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## ABOUT THE AUTHOR

Alan Horsfield taught for many years in schools across New South Wales, Australia. In 1980 he went to Papua New Guinea as principal of an international school. In the early 1990s he returned to Australia to resume teaching in the eastern suburbs of Sydney.

On leaving teaching he began to write children’s textbooks and children’s stories. He ran a series of writing workshops in Sydney and in other areas of New South Wales.

In 1994 he became president of the New South Wales Children’s Book Council. He has been a judge for the New South Wales Premier’s Book Awards and spent two years working at the University of New South Wales as an English Research Officer, before moving to Fiji to concentrate on writing.

Alan is now living in Sydney where he still runs writing workshops for primary and secondary students. He has written over fifty books. Many of them are textbooks but a considerable number are children’s fiction. He has won prizes for writing and has been published around the world.

**Standard 1: Uses the general skills and strategies of the writing process**

## Level III (Grades 6–8)

1. Prewriting: Uses a variety of prewriting strategies (Pages: 11–17, 118, 119, 152, 153, 155, 156)
2. Drafting and Revising: Uses a variety of strategies to draft and revise written work (Pages: 37–41)
3. Editing and Publishing: Uses a variety of strategies to edit and publish written work (Pages: 117–129, 149–156)
4. Evaluates own and others' writing (Pages: 7–158)
5. Uses content, style, and structure appropriate for specific audiences and purposes (Pages: 9, 10, 19, 32, 93–96)
7. Writes narrative accounts, such as short stories (Pages: 7–158)
11. Writes compositions that address problems/solutions (Pages: 30, 117–124)
12. Writes in response to literature (Pages: 7–158)

## Level IV (Grades 9–12)

1. Prewriting: Uses a variety of prewriting strategies (Pages: 11–17, 118, 119, 152, 153, 155, 156)
2. Drafting and Revising: Uses a variety of strategies to draft and revise written work (Pages: 37–41)
3. Editing and Publishing: Uses a variety of strategies to edit and publish written work (Pages: 117–129, 149–156)
4. Evaluates own and others' writing (Pages: 7–158)
5. Uses strategies to address writing to different audiences (Pages: 9, 10, 19, 32, 93–96)
6. Uses strategies to adapt writing for different purposes (Pages: 138–140)
8. Writes fictional, biographical, autobiographical, and observational narrative compositions (Pages: 7–158)
9. Writes persuasive compositions that address problems/solutions or causes/effects (Pages: 30, 117–124)
10. Writes descriptive compositions (Pages: 55–76)
12. Writes in response to literature (Pages: 7–158)

**Standard 2: Uses the stylistic and rhetorical aspects of writing**

## Level III (Grades 6–8)

1. Uses descriptive language that clarifies and enhances ideas (Pages: 55–76, 81–84, 130–137)
2. Uses paragraph form in writing (Pages: 26–32, 155, 156)
3. Uses a variety of sentence structures to expand and embed ideas (Pages: 9, 10, 37–41, 43–54, 151)

## Level IV (Grades 9–12)

1. Uses precise and descriptive language that clarifies and enhances ideas and supports different purposes (Pages: 55–76, 81–84, 130–137)
2. Uses paragraph form in writing (Pages: 26–32, 155, 156)
3. Uses a variety of sentence structures and lengths (Pages: 9, 10, 37–41, 43–54, 151)
5. Uses a variety of techniques to provide supporting detail (Pages: 22–25)

6. Organizes ideas to achieve cohesion in writing (Pages: 7–158)
7. Uses a variety of techniques to convey a personal style and voice (Pages: 7–158)

**Standard 3: Uses grammatical and mechanical conventions in written compositions**

## Level III (Grades 6–8)

1. Uses pronouns in written compositions (Pages: 47–50, 97–100, 124)
2. Uses nouns in written compositions (Pages: 47–50, 126)
3. Uses verbs in written compositions (Pages: 47–50, 93–96, 101–116, 144–148, 151)
4. Uses adjectives in written compositions (Pages: 47–50, 55–76, 144–148, 151)
5. Uses adverbs in written compositions (Pages: 47–50, 126, 144–148, 151)
6. Uses prepositions and coordinating conjunctions in written compositions (Pages: 44, 47–50, 124)
10. Uses conventions of punctuation in written compositions (Pages: 38–40)
11. Uses appropriate format in written compositions (Pages: 7–158)

## Level IV (Grades 9–12)

1. Uses pronouns in written compositions (Pages: 47–50, 97–100, 124)
2. Uses nouns in written compositions (Pages: 47–50, 126)
3. Uses verbs in written compositions (Pages: 47–50, 93–96, 101–116, 144–148, 151)
4. Uses adjectives in written compositions (Pages: 47–50, 55–76, 144–148, 151)
5. Uses adverbs in written compositions (Pages: 47–50, 126, 144–148, 151)
6. Uses conjunctions in written compositions (Pages: 44, 47–50, 124)
9. Uses conventions of punctuation in written compositions (Pages: 38–40)
11. Uses standard format in written compositions (Pages: 7–158)

**Standard 4: Gathers and uses information for research purposes**

## Level III (Grades 6–8)

1. Uses a variety of strategies to plan research (Pages: 16, 17)
3. Uses a variety of resource materials to gather information for research topics (Pages: 16, 17)
4. Determines the appropriateness of an information source for a research topic (Pages: 16, 17)

## Level IV (Grades 9–12)

2. Uses a variety of print and electronic sources to gather information for research topics (Pages: 16, 17)
3. Uses a variety of resource materials to gather information for research topics (Pages: 16, 17)

# 4

## CHOOSING TITLES (WHAT'S IN A NAME?)

The title of a story is important because it:

- suggests the subject matter of the story
- suggests the kind of story
- gives a clue to the tone or style of writing
- may even suggest the age group of the reader

For example, what does the children's book *Valley of Gold* (Jackie French) suggest?

**Subject:** gold mining/prospecting

**Kind of story:** Outdoor adventure

**Tone or style:** Historical

**Age group:** Upper primary readers

### EXERCISE

### A

(answer page 162)

What does the title *The Frog Princess* (A.D. Baker) suggest to you?

Subject: \_\_\_\_\_

Kind of story: \_\_\_\_\_

Tone or style: \_\_\_\_\_

Age group: \_\_\_\_\_

**There are times when you have to read part  
of the story before the reason for the title  
becomes obvious.**

### EXERCISE

### B

For many school exercises, the teacher provides the title. In free choice writing or even writing for a competition, you may be required to provide your own title. Many competitions just give a general theme. In one competition for children's stories the theme was "Dreams." My entry was titled "Dream on, Brian!"

