

BY THE END OF YEAR 7

THE WRITING STANDARD



By the end of year 7, students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work towards level 4. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.*

KEY CHARACTERISTICS OF STUDENTS' WRITING AT THIS LEVEL

Students will write for a range of different purposes on topics and themes across the curriculum at this level, selecting and applying a process appropriate to the task and drawing on the knowledge, skills, and attitudes that will help them achieve their purpose. The knowledge, skills, and attitudes expected at this level, including those needed for spelling and punctuation, are described in the Literacy Learning Progressions.

Students will independently write texts, choosing language and a clear and logical text structure to meet the requirements of the curriculum task (for example, when writing personal narratives, poems, arguments, feature articles, character profiles, research reports, essays, responses to literature, and short answers). These texts will include, when appropriate:

- content that is concise and relevant to the curriculum task and that often includes detail and/or comment supporting or elaborating on the main points;
- paragraphs within which the ideas are clearly related and links within and between paragraphs;
- grammatically correct sentences;
- words and phrases that are appropriate to the topic, register, and purpose, including expressive, academic, and subject-specific vocabulary.

* The text and task demands of the curriculum are similar for students in year 7 and year 8. The difference in the standard for year 8 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 8, students need to be confidently and deliberately choosing the most appropriate processes and strategies for writing in different learning areas.

ILLUSTRATING THE WRITING STANDARD

'Bottle Submarine' and The Grey Wolf!

By the end of year 7, 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 following examples illustrate aspects of the tasks and texts and demonstrate how each 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 these students.

The students by the end of year 7 choose an appropriate text structure and relevant content, vocabulary, and sentence structures as they record and communicate ideas and experiences to complete the curriculum task.

The students by the end of year 8 deliberately include appropriate text features as they think about and communicate their ideas and experiences in order to complete the curriculum task.

Transcript: 'Bottle Submarine'

Before Room 27 could start building, everyone had to plan. Our groups planned by coming up with two different designs for the submarine. After that everyone wrote problems and solutions for their designs. Then our group pickid which one we liked the most.

To start making our submarines, everyone in their groups had to bring different materials. My group brought a bottle, tinfoil, marbles, and wood. First my group cut a hole on the side of the bottle. Then we made two tinfoil balls with marbles in them. Then we stuck them inside the bottle. Also we added little pieces of wood. Then we covered the hole up with tinfoil ... but left a little space on the front to see in. Then we added water inside the bottle.

The students in this year 6 and 7 class are evaluating aspects of a science and technology unit that they have undertaken. As they write about and discuss what their group has done during the unit, they explore the success they have had, both in developing and testing their prototypes and in working collaboratively as a group.

The student describes, in sequence, the process undertaken by her group during their science and technology challenge, although she has used the time connective "then" somewhat excessively. Her detailed explanation of how to construct a submarine lists six actions undertaken by her group (compared to the two actions described by the year 6 student). The student is also able to make some clear links between paragraphs. For example, the phrase "To start making our submarines" clearly links the information about planning, in paragraph two, with that about building, in paragraph three.

Transcript: The Grey Wolf!

The colour and thickness of their coat varies depending on their environment.

There are many different Grey wolves and they have adapted to their environment and their climates. For Example the Grey wolves in Greenland and Siberia live on tundra (tree-less plains), when Grey wolves in Canada and the USA live in forests.

Since wolves are not on the top of the food chain (We are) they are hunted as well.

As part of their learning in science, a year 7 class is studying how animals are suited to their environments. The purpose for the writing is to explain how particular animals have adapted to their environments.

The student writes concisely, using precise language and selecting relevant details about the grey wolves' environment. She clarifies meaning by adding definitions in brackets and uses subject-specific vocabulary that is appropriate to the task and purpose ("adapted", "environment", "climates"). She has used varied sentence types, including complex sentences with phrases that add relevant detail, for example, "Since wolves are not on the top of the food chain (We are) they are hunted as well."

1st Paragraph

In groups of three our class are been making a device that sits in mid water and explores the underwater world. The class had three weeks.

Over the past three weeks, for 27 have been working in groups of three to make a model device that explores the underwater world and has to sit in mid water.

2nd Paragraph How we planned

Before Room 27 start building, everyone had to plan. Our groups planned by coming up with different design for the submarine. After that we wrote problems and solutions for their designs. Then our group pick which one we liked the most.

3rd Paragraph Building in

To start making our submarines, everyone in their groups had to bring different materials. My group brought a bottle, tinfoil, marbles, and wood. First my group cut a hole on the side of the bottle. Then

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Grey Wolf!

Intro/Classification

Wolves are the largest of 41 species in the dog family. Did you know that your pet dog at home is distantly related to a wolf!!! There are 3 types of wolves, Abyssinian Wolves, Red Wolves and Grey Wolves (also known as timber wolves). This report is about Grey Wolves!!!

Description

The average male wolf is usually bigger than the female. Northern Wolves are usually larger than those living in warmer habitats. For example, a wolf can weigh as much as eighty Kgs, while African Wolves generally weigh less than 35 kg. The