer makes precise choices to describe feelings ( <i>stormed off</i> ) and reactions ( <i>smothered, consoled</i> ).
6	<b>Cohesion</b>	3	Cohesive devices are used correctly. The episodes are clearly marked by connectives — <i>It all started as ...; So for three days ...; As suddenly as it started ...</i> Accurate pronoun referencing.
7	<b>Paragraphs</b>	2	Paragraphs constructed around the episodes of the plot enhance the narrative.
8	<b>Sentences</b>	4	Simple and compound sentences are correct. Most complex sentences are correct. There is some experimentation with sentence structure as a narrative tool that is causing some errors. There are too many errors for a 5. An error in verb construction — <i>shaked</i> (shook) and the wrong verb <i>lay</i> (lie).
9	<b>Punctuation</b>	4	All sentence level punctuation correct. Mostly correct other punctuation including ellipsis <i>I might ... well ... die</i> ; quotation marks and commas. Incorrect possessive apostrophes ( <i>parent's, day's</i> )
10	<b>Spelling</b>	4	<b>Common:</b> <i>shivering, hospital, smothered, snapped, suggested, person, appeared, realise</i> <b>Errors:</b> <i>stopped, tried, afraid, weren't, doesn't, meant</i> <b>Difficult:</b> <i>horrified, decided, promising, surrounded, apologise</i> <b>Error:</b> <i>unlikely</i> Errors do not outnumber correct spellings.



## Training script 2 — Two pirates

1.  
Once upon a time there  
were two pirates they saw  
a bottle then they found  
a treasure map then Danny  
tried to get it then  
Danny can't get it then  
Lou tried to get it then  
he got it they was  
Happy then they went  
to the beach then  
they found a boat  
then hown how and it  
but it was broken  
then they went inside  
it there were nothing  
inside it then they put  
it in the water then  
they driver the boat Danny  
was driving the boat then  
they was there then

they did and did then  
they found the treasure  
there was diamonds and golds  
then they lived Happy  
ever after .

## Training script 2 commentary — Two pirates

	Criterion	Score	Comment
1	<b>Audience</b>	2	Shows basic awareness of audience expectation. Story has a formulaic beginning and end, and a sequence of events.
2	<b>Text Structure</b>	1	No complication — just a sequence of events
3	<b>Ideas</b>	2	Few ideas — no elaboration
4	<b>Character and Setting</b>	1	One character named (Danny). No development of character or setting.
5	<b>Vocabulary</b>	2	Uses only simple content words: <i>pirate, gold, treasure map, diamonds</i>
6	<b>Cohesion</b>	2	Basic cohesion is achieved through the use of <i>they</i> and <i>then</i> . Though the referencing is unambiguous there is a cumbersome repetition of pronouns.
7	<b>Paragraphs</b>	0	No paragraphs are indicated.
8	<b>Sentences</b>	1	Some correct formation of sentences. Repetition of the same sentence structure: <i>Then they...</i> Evidence of verb problems: <i>was</i> for <i>were</i> (3 times), <i>drivering</i> ( <i>drove</i> ), <i>can't</i> ( <i>couldn't</i> ), <i>were</i> ( <i>was</i> )
9	<b>Punctuation</b>	1	Punctuation provides little assistance to the reader. No sentence-level punctuation apart from opening capital and final full stop. Some correct use of capitals: <i>Danny</i> . There are also examples of stray capitals.
10	<b>Spelling</b>	2	<b>Common correct:</b> <i>beach, can't, there, were, found, time, boat, they, happy, lived, after</i> <b>Common incorrect:</b> <i>bottle, pirates, tried, broken, inside, pushed, once, was, nothing, died, boat, dimes</i>

## Training script 3 — A rough sea

It was a rough sea in the ocean of the north shore. Our story is heard in a diary.

May 19<sup>th</sup> 8:45<sup>am</sup> 1960. We have just set off from the dock and are heading to the lost island of Tici Tici, where there is lost treasure. 4 years ago my mum set off there, but she did not come back. I think she is dead, bye diary Oliver

May 22<sup>nd</sup> 2:62<sup>pm</sup> We just had lunch and are on the island. We just saw a light from in the sand, and it was bright!! See ya, Oliver

May 23. 1:00<sup>am</sup> We have it! we have it! the lost treasure! I also saw my mum, not dead! this place is heaven! it has grapes, bananas, coconuts and more! it was added to the map and guess what it is? Africa! bye for now, not for ever

## Training script 3 commentary — A rough sea

	Criterion	Score	Comment
1	<b>Audience</b>	2	Shows awareness of audience through use of diary format. This requires a first person stance, which the writer holds, by appealing directly to the audience: <i>bye for now</i> .
2	<b>Text Structure</b>	1	Minimal evidence of narrative structure. No real complication. No tension evident. Compare this script with Zip (page 39 in manual).
3	<b>Ideas</b>	2	Limited elaboration of the few ideas, maybe due to diary format. Not clear, for example, if there is any connection between the mother setting off and the current quest for treasure. The <i>light from the sand</i> is not explained adequately and it is not clear how it relates to the rest of the events.
4	<b>Character and Setting</b>	2	Some description of setting: <i>rough sea in the ocean, lost island, this place is heaven</i> . One character is defined as <i>Oliver</i> through diary format.
5	<b>Vocabulary</b>	2	Mostly simple words and word groups: <i>rough sea, lost treasure, heading to, grapes, bananas and coconuts</i>
6	<b>Cohesion</b>	2	The text is held together through the repeated use of pronouns <i>we</i> and <i>I</i> . <i>I</i> is defined as <i>Oliver</i> but <i>we</i> is never defined. Temporal links are made by using dates (similar to using ordinals). Only other time marker used to progress the script is the repeated <i>just</i> . Also not sufficient for “sustained”.
7	<b>Paragraphs</b>	1	Simple breaks to fit in with diary entries.
8	<b>Sentences</b>	3	Only one complex sentence but control is generally good with simple and compound sentences of varying length.
9	<b>Punctuation</b>	2	Capitals not used consistently to begin sentences ( <i>the lost ... this place ... bye for now ... it has ...</i> ). Control of other punctuation is inconsistent. Some correct capitalisation (Tici Tici, Oliver, Africa), some incorrect (Story, Just, Guess), some use of commas.
10	<b>Spelling</b>	4	<b>Common:</b> <i>there, think, lunch, more, added, bright, Africa, diary, ocean, grapes, shore, island, light, heading, rough</i> <b>Errors:</b> <i>coconut, bananas, heaven, here, off</i> <b>Difficult:</b> <i>treasure, guess</i>

## Training script 4 — Rex

Once upon a time there lived a old man. He had a dog called rex. They were best friends. Every morning the old man would feed rex. Until one day rex had gone missing. The old man started to search for rex.

He searched everywhere but he couldn't find rex. That night he sat near rex's bed. He started crying and said "I've lost rex, what I'm I going to do?" The next morning he couldn't feed rex because she wasn't there. He thought and thought until he got an idea. He said "I could print a picture of rex and write the details and put it up on the wall so everybody will find her." so he tried that in the afternoon. Every night he would wait near the phone but nobody would ring. He began to think for another idea. He thought hard till he noticed another idea. "I could go to the channel ten centre and record a message on television so everyone would notice, so they can give rex back or find her."

One bright morning the old man waked up and heard a crowd shouting. He went

outside to see what's the commotion. When he opened the door he could see twenty people shouting and waiting for the old man. He did a big whistle and ask why is everyone noisy. One person said "I saw your dog rex!" another said "me too!" "We all saw rex!" So they told him what happened and where they saw him. "The RSPCA took rex!" said one. So he went down to the RSPCA that afternoon.

## Training script 4 commentary — Rex

	Criterion	Score	Comment
1	Audience	3	Internally consistent story with a simple context.
2	Text Structure	3	The overall narrative structure is better than a 2 although the resolution is weak. Could be just a resolution to one event in an incomplete script.
3	Ideas	3	The ideas show development and contribute to a central storyline.
4	Character and Setting	3	There is some development of the character of the old man in his relationship to Rex.
5	Vocabulary	2	Uses mainly simple word groups: <i>best friends, started crying, wait near the phone</i> ; although there are a few precise words: <i>searched everywhere, record a message, one bright morning</i> . The writing is marred by some clumsy expressions: <i>noticed another idea, did a big whistle</i> . Note that verb form errors are not captured here. Compare script to <i>October 16</i> (page 37 in manual).
6	Cohesion	3	The meaning is clear and the text flows well. There is a correct use of referring words. The tense problems are not captured here.
7	Paragraphs	1	Simple paragraphs indicating broad changes in time or scene.
8	Sentences	3	Simple and compound sentences are correct. There are correct complex sentences. There are several errors in tense, incorrect form of irregular verbs and some word order problems: <i>and he went to see what's the commotion</i> .
9	Punctuation	3	Sentence punctuation is mostly correct and there is some correct punctuation across categories, e.g. apostrophe of contraction, speech marks, clause comma. There is no noun capitalisation for Rex.
10	Spelling	4	<b>Common:</b> <i>friends, morning, search, everywhere, phone, channel, message, details, noisy, write, shouting, afternoon, waiting</i> <b>Difficult:</b> <i>commotion, noticed, whistle</i>



Training script 5 — A stony night

It was a stony night and a  
priser called Murry and a trucking  
business. He had a brand new truck  
it was a make tizen and sum one  
stall it and take it over the the  
nabulof - and he took a wrong  
turn and he end up the desert  
the kops found a guy on the  
floor dead he got his truck back  
plus a new truck as well as 2 rode  
trare for bot make tizen.

## Training script 5 commentary — A stony night

	Criterion	Score	Comment
1	<b>Audience</b>	2	Simple narrative markers. Note opening lines — <i>it was a stormy night ...</i>
2	<b>Text Structure</b>	2	Beginning of a narrative but the reader has to provide a lot of details to make sense of the story. There is a basic attempt at a complication and a resolution: truck is stolen and Murry ends up getting a new truck and extras.
3	<b>Ideas</b>	2	The ideas are few and simple — all related to the truck robbery. (Note: this script is difficult to read — need to explain about the road trains.)
4	<b>Character and Setting</b>	1	Both the characters ( <i>cops and Murry</i> ) are named and the setting is given ... <i>a stormy night</i>
5	<b>Vocabulary</b>	2	simple: <i>stormy night, brand new truck</i>
6	<b>Cohesion</b>	1	No links between sentences. Some confusion surrounding the word <i>he</i> .
7	<b>Paragraphs</b>	0	No paragraphs indicated.
8	<b>Sentences</b>	1	Only the first sentence is correct. Writer is using the conversational “ <i>and</i> ” which makes it difficult to insert appropriate punctuation.
9	<b>Punctuation</b>	1	Some use of capitals and full stops. Punctuation is of little assistance to the reader.
10	<b>Spelling</b>	2	<b>Correct:</b> <i>was, night, and, called, trucking, had, brand, truck, make, over, took, desert, found, back, plus, new</i> <b>Incorrect:</b> <i>person, business, someone, stole, took, wrong, floor, road, trains, both.</i>

## Gate keys

Once I lost my Gate keys then my friend came over and first we were watching tv and it got boring so then we played tag and then it got boring but we kept playing because we knew there was nothing else to do and then I said lets play playstation and so we did but we had finished all the games so we decided to have a staring challenge and we were bored for hours so we decided to take a look at the ditch and we started throwing rocks at trees and we went back to the ditch and started digging and digging... and digging... until we found little remotes so we

pressed a button and the  
Gate opened so we took it  
to my mum and said when  
we press the button on the  
right it opens this way and while  
its open if you press the other  
button it closes.

## Training script 6 commentary — Gate Keys

	Criterion	Score	Comment
1	<b>Audience</b>	2	Shows awareness of basic audience expectations — first person narrative stance.
2	<b>Text Structure</b>	1	Minimal evidence of narrative structure — series of events.
3	<b>Ideas</b>	2	Most of the ideas are fillers and don't connect to idea of losing the gate keys. Similar to <i>Living Dead</i> (page 29).
4	<b>Character and Setting</b>	1	Minimal information about characters and setting. <b>Characters:</b> <i>my friend</i> and <i>I</i> ; <i>my Mum</i> .
5	<b>Vocabulary</b>	2	Mostly simple content words: <i>gate keys</i> , <i>play station</i> , <i>boring</i> , <i>playing</i> , <i>digging</i> , <i>remote</i> (used as a noun). Some precision in: <i>a staring challenge</i> .
6	<b>Cohesion</b>	2	Pronoun referencing is correct. Repetitious use of ... <i>and then</i> to connect events.
7	<b>Paragraphs</b>	0	No paragraphs indicated.
8	<b>Sentences</b>	1	Control very limited though meaning is clear. There is a lack of correct simple sentences as most sentences are run-on sentences using the conversational <i>and</i> .
9	<b>Punctuation</b>	1	Minimal evidence of correct punctuation. Capital at the beginning and full stop at the end, one other full stop and correct use of ellipsis: <i>digging ... and digging ... and digging</i> .
10	<b>Spelling</b>	3	<b>Common:</b> <i>friend</i> , <i>because</i> , <i>watching</i> , <i>staring</i> , <i>ditch</i> , <i>throwing</i> , <i>digging</i> , <i>remote</i> , <i>finished</i> , <i>button</i> <b>Difficult:</b> <i>decided</i> <b>Difficult errors:</b> <i>challenge</i>

## Training script 7 — Found — missing person

### FOUND.

### MISSING PERSON

One day at school I was just going to 2 period when my friend went missing we looked everywhere but nothing.

We search the library and the toilet & the office but she wasn't there.

But then we heard a phone "RING RING", It was Shaee's phone it was in the bin by the office.

So I picked it up and said "Hello", She started to say something like "Do you like what I've done?" I said "Who is this?" She didn't answer, he just breathe in to the phone.

I said to her "Give me back my friend?"

She said if you want her back then we shouldn't call the police.

My friends said we should call the police but I said no.

She said "Walk down to the park and wait", so I left the school and went straight to the Park.

When I got there, someone had put a note & a photo of Shaee on the swings.

The note said To dear Shauni,

If you want to get your friend back and see

her again you should do what I have asked,  
I want 25,000 in a black bag, leave it next  
to the bin and walk away:

When you have done that the phone will ring  
answer it is should tell you what I have  
done with shoe.

Go to the next place and shoe should be there.

I ran down to the lake and then past the church  
and stopped at my house, I walked inside & there  
was shoe alive and safe.

I asked her "who it was" she said "it was me," but  
I was looking for you.

See I was a twin and my twin hated me having  
friends.

When I got shoe to the hospital, I rang the police  
and said "to go the Burst Park," so they were  
on their way.

I rusted down a second before she was about  
to leave and said "why"

She said I was mean to her, I had Super strength  
and heat vision and when I got mad it would  
turn to freeze vision, she had a witchcraft

we battle it out.

When I knocked her to the floor she just laid there not making a sound,

I picked her up and I gave her to the police, she was never to come around me again

She went to jail and then I got a phone call to call the jail, she had passed away in her sleep.

We had a funeral it was what she wanted and we said "a few words about her."

It was very sad, I couldn't speak about it to my mum.

The End.



## Training script 7 commentary — Found — missing person

	Criterion	Score	Comment
1	<b>Audience</b>	3	An internally consistent story that attempts to support the reader. However the story is told without any descriptive or emotive qualities that might invite the reader to engage with the story.
2	<b>Text Structure</b>	3	Contains a brief orientation in which the setting in place ( <i>school</i> ) and time ( <i>One day ... going to second period ...</i> ) is described. Also has a complication and resolution.
3	<b>Ideas</b>	3	Ideas show some development and all relate to a central storyline. No underlying theme is evident.
4	<b>Character and Setting</b>	2	There is little development of the characters, <i>Shauni</i> , <i>Shae</i> and the “evil twin” with minimal description of the twins’ supernatural powers. Dialogue is used to process the narrative rather than to develop the characters. Superficial descriptions of the setting — places are named rather than described — <i>the office</i> , <i>the library</i> , <i>the park</i> , <i>the funeral</i> .
5	<b>Vocabulary</b>	2	Mostly simple words — <i>friend</i> , <i>library</i> , <i>walked</i> , <i>swings</i> , <i>office</i> with little variation, e.g. the repeated use of <i>said</i> . Almost no descriptive noun or verb groups to describe people or events.
6	<b>Cohesion</b>	2	Some correct use of time connectives — <i>One day ... When I got there</i> Pronouns are undefined or poorly defined particularly on the first page where the <i>I</i> narrator becomes <i>we</i> when the search begins. The third paragraph contains much confusion between “he” and “she”. Similarly, the introduction of the twin and the subsequent referencing on the second page is poorly controlled. The difficulties in referencing make it easy to lose track of who is saying and doing what, thus requiring rereading.
7	<b>Paragraphs</b>	1	Some organisation of paragraphs.
8	<b>Sentences</b>	3	Most simple and compound sentences are correct. The overuse of simple sentences gives the text a staccato quality. Some complex sentences are correct but have a restricted range — <i>when my friend went missing ...; when I got there ...; when I got Shae ...</i> There are structural problems in verb use with subject-verb agreement and tense errors. A weak 3.
9	<b>Punctuation</b>	2	Some accurately punctuated sentences (beginning and end). There are a number of instances where simple sentences are not correctly punctuated. A question mark is used instead of an exclamation mark. There are stray full stops and capitals. Some quotation marks are used correctly but the associated sentence level punctuation, for the most part, is not. Some capitalisation of proper nouns — <i>Shauni</i> , <i>Shae</i> . Correct use of the possessive apostrophe — <i>Shae’s</i> .
10	<b>Spelling</b>	4	<b>Common:</b> <i>photo</i> , <i>office</i> , <i>hospital</i> , <i>period</i> , <i>answer</i> , <i>strength</i> , <i>shouldn't</i> , <i>straight</i> <b>Difficult:</b> <i>funeral</i> , <i>library</i> , <i>vision</i> , <i>answer</i>

§1 The runeite (roun-iet) ship sailed proudly through Bermuda triangle, looking for a certain Isle. The ship is known almost around the world for its smart, courageous and strategic like sailors/pirates. It was called the runeite because of its colour, runeite (which is dark turquoise-green). After a few days, the ship finally came aboard the Isle. A man stood there holding a chest.

man= §2 The man said, "I got the chest, does ye have the key." The captain was the only one who heard him and answered, "Aye aye, now does ye know the place where we're goin'?" The man signaled something that made the words "yes" appear in his head.

The man said, "It be behind these mountains, past a laser item, which I have not gone past yet, which teleports ye man back in front of ye mountains, and these mountains have many cliffs and rocky ledges, making it be very deadly." The captain nodded and signaled his men to get off the ship.

§3 After a few days and nights, the men of the runeite, using strength, strategy and courage to go through cliff-like mountains, lasers which teleport you somewhere else, and through a scorching hot volcano, they made it to their destination ~~an~~ ~~ga~~ switched the chest for the chest which is full of money, and started enjoying the loot.

## Training script 8 commentary — Runeite

	Criterion	Score	Comment
1	<b>Audience</b>	4	Supports the reader and attempts to engage using fantasy narrative devices
2	<b>Text Structure</b>	2	No real development of a complication. Events just lead to other events without any real sense of where they are going. Resolution is weak. Compare with <i>October 16</i>
3	<b>Ideas</b>	3	Ideas are developed and contribute to central storyline.
4	<b>Character and Setting</b>	3	Characters are developed through use of dialect.
5	<b>Vocabulary</b>	4	Deliberate use of precise vocabulary, sustained throughout the text: <i>proudly, strategic, courageous, signalled, mountainous, isle, runeite, deadly, rocky ledges, lasers</i> <i>Came aboard the isle</i> is a little clumsy.
6	<b>Cohesion</b>	3	Text flows well. Correct use of referring words and one temporal connective, <i>after a few days, finally</i> . Only just long enough for a 3.
7	<b>Paragraphs</b>	1	Coding markers on margin have been used to define breaks and divide the writing into meaningful chunks.
8	<b>Sentences</b>	4	Simple and compound sentences are correct, with some control over variety of complex sentences, e.g. adverbial clauses ( <i>because</i> ), adjectival clauses ( <i>who, which</i> ), non- finite clauses, ( <i>looking for a certain isle, holding a chest, using strength</i> ). <b>Errors:</b> possibly typos at the end: <i>is</i> for <i>was</i> and unnecessary <i>they</i>
9	<b>Punctuation</b>	4	All sentence punctuation is correct. A range of other punctuation has been used correctly: brackets, list commas, speech marks, speech commas. Missing upper case for <i>Triangle</i> .
10	<b>Spelling</b>	4	<b>Difficult:</b> <i>certain, isle, strategic, answered, courage, scorching, volcano</i> <b>Errors:</b> <i>courageous, turquoise, finally, strength, signalled</i>

## Where's My Peanut?

I lost my peanut one Summers day and I just couldn't find it. I searched high and low in my little house, but still I could not find my peanut.

"Where could it be" I asked myself and then it came to me... I must of dropped it.

With this in my head I went off to find it. I thought back to where I had been when I was taking it home, but I couldn't see it anywhere.

"Oh, where could it be" I asked myself again. Then at that perise moment I saw a pile of peanuts, so I quickly ran to them. When I got there though, it was only Mr echidna having his lunch.

"Good evening Mr echidna" I said with a bit of a smirky laugh.

"Oh, hello and what are you upto today" Mr echidna politely replied, with his mouth full of his lunch.

"Nothing special" I said, "just trying to find my peanut."

"Why don't you try near the pond"

That was it I must of left it near the pond.

"Thank you Mr echidna" I yelled.

"but..." Mr echidna tried to reply, but it was too late I was already out of sight.

When I reached the pond I saw little joe the green frog and shark the little turtle playing.

"Hi guys" I said.

They didn't see me though, so I just looked for my peanut.

"Oh, where could it be" I asked myself again and again.

Heart broken I went back to my house and I suddenly had an itch. It was a sticky itch on my back, so I started to scratch and there stuck to my back was my peanut.

"Hurray, I found it, I found it."

I was so happy, I had finally found my peanut.

I then went inside my house and ate my gummy delicious peanut. Who am I?  
I'm a happy squirrel.

## Training script 9 commentary — Where’s my peanut?

	Criterion	Score	Comment
1	<b>Audience</b>	5	Supports and engages the reader through deliberate choice of language and narrative devices. There is control in the voice, narrator stance and the crafting which reveals the narrator and the “joke” at the end. The story seems designed to appeal to a younger audience, perhaps picture book style.
2	<b>Text Structure</b>	3	Contains an orientation which initiates the reader into the problem. Three simple episodes with trial solutions lead to the resolution of the problem. The reactions/disappointments that follow these are not well described and cause the plot to fall a little flat.
3	<b>Ideas</b>	3	The central idea of the lost peanut has some development and all the supporting ideas relate coherently to a central story line but lack the elaborations that would have added interest.
4	<b>Character and Setting</b>	3	Some characterisation emerges from the dialogue ( <i>smirky laugh</i> ), as well as the actions ( <i>politely replied, with his mouth full of his lunch</i> ). This script would have been enhanced by descriptions of the characters’ thoughts and reactions.
5	<b>Vocabulary</b>	4	Sustained use of precise and simple language to suit the style of writing: <i>at that precise moment ...; Heart broken (broken)...; a sticky itch.</i>
6	<b>Cohesion</b>	3	The writer uses a small range of cohesive devices to link the episodes <i>With this in my head...; when I reached the pond ...</i> . The pronoun referencing is accurate and in this case shows some control in maintaining the referencing of the narrator’s “I” through the text to where it is defined by the last word, <i>squirrel</i> .
7	<b>Paragraphs</b>	2	Each paragraph is focused on a single idea.
8	<b>Sentences</b>	4	Simple, compound and complex sentences are correct but demonstrate very little variety. Incorrect use of <i>must of</i> instead of <i>must have</i> .
9	<b>Punctuation</b>	3	Some correct punctuation across categories. However, the punctuation associated with direct speech is not mastered. Incorrect capitalisation of character names: <i>Mr echidna, little joe, the green frog, shark the turtle</i>
10	<b>Spelling</b>	3	<b>Common:</b> <i>turtle, summer, special, smirky</i> <b>Difficult:</b> <i>echidna, delicious</i> <b>Errors:</b> <i>precise, broken, squirrel, politely</i>