

ILLUSTRATING THE WRITING STANDARD

Water Quality

By the end of year 5, students are required to create a variety of texts in order to think about, record, and communicate experiences, ideas, and information across the curriculum. To meet the standard, students draw on the knowledge, skills, and attitudes for writing described in the Literacy Learning Progressions for students at this level.

The difference in the standard for year 6 [as compared with year 5] is the students' increased **accuracy** and **fluency** in writing a variety of texts across the curriculum, their **level of control** and **independence** in **selecting writing processes and strategies**, and the range of texts they write. In particular, by the end of year 6, students will be required to **write more complex texts** than students in year 5 and to **be more effective in selecting different strategies** for different writing purposes. (*Reading and Writing Standards*, page 31)

As part of an integrated social studies and science inquiry, the students in this year 5 class are investigating local environmental issues related to water resources. The student uses a simple structure to record ideas and information about water quality that were provided orally by a spokesperson from the council. This is the student's initial record of the information provided by the speaker, which she will use to clarify her thinking and develop her inquiry.

The following example illustrates aspects of the task and text and demonstrates how a student engages with both task and text to meet the writing demands of the curriculum. A number of such examples would be used to inform the overall teacher judgment for this student.

Transcript: Water Quality

In New Zealand there are lots of Polluted Streams and rivers. Water quality is important. 1% of Earths water is fresh water that humans can access.
What Should Happen?
What Can Happen?

The student selects and records simple factual statements, including statistical data, about the issue of water quality.

The student has used subheadings to record the key ideas. The use of questions as subheadings helps to organise relevant information. (The information would make better sense as an explanation if the order of questions were reversed. However, the sequence has to follow that provided by the speaker.)

WATER QUALITY
In New Zealand there are lots of polluted streams and rivers. Water quality is important. 1% of Earths water is fresh water that humans can access.
What Should Happen?
What Can Happen?
- People should help conserve water by having showers - not baths - only washing cars when you really need to, using old water for plants, and just using less water.
- Free if you have cattle fence of water ways and rivers.
- Don't use fertilizer spray when it rains it gets washed into rivers.
- Donate money to environment centers.
- Keep taps tight so they don't drip.
What Can Happen?
- Rivers, streams, and waterways can get polluted meaning no swimming, drinking or fun!
- People can get poisoned if their not careful.
- No more water if the Earths water is all polluted.
FACTS
- Save the Earths Water Water comes from rain, rivers, and streams.
- People can get sick.
- Trees can help clean and prevent from being polluted.
- 72% of Earth is water.
- World environment day is 5th June.
- Where there are mountains there is less water.
- In the last 200 years more times there been of drier and the water has been more polluted.
- Things that pollute water are cars, people, and house spray.

People should help conserve water by having showers – not baths – only washing cars when you really need to, using old water for plants, and just using less water.
If you have cattle, fence of water ways and rivers.
Don't use fertilizer spray – when it rains, it gets washed into rivers.
Keep taps tight so they don't drip.

The student has added relevant details and examples to support the key idea of conserving water. She uses sentences to record the key ideas, but she does not consider the sequence of sentences or provide linkages between them at this point (which is fine for her purpose). The key ideas are simply listed for later retrieval.

The student changes from recording her notes in paragraph form to using a dash point format, which will make them easier to retrieve and use later on.

The information that the student selects shows that she understands the importance of including detail and relating it to possible actions to elaborate on the issue. As she records information, she uses the imperative for instructions ("Don't use", "Keep taps tight") as well as factual sentences ("Rivers, streams, and waterways can get polluted").

Rivers, streams, and waterways can get polluted, meaning no swimming, drinking or fun!

Polluted, quality, Conserve, Environment, Waterways, Poisoned, Freshwater

World environment

Donate, access, conserve

No more water!

Don't use fertilizer ... should help conserve ...

The student's grammar and spelling are mostly correct; the purpose for writing does not require her to proofread.

The student has used subject-specific vocabulary ("Polluted", "quality", "Conserve", "Environment", "Waterways", "Poisoned") as well as a range of precise verbs ("Donate", "access", "conserve") to accurately record information for later use.

The student includes personal comments, which may be her own or the speaker's, in her note taking. Her developing control and use of strategies for recording information demonstrate that she is meeting the writing demands of the science curriculum as she works towards level 3, as expected by the end of year 5.