



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

The New Zealand Curriculum



Reading *and* Writing Standards

for years 1–8





This resource has been developed to support
The New Zealand Curriculum

The Ministry of Education wishes to acknowledge the lead writer Sue Douglas, the development team, and the teachers and students who have contributed to the development of the standards.

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PART 1: INTRODUCTION

The National Standards provide a nationally consistent means for considering, explaining, and responding to students' progress and achievement in years 1–8. They provide reference points, or signposts, that describe the achievement, in reading, writing, and mathematics, that will enable students to meet the demands of the New Zealand Curriculum. They will help teachers to make judgments about their students' progress so that the students and their teachers, parents, families, and whānau can agree on the next learning goals.

When used in conjunction with effective assessment practices, the National Standards will be a powerful means of informing students, parents, families, whānau, teachers, schools, and the education system about how well things are going and what could be done better to improve learning for all students.

All teachers working in English-medium settings will work with the standards from 2010. From 1 February 2010, consultation and trialling of Ngā Whanaketanga Rūmaki Māori will begin in Māori-medium schools and settings that are working towards implementing Te Marautanga o Aotearoa.

Together, the New Zealand Curriculum, the National Standards, Ka Hikitia, and the Pasifika Education Plan¹ give schools a rich resource to draw on to ensure that all students build strong foundations for a lifetime of learning.

About this book

This book is intended for primary school teachers and leaders. Others, including parents, families, whānau, and students themselves, may also find it useful. It presents the National Standards for reading and writing in years 1–8. It also provides examples that illustrate some of the ways in which students can meet these standards as they engage with the kinds of tasks and texts that enable them to meet the demands of the New Zealand Curriculum. The standards and their illustrations are set out after page 18.

This book is presented in three parts. Part 1, the introduction, introduces the National Standards (page 4), explains the nature and importance of the reading and writing standards (page 5), and relates the standards to the familiar dimensions of effective literacy practice (pages 6–7).

Part 2, “Unpacking and using the reading and writing standards”, presents information that will also be published as part of the professional learning materials that will support the National Standards. It is included in this book so that it is readily available for those who want to read it now. The section includes information about the theoretical basis for the reading and writing standards (pages 8–9) and unpacks the standards in detail, describing, for example, how the reading standards for years 1–3 relate to the Ready to Read materials. Part 2 also discusses how the standards will be used (pages 13–14) and provides a glossary of terms used in the standards, in their illustrations, and in this book, as a resource for helping teachers develop a shared professional language (pages 15–16).

Part 3, “The reading and writing standards”, first shows how the standards and the examples that illustrate them are laid out and then presents the actual standards. Each standard is accompanied by descriptions of the key characteristics of texts (for reading) or of students' writing (for writing) and is illustrated by fold-out pages showing and describing the work students do at that level.

A list of references is provided on the final page of the book.

¹ See the References for publication details for *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012* and *Pasifika Education Plan 2008–2012*.

Understanding the reading and writing standards

The standards for reading and writing address the complexity and challenge of the texts and tasks that students need to engage with in order to meet the demands of the New Zealand Curriculum. Students read and write texts as they develop the key competencies across the eight learning areas of the curriculum.² However, students need to do more than simply read and write: they need to be able to use their reading and writing as interactive tools to meet specific learning purposes across the curriculum. This means that students read and write texts in ways that help them organise their thinking, construct and create meaning, communicate information and ideas in print and electronic texts, and reveal their developing knowledge of content across the curriculum. As their expertise develops, students use their reading and writing to become more reflective about their learning.

The standards address the overall purpose of reading and writing in learning. They do not distinguish all the items of knowledge or specific skills and attitudes that students use as they read or write. The knowledge, skills, and attitudes that students draw on as readers and writers are described in the Literacy Learning Progressions.³

The standards make the reading and writing demands of the curriculum explicit so that the teacher, parents, family, whānau, and student can share clear information about whether the student's competence in reading and writing is enabling them to learn across the curriculum at the expected level. The standards also help the teacher, parents, family, whānau, and student to understand whether the student is making the expected progress over time.

In the early years, students engage mostly with texts and tasks that have been deliberately chosen to advance their literacy learning (see page 9), but as they progress through school, they are increasingly required to read and write texts for other learning purposes.

As language is central to learning and English is the medium for most learning in the New Zealand Curriculum, the importance of literacy in English cannot be overstated.

The New Zealand Curriculum, page 16

Reading and writing are integral to the learning area of English and to the key competencies of thinking and using language, symbols, and texts. Because of this, many teachers provide literacy instruction for their year 4–8 students mainly when teaching English. In this context, teachers focus on choosing texts and tasks for literacy learning, identifying the literacy challenges that their students will encounter, and making them explicit. They plan ways to enable the students to meet those challenges and learn from them.

However, in other learning areas of the curriculum, the literacy demand is largely implicit. Students are required to read and write texts for an increasing variety of learning purposes, but the specific literacy demands of both the texts and the tasks are not always made clear to them.

The standards guide teachers in making these literacy demands explicit. When teachers are clear about the reading and writing demands of each curriculum area and students' lived experiences (in relation to culture, language, and identity), they can deliberately integrate the teaching of literacy with the teaching of curriculum content in appropriate ways.

In order to make an overall teacher judgment as to whether their students are meeting the standard for their year, teachers will use several sources of information (see page 13). When making overall teacher judgments, it is not enough for teachers to consider how well a student is reading and writing. Teachers need to specifically consider how well each student is using reading and writing as interactive tools to enable them to learn in all curriculum areas.

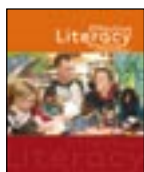
² The key competencies are capabilities that students bring to, and develop through, their learning.

³ The *Literacy Learning Progressions* draft was published in 2007. The final version is being developed in 2009 and will be published as soon as possible.

The reading and writing standards and effective literacy practice

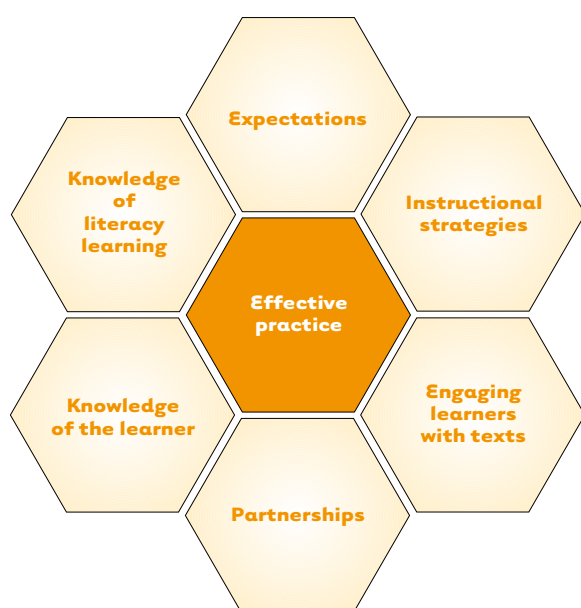


The Ministry of Education handbooks *Effective Literacy Practice in Years 1 to 4* (Ministry of Education, 2003a) and *Effective Literacy Practice in Years 5 to 8* (Ministry of Education, 2006) set out six dimensions of effective literacy practice, which have been identified in both New Zealand and international studies.



This section outlines some of the key links between the dimensions of effective practice and the reading and writing standards.

The Dimensions of Effective Practice



Knowledge of literacy learning

Each of the reading and writing standards is accompanied by one or more illustrations, which show the kinds of texts that students need to be able to read or write to meet the demands of the curriculum at that level. By considering these illustrations in the light of the detailed information in the Literacy Learning Progressions and the *Effective Literacy Practice* handbooks, teachers gain a deeper understanding of the ways in which literacy learning develops over time.

The English Language Learning Progressions (ELLP, Ministry of Education 2008b) booklets give comprehensive guidance about the development of literacy in English for the widely varying groups of English language learners in New Zealand schools.



Knowledge of the learner

Knowledge of the learner encompasses knowing about the pathway of progress for each child and about the patterns of progress for literacy learners in general at different points in their development.

Ministry of Education, 2003a, page 13



It is essential that the teacher respects and values each learner for who they are, where they come from, and what they bring with them. Students bring their lived experiences – their culture, language, and identity – with them. *Ka Hikitia* focuses on “Māori enjoying education success as Māori” (Ministry of Education, 2009, page 18). The

strategy emphasises ako as the basis for teaching and learning relationships in which educators also learn from students and in which teaching practice is deliberate, reflective, and informed by the latest research.

Integrating an understanding of cultural identity into learning settings is most effective when it contributes directly, deliberately, and appropriately to shaping teaching practices and learning experiences for students. Ako involves Māori students, parents, families, whānau, iwi, and educators developing learning partnerships in which knowledge and expertise are shared to produce better outcomes for all.

The students in New Zealand schools have diverse backgrounds. For all students, research evidence shows a clear association between positive outcomes and a detailed knowledge of students based on quality assessment data. The introduction of the National Standards will support teachers as they continue to use assessment to guide instruction (rather than as an end point).

[This shift is a] change from [the] traditional idea where assessment data was considered to reflect students' abilities, about which little can be done, to one where assessment data is considered to be information to guide effective teaching.

Timperley, 2009, page 6

See page 13 for more information about assessment using the reading and writing standards.

Note: the development of the National Standards has identified a need for further, culturally inclusive support materials for the standards. Work is under way to address this need.

Students who face particular challenges in literacy learning

A small number of students face particular challenges in literacy learning. Early identification of students who need more focused teaching, or additional support, to meet the standards will allow schools, teachers, and the education system to make deliberate decisions about how to improve these students' learning and how to provide additional support where appropriate. For example:

Dyslexia is a term used to describe a range of persistent difficulties with aspects of reading, writing and spelling. It may assist with understanding why some students do not make expected progress in these areas despite the teaching and extra support that would be helpful for most other students. By working with the strengths of students, difficulties associated with dyslexia can be reduced ...

Ministry of Education, 2008a, page 2

Due to significant cognitive impairments, a very small number of students work to individual education plans (IEPs) that are developed in consultation with the students' parents, families, and whānau; the students' teachers; and the Ministry of Education. The achievement and progress of these students will be assessed in relation to the standards, as part of their IEPs. Boards will continue to report on these students separately in their annual reports.

Instructional strategies

The illustrations that accompany each standard explain where the complexity and challenge lie within examples of texts and tasks. By using the standards along with the Literacy Learning Progressions, the English Language Learning Progressions, and what they know about their students, teachers can pinpoint key focus points for instruction. Chapter 4 of both the *Effective Literacy Practice* handbooks describes and explains a variety of evidence-based instructional strategies and approaches that effective teachers use in their teaching practice.



Instructional strategies

Engaging learners with texts

The progression of the reading and writing standards reflects the increasing variety and range of texts that students are expected to read and write as they move up through the curriculum. At each year level, the key characteristics of texts and the text or texts used to illustrate each standard (see page 18 and the facing fold-out pages) indicate the variety and range.

Further examples of texts used for specific purposes at particular levels will be provided online, because it is critical that teachers (and students) think carefully about why they select particular texts to use (see page 12). Teachers need to choose tasks and texts that will reflect their students' lived experiences and support their development of literacy as they develop the knowledge and understandings required in the various areas of the New Zealand Curriculum.



Engaging learners with texts

The Ministry of Education's instructional reading series Ready to Read, the *Junior Journal*, and the *School Journal* provide a broad and sound base for reading instruction in years 1–8. However, from the time they enter school (and before that), students have the capacity to understand and learn from far more complex texts than those they can read themselves. At all levels, teachers can engage students with texts that have appropriate curriculum content by reading to them.

Expectations

The National Standards make explicit the levels of reading and writing expertise that students are expected to reach. They are high but attainable standards based on consistent expectations for learning. The standards will enable students, as well as their teachers, families, and whānau, to develop a better understanding of the kinds of reading and writing that are required at each step of their learning pathway.



Expectations

This understanding will help students to become active and autonomous as they engage with texts. They will know what is required, and so they will be able to select and use texts to meet their own strengths, interests, and learning needs. Knowing what is required empowers students to make connections between what they already know and what they need to do in order to continue making progress.

Higher expectations cannot be taught or imposed independently of context. Rather, they develop as new teaching approaches are mastered and student learning is seen to improve.

Timperley, Wilson, Barrar, and Fung, 2007, Summary of Findings, page 30

Evidence shows that New Zealand's within-school disparities in student achievement are far greater than those of many other countries. Low expectations based on ethnicity or socio-economic status can contribute to these disparities (Harker, 2007; Robinson, Hohepa, and Lloyd, 2009). The national reading and writing standards will be used to ensure that teachers, parents, families, whānau, and students set high expectations for all students and work towards them together.

Partnerships

Research (Alton-Lee, 2003) shows that student outcomes are enhanced when there are effective links between school and the various other contexts in which students are socialised. One of the most powerful ways to promote learning is to help students connect their school work with their experiences in their own families, whānau, cultures, and communities so that they can build on their related knowledge and skills (Robinson, Hohepa, and Lloyd, 2009).



Partnerships

By reporting to parents, families, and whānau in plain language and building shared expectations with them, schools can create connections between home and school that make a real difference to students' achievement.

PART 2: UNPACKING AND USING THE READING AND WRITING STANDARDS

This section (pages 8–16) will also be published as part of the professional learning materials to support the National Standards. It is included in this book so that it is readily available for those who want to read it now.

Unpacking the reading and writing standards

The standards for reading and writing establish the level of literacy expertise that can reasonably be expected of most students by the end of each period or year of schooling, from the first year of school through to the end of year 8.⁴

The framework of the standards is the same as that of the Literacy Learning Progressions. This framework describes the early years in terms of the time students have spent at school (that is, after one, two, and three years at school) and the later years in terms of their year level (for example, by the end of year 4).⁵ This is because students' year level, by year 4, becomes more significant than the time they have spent at school. In years 4–8, students develop their expertise in selecting and applying their literacy knowledge and skills in order to engage effectively with increasingly complex texts, tasks, and curriculum content (that is, subject matter).

The standards focus on the purposes of reading and writing for each year of schooling, deliberately using the phrase “in order to meet the reading [or writing] demands of the New Zealand Curriculum” to emphasise the importance of reading and writing in all areas.⁶

There are skills, knowledge, and attitudes that students must develop in order to read and write the texts that will enable them to engage with all learning areas of the curriculum. While some of these texts will be literary texts (in which case they will almost always be taught within the English curriculum), many of them will be non-fiction texts, such as information reports and procedural texts, which provide key content for particular areas of the curriculum. The forms that these texts take, the vocabulary they include, and the features that they present are often quite specific to particular subjects.

⁴ However, students start at different points and progress at different rates. That is why, when interpreting achievement, it is important to consider both the student's rate of progress and the expected standard.

⁵ Because students in New Zealand generally start school on their fifth birthday, the first three standards need to be used after one, two, and three years at school.

⁶ In the first writing standard and the first three reading standards, the wording differs but the emphasis on supporting learning in the New Zealand Curriculum is unchanged.

The reading and writing standards are intended to help teachers become more aware of the consequences that their choices of written texts and related tasks have, for their students, in particular curriculum areas.

The theoretical basis

The theoretical basis for how literacy develops is described in the Ministry of Education handbooks *Effective Literacy Practice in Years 1 to 4* and *Effective Literacy Practice in Years 5 to 8*. These theoretical understandings underpinned the development of the Literacy Learning Progressions and also, where appropriate, the development of the English Language Learning Progressions.

In broad terms, the acts of reading and writing have three main aspects, which readers and writers use in integrated ways (Luke and Freebody, 1999). The three aspects are:

- learning the code of written language;
- making meaning;
- thinking critically.

In the reading standards, these three aspects are specifically included because a student needs to demonstrate all three in order to be considered a successful reader. Each standard states:

- “students will read, respond to, and think critically about ... texts”.

Reading involves learning the code, making meaning, and thinking critically, and students demonstrate that they are using the three aspects in integrated ways as they respond to the texts they read. See page 18 for further explanation of the terms “read”, “respond to”, and “think critically about”.

In the writing standards, the term “create” is used to cover all three aspects as well as the different processes that students use when they write for specific purposes. Each standard states:

- “students will create texts ... to meet specific learning purposes across the curriculum”.

See the fold-out pages facing page 18 for further explanation of the term “create texts”.

Developing expertise

Learning to read and write is a complex, cumulative process. Students build on their existing expertise and use their developing knowledge and skills in different ways. Despite these differences, students need certain knowledge and skills in order to be able to develop their independence, fluency, and range. These have been described as “constrained skills”. They include, for example, learning to read from left to right and developing awareness of letter–sound relationships.

... some reading skills ... are constrained to small sets of knowledge that are mastered in relatively brief periods of development. In contrast, other skills such as vocabulary (learning), are unconstrained by the knowledge to be acquired or the duration of learning.

Paris, 2005, page 185

“Unconstrained” knowledge and skills, such as those used for comprehension, are more dynamic and continue to develop over a lifetime.

As students master the “constrained” skills involved in decoding, their reading becomes more fluent, which frees them to use more of their cognitive resources for the complex “unconstrained” task of working out text meaning. Similarly, as students master the “constrained” expertise needed to record sounds, spell words, and form sentences, they become more fluent writers and can then apply more of their thinking to conveying meaning in increasingly sophisticated “unconstrained” ways.

Ministry of Education, 2007a, page 4

In reading, the same text may be a starting point for many different curriculum tasks. In writing, on the other hand, a text is often created to meet specific demands in a particular curriculum area. The standards describe reading and writing separately, but they are increasingly used together, for example, when students need to locate and record information. See the following section for more information about how the standards reflect students’ developing expertise in reading and page 12 for more information about how the standards reflect students’ developing expertise in writing.

The National Standards address reading and writing equally. However, the following section has a particular focus on reading in years 1–3 because the reading standards for these years are based on the levels of the Ready to Read series. Teachers need to understand what the Ready to Read levels mean in terms of the challenges in the texts and how these are designed to support the development of particular reading behaviours.

Reading

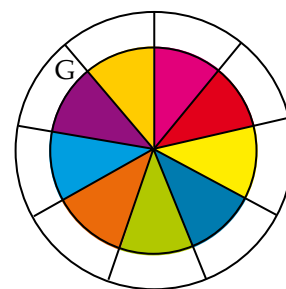
Reading in years 1–3

The foundations of reading and writing are built up during the early years at school. Many of the texts and tasks used in these years focus more on literacy than on developing skills and knowledge across the wider curriculum.

For years 1–3, the reading standards refer to the colour wheel levels used for the Ready to Read series. These reading levels are described in more detail below. (A generic description of the characteristics of texts at Green, Turquoise, or Gold accompanies each of the first three reading standards. The specific features of texts at each level are described in more detail as part of the illustrations for the standards.)

The Ready to Read series

The Ready to Read series is the core instructional reading series for New Zealand students in years 1–3.



The texts are levelled according to the suggested guided reading level for each one, and a colour wheel (with a “G” for guided reading beside the appropriate colour) is printed on the back of each book. The colour wheel starts with Magenta (also known as the emergent reading level) at “12 o’clock” and moves clockwise through the early reading levels (Red, Yellow, Blue, Green) and fluency levels (Orange, Turquoise, Purple, and Gold). There are sub-levels within each colour wheel level (for example, Green 1, Green 2, and Green 3).

Ready to Read texts for students in the first year of school are relatively short and use mostly familiar vocabulary and simple sentence structures. As the students read these texts, teachers support them in drawing on their oral language, and on understandings gained from their own writing, to acquire and consolidate basic reading skills, letter–sound knowledge, and automatic recognition of an increasing range of high-frequency words. The students gain control over a range of reading processing and comprehension strategies. These are described in more detail in the Literacy Learning Progressions.

For students in their second and third years at school, the level of text difficulty increases gradually in such aspects as vocabulary, text length, complexity of text structure, students’ familiarity with the content, and how explicitly the content is stated. Each student brings a unique combination of prior knowledge to their reading, so there is always variation in how easy or difficult individual texts are for particular readers.

As students progress through the levels, they build a self-improving reading process, in which they practise, refine, and adapt their reading strategies and their critical thinking. The texts become longer and more complex, so students are required to deal with bigger chunks of information as they process text. The texts also have an increasing proportion of unfamiliar vocabulary and language structures, and they

include a wider range of text structures, which supports cross-curricular reading and writing. As they progress, students also read text for meaning in more and more complex ways. Increasingly, as they progress through the levels, the texts that students read are likely to inform their writing.

Students are likely to be introduced to each Ready to Read or *Junior Journal* text within a shared or guided reading lesson, where teachers help readers to draw on and develop their own problem-solving strategies to read, respond to, and think critically about the text. After the initial reading, students may reread these texts many times. They could reread them, for example, within the same lesson, in the context of a particular task, or as part of their independent reading at home or at school.

The *Ready to Read Teacher Support Material* (Ministry of Education, 2001–) provides extensive information about literacy teaching in years 1–3, along with notes for each title, which are available both in hard copy and online. The publication *Sound Sense: Phonics and Phonological Awareness* (Ministry of Education, 2003b) has also been distributed to all New Zealand schools with year 1–3 students.

Reading at Green level

Students who can read texts at Green level have learned to draw on the knowledge, skills, and attitudes described in the Literacy Learning Progressions to build their knowledge about language, texts, and reading and to develop a personal repertoire of reading processing and comprehension strategies.

Students at this level usually read silently but may quietly verbalise at points of difficulty. They use a range of sources of information in text, along with their prior knowledge, to make sense of the texts they read. They do this by looking for and drawing on such features in the text as familiar and meaningful content, high-frequency vocabulary, known letter clusters and spelling patterns, punctuation, contextual clues for unknown topic or interest vocabulary, and the illustrations. The print is becoming their primary source of information. With some teacher guidance, these students can relate their prior knowledge to information in the text, make simple inferences, and think more deeply about the ideas in the text.

Texts at Green level have up to about 300 words and can be read comfortably in one reading session. They have one storyline or topic, and the contexts and settings are generally familiar to students through their prior knowledge and experiences (or the teacher may discuss them to make them more accessible). Features that are new or more common at this level include diagrams and speech bubbles, which require the reader to “pull in” the information and add it to their existing understanding of the running text. By the time they are reading at Green level, students will be using punctuation such as full stops, commas, exclamation marks, question marks, and speech marks to help them construct meaning and to enable them to read orally with smooth, fluent phrasing.

Students are becoming increasingly independent in monitoring their own reading and finding ways to solve the problem when what they are reading doesn’t look right, sound right, or make sense to them. They are beginning to develop metacognition.

Students meeting the standard at this level can read seen texts at Green with at least 90 percent accuracy.

Reading at Turquoise level

Students continue to draw on the knowledge, skills, and attitudes described in the Literacy Learning Progressions to build their knowledge about language, texts, and reading and to develop a personal repertoire of reading processing and comprehension strategies.

Students are reading with increasing independence and fluency. They can read aloud for specific purposes, with appropriate intonation, expression, and phrasing. They use multiple sources of information in text, along with their prior knowledge (which includes ideas and information from their culture, from their language, and from other texts they have read), to make meaning and consider new ideas. They draw on their increasing knowledge of spelling patterns and language structures to solve new challenges, including multi-syllabic words.



Texts at this level have approximately 300–500 words. The settings and contexts may be outside students’ direct experience, but they can easily be related to their prior knowledge. For example, students who read *Inside The Maize Maze*⁷ may not have been inside a maze, but they will have had the opportunity to read *The Gardener’s Maze*⁸ at Green level.



Some features that are new or more common at this level include labelled diagrams, inset photographs, and bold text for topic words. All of these require the reader to “pull in” the information and add it to their existing understanding of the running text. There is more frequent use of both dialogue and complex sentences, and so students need to notice and use punctuation as a guide to phrasing and meaning.

Compared with texts at Green level, Turquoise texts have a greater proportion of implicit information and of illustrations that may suggest new ideas or viewpoints. With teacher guidance, students draw on a wider range of comprehension strategies to make sense of what they read and to think more deeply about it. For example, they may need to summarise the main points or events in a text in order to keep track of them, or they may use a simile in the text to help them visualise an event or idea.

⁷ Holt (2004)

⁸ Meharry (2002)

Students continue to develop their metacognitive awareness. Their increasing independence shows itself as they monitor their own reading and problem-solve when they lose meaning, both at the sentence level and across larger sections of text.

Students meeting the standard at this level can read seen texts at Turquoise with at least 90 percent accuracy.

Reading at Gold level

Students confidently use a range of processing and comprehension strategies to make meaning from and think critically about longer and more complex texts. They monitor their reading, drawing on a variety of strategies (at the sentence, paragraph, and whole-text level) when their comprehension breaks down.

Texts at Gold level may have more than 500 words and may be read over more than one reading session. Some of the settings and contexts are outside most of the students' direct experience and involve shifts in time and place. This requires students to make connections to aspects of the text that are familiar to help them build a bridge to the new information.



For example, in the text *Sun Bears Are Special*,⁹ students may not know about sun bears, but they can draw on what they know about bears, wild animals, and/or zoos.

Compared with texts at Turquoise level, texts at Gold level are longer and more complex. They are

commonly organised into paragraphs, and the information and ideas are stated less explicitly and have less support from illustrations. This means that students need to identify and keep track of ideas and information across longer sections of text and look for connections between ideas and information. In non-fiction texts, students use such features as subheadings, diagrams, maps, text boxes, footnotes, glossaries, and indexes, along with the running text, to help them identify key points and understand new ideas. Students continue to draw on their developing spelling and language knowledge to decode and make sense of new vocabulary and of language used in unfamiliar ways.

With teacher guidance, students are beginning to use texts more often to meet demands across the curriculum. They are also preparing for the transition to the *School Journal* as their main source of instructional reading material.

Students meeting the standard at this level can read seen texts at Gold with at least 90 percent accuracy.

Reading to meet the demands of curriculum tasks in years 4–8

As at earlier levels, each reading standard is accompanied by a description of the key characteristics of the texts students will read as they work at or towards the relevant levels of the New Zealand Curriculum. The standards are illustrated by texts appropriate to each level, which are annotated to make explicit the ways in which text complexity increases at each level. The illustrations also show how students use texts in increasingly complex ways as they progress.

The first part of the standard describes the overall reading competence (“read, respond to, and think critically about”) expected at a specific curriculum level. For example, by the end of year 4, the texts will be those that students need to read “to meet the reading demands of the New Zealand Curriculum at level 2”. A student nearing the end of year 4 could be expected to read appropriate texts selected to support learning in any area of the curriculum at that level.

The second part of the standard describes the key purposes for students' reading (“locate and evaluate ... generate and answer questions”) as they carry out curriculum-related tasks. At each year level, these purposes increase in complexity and scope.

The diagram below shows how two key phrases used in the reading standards change from level to level, clarifying students' expected progress.

By the end of year 4

- “locate and evaluate information and ideas”
- “within texts”

By the end of years 5 and 6

- “locate, evaluate, and integrate information and ideas”
- “within and across a small range of texts”

By the end of years 7 and 8

- “locate, evaluate, and synthesise information and ideas”
- “within and across a range of texts”

As students move through school, they are expected to process ideas and information across an increasing number of texts and parts of texts. For example, a year 4 student will find several pieces of information from different places within one text, but by year 8, that student will draw on several different sources of information. This could be within the context of a research project: for example, a student inquiring into the causes of pollution in a local stream might refer to scientific and anecdotal reports, newspaper articles, letters to the editor, websites, and other sources of information, some local and others more remote.

Tasks, like texts, become more complex as students consider ideas and information in different ways. There is a “gear shift” from locating and evaluating items of information on a topic

⁹ Werry (2002)

through to locating, evaluating, and synthesising information from several different sources.

Although the text and task demands of the curriculum may appear similar in years 5 and 6, and in years 7 and 8, the sophistication with which students are able to carry out such tasks increases from one year to the next. As students read and write to communicate increasingly complex information and ideas, the uses that they make of the ideas and information also increase in complexity.

Students moving up through the levels of the New Zealand Curriculum need to develop the knowledge, skills, and attitudes that will enable them to engage with increasingly complex tasks and texts. The Literacy Learning Progressions underpin the reading and writing standards, describing in detail the behaviours that reflect the appropriate knowledge, skills, and attitudes at each year level.

Key characteristics of texts at each level

For each standard, some key characteristics of texts at that level are described.¹⁰ These descriptions will help teachers to develop their expertise in selecting texts that are appropriate for their students. They show how the texts at each successive level become more complex in terms of content and theme, structure and coherence, and language. The descriptions have been carefully developed to guide teachers' decisions as they select appropriate texts, not just for reading instruction but for *all* curriculum tasks.

The illustrations that accompany the standards for after one, two, and three years at school show the colour wheel sub-level of each text. The illustrations that accompany the standards for the end of years 4, 5, 6, 7, and 8 show the noun frequency level of the text. The Noun Frequency Method (Elley and Croft, 1989) is widely used as a measure of text difficulty. However, this measure does not always reflect text features or the complexity of themes, concepts, or structure.

The relationship between the text, the complexity of the task, and the student's existing knowledge and expertise determines the challenge (difficulty) of the text for the student. When making decisions about text difficulty, teachers should use their judgment, which will be based on their knowledge of the text, of their students, and of the "distance" between the text and each student's experiences.

Sources of appropriate texts to read

For the reading standards, there are suggested sources of texts appropriate for readers at that level (which can also be used as models for students' writing). In the early years, these are texts from the Ready to Read series. (At these levels, texts for learning across the curriculum are usually texts that the teacher reads to the students.)

The reading matrix in *The English Language Learning Progressions* (ELLP) gives a broad overview of the features of texts that are suitable for students at each of five stages of English language acquisition. ELLP also provides examples of such texts for each of three bands of year levels. (See page 31 of the ELLP introduction booklet.)

Writing

Writing to meet the demands of curriculum tasks in years 1–8

The aim of writing instruction is to build students' accuracy, their fluency, and their ability to create meaningful text. For information about the instructional strategies and teaching approaches that teachers can use to help students achieve this aim and meet the early writing standards, refer to chapter 4 of the *Effective Literacy Practice* handbooks.

The first sentence of each writing standard for all year groups (except students after one year at school) states that students "will create texts in order to meet the writing demands of the New Zealand Curriculum" at specified levels.

The second sentence describes the ways in which students use writing ("to think about, record, and communicate experiences, ideas, and information") and the purposes for writing ("to meet specific learning purposes across the curriculum"). This sentence of the standard is expressed identically for each year, but the accompanying material describes how writing is used with increasing sophistication and complexity as students move through the levels of the curriculum and work with more challenging content. The key phrases in this sentence apply at all levels of learning.

See the fold-out pages facing page 18 for more information about the terms used in the writing standards.

Key characteristics of students' writing at each level

Each standard is accompanied by a description of the key characteristics of students' writing that can be expected at that level. These descriptions highlight the increasing demands in terms of the processes that students use as they write for specific learning purposes across the curriculum as well as in terms of the increasing complexity of the texts they create.

The standards are illustrated by examples, appropriate to each level, of unassisted student writing in a variety of curriculum areas. These illustrations are accompanied by annotations, which make the development of the writing explicit. (Refer to the glossary on pages 15–16 for an explanation of what is meant by "unassisted student writing".)

¹⁰ The key characteristics of texts at Green, Turquoise, and Gold colour wheel levels are described below the first, second, and third reading standards respectively.

Using the reading and writing standards

Assessment using the standards

The *Effective Literacy Practice* handbooks describe (in chapter 3) the ongoing, day-to-day kinds of assessment that teachers will continue to use. Such assessments will provide the evidence needed to form judgments in relation to the standards and will help teachers to reflect on their own practice and its impact on each learner.

It is expected that teachers will use the standards to guide their thinking about their expectations of individual students and the monitoring and recording of their progress throughout the year. Teachers should assess as they need to, during the year, in order to make sound decisions about each student's learning and about their own teaching programme.

Using assessment evidence and making overall teacher judgments

Teachers will use the assessment evidence they gather primarily to:

- support students in using assessment information to inform their own learning;
- determine the next teaching and learning steps;
- plan classroom programmes.

They will draw on this same evidence to form an overall teacher judgment about each student's performance in relation to the National Standards.

Making an overall teacher judgment will mean drawing on evidence gathered up to a particular point in time and analysing it in order to make an informed, balanced judgment about what constitutes the "best fit" in terms of the student's actual performance – how it lines up with what is expected in terms of the relevant standard.

When making overall judgments, it is not enough for teachers to consider how well a student is reading and writing. Teachers need to specifically consider how well each student is using reading and writing as interactive tools to enable them to learn in all curriculum areas. In the reading standards, the three aspects of decoding, making meaning, and thinking critically are specifically included because a student needs to demonstrate all three to be considered a successful reader. In the writing standards, the term "create" is used to cover all three aspects as well as the different processes that students use when they write for specific purposes. (See page 8.)

Meeting the reading and writing standards independently

The reading and writing standards focus on the texts that students read and create, largely by themselves, as they work in various areas of the curriculum in a classroom setting. Students working largely by themselves may be using classroom resources, such as wall charts and dictionaries. However, students are expected to demonstrate, through a range of reading and writing tasks, that they are gaining control of their own reading and writing and can meet the standard independently, drawing on the resources available to them. (Refer to the glossary on pages 15–16 for explanations of what is meant by "independently" and "largely by themselves" in this context.) The teacher needs to gather and record evidence from a range of sources to establish whether the student is doing so.

In reading, this may mean that the teacher:

- observes a student's reading behaviours, and forms judgments about the extent to which the student controls their own reading, in the context of supportive instructional approaches, such as guided reading lessons;
- prompts or questions students, while they are reading, to ascertain whether they are transferring their knowledge and skills and applying them in new contexts to improve or deepen their learning as they read, respond to, and think critically about texts.

In writing, this may mean that the teacher:

- forms judgments, in the context of a discussion with the student, about the extent to which the student takes responsibility for their own writing (for example, whether the student knows what choices they have for making their language more precise);
- forms judgments about the extent to which the student demonstrates that they can select and use a process appropriate to their purpose for writing.

Teachers are required to use several sources of evidence in order to make a sound judgment about whether a student meets the standard. See chapter 3 of the *Effective Literacy Practice* handbooks for information about reliable sources of evidence.

Using the reading and writing standards with English language learners

“Knowing the learner” is a critical aspect of making decisions about using the reading and writing standards with students who are English language learners.

English language learners in New Zealand schools have very diverse language-learning needs. Students with minimal English will have obvious needs. Others will have good social English language but lack proficiency in academic English, which is needed to access the curriculum. (Teachers need to be aware, however, that academic English is no one’s first language and so all students need specific instruction in it.)

Teaching and learning programmes should address both English language-learning needs and literacy needs (see page 16 of *The New Zealand Curriculum*). Students will all have different patterns of progress and achievement. English language learners may take between five and seven years to become proficient users of the language – see page 4 of *The English Language Learning Progressions* (ELLP) introduction booklet.

NAG2A requires schools to use National Standards to:

- report to students and their parents on the students’ progress and achievement in relation to National Standards’.

It is recommended that schools also assess and report the progress and achievement of English language learners in relation to the *English Language Learning Progressions* (ELLP), as the *Progressions* provide a guide to typical language learning pathways for students learning English as an additional language.

Students need to see themselves as successful learners, and parents need to see their children as successful learners. Reporting should reflect this.

Reporting requirement (NAG2A): report to students and parents in relation to the National Standards. For example: *Fa’afetai is not yet meeting the National Standard for his year because he is a new learner of English’.*

Reporting advice: In addition to reporting in relation to National Standards, report to students and parents on the students’ progress and achievement in relation to ELLP. For example: *‘Fa’afetai is making good progress towards meeting the expectations of the National Standards’* followed by reporting on his reading, writing, listening and speaking in relation to the stages of the ELLP matrices.



Glossary: Using a shared language

Professions each tend to have a particular “language”, which is used to convey specific meanings within that profession. As education professionals, school leaders and teachers use certain words and terms with specific meanings to ensure shared understanding.

Academic language or vocabulary: terms that are commonly used in the classroom and in learning contexts but not often in everyday contexts. Academic vocabulary includes the vocabulary required for classroom discussion and curriculum work, for example, “define”, “method”.

Ako: a Māori concept describing a teaching and learning relationship where the educator is also learning from the student. The concept incorporates the linked ideas that educators’ practices are informed by the latest research and are both deliberate and reflective; that educators need to know and respect students’ language, identity, and culture; and that educators, students, whānau, hapū, and iwi share knowledge in productive partnerships.

Automaticity: the automatic processing of information as, for example, when a reader or writer does not need to pause to work out words as they read or write

Book language: the kinds of structures and vocabulary typically found in storybooks rather than in oral language, for example, “Once upon a time”; “said Mum”

Cognitive impairment: an impairment (such as intellectual disability) that affects a person’s ability to think, reason, learn, or understand

Cognitive resources: the knowledge, strategies, and awareness that students draw on to make meaning as they read and write. As reading and writing develop, some aspects of reading and writing become automatic, freeing up cognitive resources to deal with other aspects of tasks.

Competing information: information in a text that doesn’t match the reader’s purpose for reading and tends to distract the reader

Complex sentence: a sentence that has a main clause and at least one subordinate clause, which begins with a subordinating conjunction such as “when”, “how”, “because”, “although”, and so on – for example, “She could paint amazing pictures [main clause] although she was only six [subordinate clause].” The subordinate clause is dependent on the main clause and cannot stand alone.

Compound sentence: a sentence consisting of at least two main clauses. The clauses are independent of each other (each one could stand alone) and are linked by a co-ordinating conjunction such as “and”, “but”, or “or”, for example, “I mowed the lawn, but you trimmed the edges.”

Connotative language: words and phrases that may be used deliberately to evoke particular associations in readers’ minds and to affect the way in which readers interpret the text

Constrained reading skills: see page 9

Content (of a text): the ideas or information contained within a text

Content-specific vocabulary: see topic words

Dialogue: speech in written form. In the context of early reading, dialogue means direct speech using speech marks.

Evaluating (by students): considering selected ideas and information in the text in relation to their purpose for reading. Students generalise from the ideas and information in the text and make judgments about them by drawing on their own knowledge and experience.

Expressive vocabulary: vivid, lively, and/or emotive language

Figurative language: language that uses images to build meaning without literal description and often without direct comparison, for example, by using metaphor, as in “a green island fringed by a turquoise lagoon”

Fluency: the ability to speak, read, or write rapidly and accurately, focusing on meaning and phrasing without having to give laborious attention to the individual words or the common forms and sequences of the language. (The term “fluency” is also used to refer to the upper levels of the Ready to Read colour wheel.)

Guided reading level: the level of text that a student can manage as they individually read the text in a supported instructional situation. Refer to chapter 4 of the *Effective Literacy Practice* books.

Independently, largely by themselves: with minimal support. The amount of support given and the way the student responds will help the teacher to make a professional judgment about the extent of control the student has over their own reading or writing. See also unassisted student writing.

Integrating (by the student): bringing ideas and information together and considering how they link to other ideas, features, or structures and to their own prior knowledge and experience

Interactive tools (reading and writing): tools that students use to interact reflectively with texts, tasks, and the world to meet learning purposes across the curriculum. Students use reading and writing in ways that help them to think, to construct and create meaning, and to communicate information and ideas. As their expertise develops, students use their reading and writing to become more reflective about their learning.

Interest words: words that have a high interest value for a student and are therefore often learned quickly. They may be associated with particular interests, such as dinosaurs or roles in a team sport.

Key competencies: capabilities for living and lifelong learning. They are the key to learning in every area. The key competencies are specified in *The New Zealand Curriculum*.

Largely by themselves: see independently, largely by themselves

Letter–sound relationships: the way certain letters or letter combinations in written language correspond to or represent certain sounds in spoken language

Level: a term used for the colour wheel levels of the Ready to Read series, the year levels of school classes, and the eight levels of learning that structure the New Zealand Curriculum. The term is also used in this book more generally, for example, to refer to levels of difficulty or of expertise.

Locating (by students): searching for and finding information and ideas for specific purposes related to curriculum tasks

Metacognition: a person’s awareness of how they think and learn; the process of thinking about one’s own learning

Non-continuous text structures: text structures that are not based on sentences organised into paragraphs, for example, charts and graphs, tables and matrices, diagrams, maps, forms, information sheets, advertisements, vouchers, and certificates

Overall teacher judgments: see page 13 for information about overall teacher judgments

Personal vocabulary: words and phrases that have personal meaning for the reader or writer, such as familiar names and words for places, activities, actions, and feelings that are important to that person

Processes: see writing processes

Progressions (in the context of this book): the learning steps or pathways in the Literacy Learning Progressions and/or the English Language Learning Progressions. These progressions (and the National Standards for reading and writing) reflect a cumulative model of literacy development, in which the student builds new learning on their existing knowledge and skills by engaging with increasingly complex texts and tasks, guided by expert instruction.

Readability: the level or reading age at which a text can be read. Readability levels for *School Journal* texts are based on the Noun Frequency Method (see page 12). Note that the concept of reading age provides only a rough guide to the complexity of a text, and the term is not a valid way to describe a student's level of reading expertise.

Reading comprehension strategies: the strategies that enable students to build and enhance their understanding of a text as they read and to think critically about it. See *Effective Literacy Practice in Years 1 to 4*, pages 131–135, and *Effective Literacy Practice in Years 5 to 8*, pages 141–151.

Reading processing strategies: the “in the head” ways in which readers make use of the sources of information in a text to decode words. They include attending and searching, predicting, cross-checking and confirming, and self-correcting. See *Effective Literacy Practice in Years 1 to 4*, pages 38–39, and *Effective Literacy Practice in Years 5 to 8*, page 36.

Register: the language features associated with a particular kind of audience or occasion, including an awareness of the specialist vocabulary associated with specific audiences, topics, or text forms

Seen text: a text the student has already seen and read in an instructional setting, such as guided reading. See also unseen text.

Simple sentence: a sentence containing only one main clause, for example, “Finches perched in the branches” or “Mi'i is away today.”

Standard: a reference point or benchmark that describes the performance desired at a specific stage

Subject-specific vocabulary: words that are used in the context of a specific subject, for example, “alliteration”, “chemical reaction”, “communities”

Synthesising (by students): drawing two or more pieces of information together to create new understanding. In doing this, the student selects and uses information according to their purpose for reading or writing.

Tasks: the planned reading, writing, oral, or practical activities through which students engage with the curriculum for an identified learning purpose

Text: a piece of spoken, written, or visual communication that is a whole unit, for example, a conversation, a poem, a web page, a speech, or a poster

Text features: a general term for all the written, graphic, and interactive characteristics that make one text similar to or different from another. Text features include the generic structure of the text (which is linked to its purpose); the layout of the text; the use of visual language features (such as headings, maps, diagrams, and illustrations); the language used; and the voice and register.

Text form: the essential structure of a text type with characteristic features, for example, a poem, a magazine article, and a letter to the editor

Text type (genre): a particular kind of text, with features and conventions linked to the text's purpose, for example, an illustrated article to explain how something works, a letter written to argue a case, or a narrative written to entertain

Topic: an identified theme or subject

Topic words: words that are specific to a topic; for example, “muster” and “drafting” are specific to the topic of sheep farming

Unassisted student writing: writing that has been done using available resources but with minimal support from the teacher. See also independently, largely by themselves.

Unconstrained reading skills: see page 9

Unseen text: a text the student has not seen, or has seen but has not attempted to read. See also seen text.

Visual language features: text features that consist of graphic elements (examples include headings, text boxes, maps, charts, diagrams, illustrations, and photos as well as links, menus, and buttons, as found in web pages)

Voice: the personal characteristics in a text (including tone, register, style, and text features) through which the reader can identify either a particular writer or the kind of person that the writing suggests the writer is

Word-solving strategies: strategies used by readers to work out (decode) unfamiliar words, for example, looking for known chunks and using knowledge of letter–sound (grapheme–phoneme) relationships. Strategies for working out word meanings include looking for definitions and using prior knowledge of word endings such as “ful”.

Writing processes: the many ways in which writing is developed from the original idea to recording in print or other media. The processes selected depend on the writing purpose and on the writer's own style and thought processes and may range from jotting down ideas for a reminder list through to planning, drafting, revising, and publishing a text. See *Effective Literacy Practice in Years 5 to 8*, page 153.

PART 3: THE READING AND WRITING STANDARDS



The layout of the reading and writing standards

An example: By the end of year 6

“locate”

Students search for and find information and ideas for specific purposes that relate to curriculum tasks.

“evaluate”

Students consider selected ideas and information in the text in relation to their purpose for reading. They generalise from the ideas and information in the text and make judgments about them in the light of their own knowledge and experience.

Students also evaluate their own knowledge and experience, question it, and add to it as they meet new ideas and information in texts.

“integrate”

Each student brings ideas and information together, considering how they link to other ideas, to text features or structures, and to the student’s own prior knowledge and experience. Students extend their personal knowledge as they integrate new information and ideas, using their conclusions to inform their own thinking.

“read”

Students use knowledge, skills, and strategies to decode written texts. As students gain more control of these skills, they develop automaticity and their reading becomes more accurate and fluent. This frees them to use more of their cognitive resources to think about the meaning of what they read.

“respond to”

Students respond to text when they make meaning from it. Students are expected to respond in ways that relate to their purposes for reading.

“think critically about”

Students think critically about the ideas and information in texts. They consider authors’ purposes, readers’ different perspectives, and the impact of texts on audiences.

As students continue to read, respond to, and think critically about texts, they develop their knowledge and strategies and their awareness of how to use them. The ways they use reading are increasingly determined by their purposes for reading.

“at level 3”

Level 3 is the New Zealand Curriculum level that relates to years 5–7, but students are typically expected to be achieving at this level by the end of year 6.

“generate and answer questions”

Students use their own questions or those asked of them as a focus for learning and often as a purpose for reading. As they read, students ask themselves questions and question the text, and they attempt to answer these questions (for example, by forming hypotheses) as they read.

BY THE END OF YEAR 6

THE READING STANDARD

By the end of year 6, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 3. Students will locate, evaluate, and integrate information and ideas within and across a small range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.*

KEY CHARACTERISTICS OF TEXTS THAT STUDENTS READ AT THIS LEVEL

The texts that students use to meet the reading demands of the curriculum at this level will often include:

- abstract ideas, in greater numbers than in texts at earlier levels, accompanied by concrete examples in the text that help support the students’ understanding;
- some ideas and information that are conveyed indirectly and require students to infer by drawing on several related pieces of information in the text;
- some information that is irrelevant to the identified purpose for reading (that is, some competing information), which students need to identify and reject as they integrate pieces of information in order to answer questions;
- mixed text types (for example, a complex explanation may be included as part of a report);
- sentences that vary in length and in structure for example, sentences that begin in different ways and different kinds of complex sentences with a number of subordinate clauses;
- a significant amount of vocabulary that is unfamiliar to the students (including academic and content-specific words and phrases), which is generally explained in the text by words or illustrations;
- figurative and/or ambiguous language that the context helps students to understand;
- illustrations, photographs, text boxes, diagrams, maps, charts, and graphs that clarify or extend the text and may require some interpretation.

Such texts will include both fiction and non-fiction in electronic and print media. They may be published individually, for example, as junior novels or information texts, or they may appear in collections, such as the *School Journal* or other journals and magazines for this age group. Such collections often include poems, plays, stories, and procedural texts.

* The text and task demands of the curriculum are similar for students in year 5 and year 6. The difference in the standard for year 6 is the students’ increased accuracy and speed in reading a variety of texts from across the curriculum, their level of control and independence in selecting strategies for using texts to support their learning, and the range of texts they engage with. In particular, by the end of year 6, students will be required to read longer texts more quickly than students in year 5 and to be more effective in selecting different strategies for different reading purposes.

“Key characteristics of texts”

Students read a variety of texts as they engage with the curriculum. The characteristics of these texts become more complex from year to year. These characteristics include content, themes and ideas, structure, and language and literary features.

This paragraph explains how the student uses texts in order to carry out curriculum tasks. It describes what the student will demonstrate as they carry out these tasks, and it also highlights the underpinning role of the Literacy Learning Progressions.

This paragraph describes how the illustrations show the differences between achievement at the end of year 5 and at the end of year 6.

This paragraph describes how the text features support the student in demonstrating their skills and knowledge in relation to the curriculum task.

This paragraph provides a short overview of the text and describes the text features that particularly relate to the curriculum task.

This paragraph explains the purpose of the illustrations, highlighting the fact that short extracts from the text and selected aspects of one or more students' tasks provide a snapshot of the skills and strategies students use as they meet the reading demands of the curriculum.

These are examples of some of the skills, knowledge, and strategies that the student independently uses. These examples show that the student is meeting the reading standard through the curriculum task.

BY THE END OF YEAR 6

ILLUSTRATING THE READING STANDARD

"Plight of the Sea Turtle"
(School Journal, Part 3 Number 2, 2008)
Noun frequency level: 10-12

By the end of year 6, students are required to use a variety of fiction and non-fiction texts to locate, evaluate, and integrate information and ideas in order to meet the reading demands of the curriculum, drawing on the knowledge, skills, and attitudes described for the end of year 6 in the Literacy Learning Progressions. The curriculum tasks will also involve the students in generating their own questions as well as answering questions from the teacher.

The students in a year 5 and 6 class are involved in a science investigation to discover how environmental causes and human actions have led to many animals becoming endangered and to identify a range of actions that individuals and organisations can take to restore the habitats of these endangered species. "Plight of the Sea Turtle" deals with the decreasing numbers of sea turtles in the Pacific and describes some initiatives to prevent their extinction. The information is logically organised, and the text is well supported by photos, a map, captions, and easily identified information boxes. (This is a relatively short text, but students in year 6 will often be required to read texts that are longer.)

The teacher chose "Plight of the Sea Turtle" because the text features (such as the title, opening paragraph, subheadings, and topic sentences) support students in using speed-reading strategies (including skimming and scanning the text) to locate, evaluate, and integrate information that is relevant to their questions. Examples of such questions could be "What are the threats to turtles' nesting sites?" and "What human actions threaten turtles' existence?"

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

Hotels, sea walls, and marinas, usually built for tourists, are destroying nesting sites.
And even though turtle products have been banned, illegal trade in their shells, meat, and even eggs continues.

High tides, erosion, cyclones, and drought all destroy nesting sites – and predators such as dogs, rats, and pigs raid turtle nests for eggs.


Eggs have been taken from coastal nests and reburied in an area that is fenced and closely monitored.

Each year, thousands of turtles drown in fishing nets. Others die when they become tangled in plastic rubbish or choke on plastic bags. Hotels, sea walls, and marinas, usually built for tourists, are destroying nesting sites.

Each year, thousands of turtles are killed for the black market.

In March 2006, the Secretariat of the Pacific Regional Environment Programme ... declared 2006 to be the year of the sea turtle.

The student skims the text to locate information relevant to his question and generates further questions as he scans the text. Examples of such questions could be "Why do only a tiny percentage of baby turtles survive?" or "What can be done to protect nesting places?" The student makes connections between the human, environmental, and animal causes of the destruction of turtle nests and sites and makes inferences about difficulties in protecting turtles' nesting environments. He also makes connections to other texts, such as "Tigers on the Prowl" (School Journal, Part 3 Number 2, 2006). He evaluates whether keeping turtles in captivity would be a good way of protecting turtle populations, using information about the turtle hatchery in "Plight of the Sea Turtle" to support his conclusion. He develops further questions to investigate on the Internet, such as "What is the biggest threat to nesting sites?" and "What are some other methods for protecting these sites?"



The student scans the text to find information related to his questions about human actions that have made turtles endangered and what can be done to save them. He uses prior knowledge and context clues to help him understand the abstract idea of "the black market" and makes inferences about the laws that protect the turtles. He goes to the Internet to see if "the year of the sea turtle" provided new information. He organises information from the text about human actions into categories, for example, pollution, illegal trade, fishing technology, and tourist demands. He then searches for more information about the impact of these on other endangered animals around the world and how this impact is being addressed.

The layout of the illustrations for the first three standards has a similar purpose but is not exactly the same.

An example: By the end of year 7

“create texts”

Students “create” texts in different ways, depending on their purpose. These ways can range from jotting down words (when mapping their own thinking) to drafting, editing, and publishing written texts. As students develop writing expertise, the ways in which they create texts are increasingly determined by their purposes for writing.

“think about”


Writing is a key tool for thinking. Students develop their own ways to use writing for clarifying, consolidating, and exploring ideas and information and for thinking critically about them. Through writing, students develop and reveal their knowledge, ideas, opinions, and thoughts.

“record”

Students use an appropriate process and choose specific strategies when they write to record experiences, ideas, and information for particular learning purposes.

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.

“towards level 4”

Level 4 is the New Zealand Curriculum level that relates to years 7–9; typically, students are expected to meet level 4 objectives by the end of year 8. Students working towards level 4 will be showing that they have achieved level 3 and could be expected to reach level 4 after another year of instruction.

“communicate”

Students use their writing to communicate in many different ways and for a variety of purposes. They develop their expertise in the use of an increasing range of text structures, choosing language suited to their purpose and audience. Writing is a very effective way for students to communicate: it reveals their knowledge, skills, and attitudes.

Key characteristics of students' writing

Students create a variety of texts as they engage with the curriculum. The characteristics of these texts become more complex from year to year. These characteristics include language and text features that are appropriate to the purpose and audience.

This paragraph explains how the students create texts in order to carry out curriculum tasks. It describes what the students will demonstrate as they carry out these tasks, and it also highlights the underpinning role of the Literacy Learning Progressions.

This paragraph explains the purpose of the illustrations, highlighting that short extracts from the student's text provide a snapshot of the skills and strategies they use as they meet the writing demands of the curriculum.

These paragraphs describe the specific learning context (the curriculum area or areas) in which students are meeting the writing demands of the curriculum. They may also identify the text features that particularly relate to the curriculum task. (On pages with only one writing sample, this information is in the second paragraph on the page.)

These examples of the student's writing relate specifically to the curriculum task and its writing demands.

These are examples of some of the skills, knowledge, and strategies that the student independently uses. These examples show that the student is meeting the writing standard through the curriculum task.

BY THE END OF YEAR 7

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 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 achieve the curriculum task.

The students by the end of year 7 include appropriate text structure, vocabulary, and sentence structures in order to achieve 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 achieve the curriculum task.

Transcript: Bottle submarine

Before Room 21 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 picked 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 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."

The layout of the illustrations for the first three standards has a similar purpose but is not exactly the same.

AFTER ONE YEAR AT SCHOOL

ILLUSTRATING THE READING STANDARD

The Way It Was by Dot Meharry; illustrated by Spike Wademan

This text is levelled at Green 1.

In this non-fiction text, a young girl compares her life with that of her great-grandma. The illustrations expand on the information given in the written text.

The text follows a “then/now” pattern, with the narrator stating what is the same for her and her great-grandma and what is different. The time difference is reinforced by the use of colour (sepia for the past and full colour for the present day) and by

the use of content-specific vocabulary, such as “great-grandma”, “fire”, and “stove”.

The following example highlights the sorts of reading behaviours teachers could expect to observe in students who are meeting the standard. Sometimes these behaviours will be in response to teacher prompts and questions, and sometimes they will be spontaneous as the students notice and respond to the ideas in the text. These behaviours may be during the first or subsequent readings and discussion.

The student searches for and finds information in the illustrations to answer their own questions or questions from the teacher. For example, on pages 2 and 3, the student can identify and discuss how the same setting has changed over time.

The student draws on a number of information sources to work out words that are unfamiliar in their written form. For example, to work out “rode” on page 2, the student may use context (including the illustration), any prior knowledge about horse riding, and their knowledge of language structures and letter-sound relationships. The student notices that the following sentence confirms the meaning.

The student reads compound words (“grandma”, “sometimes”) by looking for the biggest familiar “chunk”, predicting the word, and checking that it makes sense in the context of the sentence.

My great-grandma rode a horse.
She rode it to school.
It was a very long way.



I ride a horse sometimes
but not to school.
Mum takes me in the car.

3

The student can use a combination of processing and comprehension strategies to clarify a new and unexpected piece of information, for example, the idea of lighting a fire in the stove. The student may reread to check that they have read the sentence correctly and may re-examine the illustration. Either on their own or in discussion with other students, the student draws on their prior knowledge about stoves to infer that this stove is heated by a fire (rather than by gas or electricity).

The student can build on the discussion and thinking during the reading to make inferences about how the girl knows so much about what her great-grandma did.

My great-grandma made cakes.
She had to light a fire in the stove.



While reading, the student makes connections to their knowledge of the past and their own present-day experiences to imagine (visualise), ask questions about, and discuss what life might have been like for Great-grandma. For example, the student may question why Great-grandma did the washing only once a week or why she would have her bath in the kitchen.

When rereading aloud for a specific purpose, the student indicates, through variations in tone or expression, that they have noticed the then/now text structure and have understood that the text is about making comparisons.

AFTER ONE YEAR AT SCHOOL

ILLUSTRATING THE READING STANDARD

A Good Idea by Bill Nagelkerke; illustrated by Jeffy James

This text is levelled at Green 3.

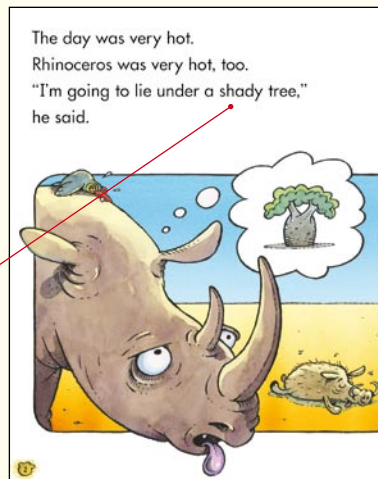
This humorous narrative is about four animals who want to find some relief from the blazing African sun. The setting may be outside the direct experience of most students, but it is likely to link to their indirect experience of Africa through television, movies, and video.

The text has a repetitive, cumulative structure, and much of the story is conveyed through dialogue. The illustrations and other visual language features, such as thought bubbles, speech bubbles, and the use of colour (yellow for heat and blue for shade) support the meaning and add to the humour.

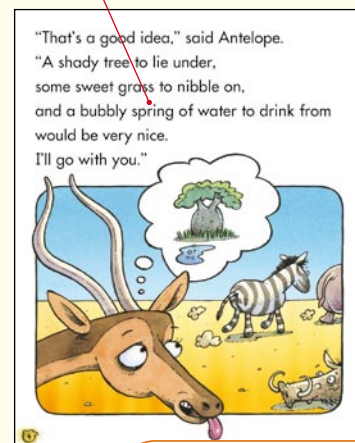
The story's theme is the importance of thinking and co-operation to solve problems.

The following example highlights the sorts of reading behaviours teachers could expect to observe in students who are meeting the standard. Sometimes these behaviours will be in response to teacher prompts and questions, and sometimes they will be spontaneous as the students notice and respond to the ideas in the text. These behaviours may be during the first or subsequent readings and discussion.

The student uses their accumulated understanding of the story, their knowledge of language structures, and their knowledge that "y" at the end of a word can have an "ee" sound (as in the familiar word "very") to help them work out the unfamiliar words "shady", "bubbly", and "plenty".

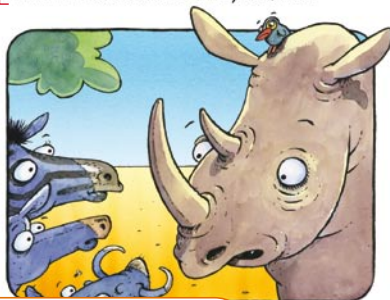


The student works out the meaning of the word "spring" (in this context) by noticing the clues in the rest of the sentence ("bubbly"; "of water to drink from") and by using the illustration.



The student uses the punctuation, including commas and speech marks, to help them with phrasing and to see the links between the ideas in this complex sentence.

"Well..." said Rhinoceros.
"There is enough sweet grass for all of us.
There is lots of water in the bubbly spring.
There is plenty of mud.
And, if you do what I say,
there will be shade for everyone, too."



Rhinoceros made them all get up.
Then he lay down under the shady tree.
"Now you've taken all the shade!"
cried the other animals.

The student may notice that each animal has something to add to the ideas and may use this pattern to make predictions as they read.

The student, perhaps with some teacher prompting, can use what they have already noticed about Rhinoceros in the text and the illustrations to predict what his idea might be and whether the other animals should trust him.

The student notices the repeated sentence structure and also the similarity of meaning in "enough", "lots of", and "plenty".

The student can explain how Rhinoceros's idea worked.

The student can express an opinion about why the author chose to call the text *A Good Idea* when there are actually many ideas in the text.

AFTER ONE YEAR AT SCHOOL

THE READING STANDARD



After one year at school, students will read, respond to, and think critically about fiction and non-fiction texts at the Green level of Ready to Read (the core instructional series that supports reading in the New Zealand Curriculum).

KEY CHARACTERISTICS OF TEXTS AT GREEN LEVEL

Texts at Green level have been designed with characteristics that include:

- generally familiar contexts and settings;
- one text form, and one main storyline or topic, for each text;
- most content explicitly stated but also some implicit content that provides opportunities for students to make simple inferences;
- illustrations that support and extend the meaning but may not exactly match the words;
- many high-frequency words;
- topic words and interest words (including a wide range of regular and irregular verbs and some adjectives and adverbs) that are likely to be in a reader's oral vocabulary and that are strongly supported by the context or illustrations;
- some visual language features such as diagrams or speech bubbles;
- sentences that run over more than one line but do not split phrases;
- dialogue between easily identified speakers;
- a range of punctuation, including speech marks and commas, to support phrasing and meaning.

These characteristics support the development of reading behaviours that are described on page 10 and illustrated on the fold-out pages here.

AFTER ONE YEAR AT SCHOOL

THE WRITING STANDARD



After one year at school, students will create texts as they learn in a range of contexts across the New Zealand Curriculum within level 1. 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 plan for writing, using talk or pictures. They will independently write simple texts, 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.

The texts that students write will include, when appropriate:

- an idea, response, opinion, or question;
- several sentences (including some compound sentences with simple conjunctions such as “and”);
- some key personal vocabulary and high-frequency words;
- attempts at transferring words encountered in the writer’s oral language or reading to their writing.

AFTER ONE YEAR AT SCHOOL

ILLUSTRATING THE WRITING STANDARD

On the weekend

The task exemplifies the writing demands of the English curriculum within level 1.

The students have been writing independently about their favourite holiday activity. They have been asked to plan, write, and then check their work.

This is the student's first draft. Features of the writing that demonstrate the standard are described below.

The following example illustrates the sorts of writing that teachers can expect of students who are meeting the standard. 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.

Transcript: On the weekend

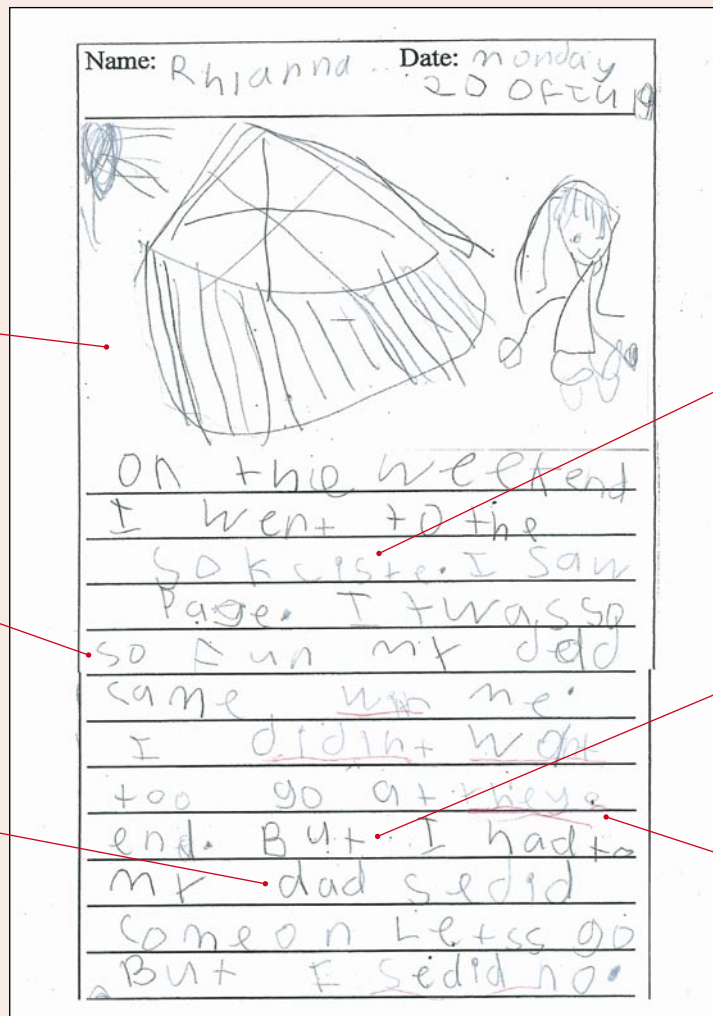
On the weekend
I went to the
sokciste. I saw
Page. It was so
so Fun my dad
came with me.
I didnt want
too go at theye
end. But I had to
my dad sedid
come on Letss
go But I sedid no.

This piece of writing shows a clear response to the task, with the student recounting her experience of going to the circus and not wanting to leave. She describes key events and her feelings.

The student uses a picture to plan her writing.

The student draws on her oral language ("so so Fun", "come on Letss go").

The student uses some key personal vocabulary ("sokciste", "Page", "dad").



The student spells most high-frequency words correctly and records dominant sounds for unknown words ("sokciste", "didint", "sedid").

The student writes several sentences, with most capital letters and full stops used correctly. She uses "But" as a conjunction.

The student checks her work and uses red pen to underline words she's not sure about.

AFTER ONE YEAR AT SCHOOL

ILLUSTRATING THE WRITING STANDARD

I wonder why we have night and day?

The task exemplifies the writing demands of the English and science curriculum learning areas within level 1.

The students have been asked to write an explanation to answer the question “I wonder why we have night and day?” The teacher has supported the students in this task by having them practise giving oral explanations on a familiar topic and by building their understanding of the topic through a

variety of practical activities. The teacher has also provided appropriate reference materials and has explicitly taught relevant vocabulary.

The following example illustrates the sorts of writing that teachers can expect of students who are meeting the standard. 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.

Transcript:

I wonder why we have night and day?

I wonder why we have night and day?

Day and nit cas fom the Eof and the san. And the Eaf ods (orbits) ard the san, the Eof eos ard. When we fas the san it is day and when we fas the Moon it is nit.

This piece of writing shows a clear response to the task. The student explains (in simple terms) why we have night and day.

The student uses some content-specific words (“day”, “nit”, “Eof”, “san”, “ods”).

The student writes three sentences with capital letters and full stops used correctly.

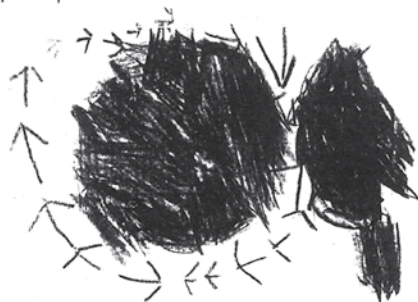
I wonder why we have night and day?

Day and nit cas fom the Eof and the san. And the Eaf

ods ard the san, the Eof eos ard.

When we fas the san it is day and when we fas the Moon

it is nit.



The student spells some high-frequency words correctly and records dominant sounds for unknown words (“nit”, “fom”).

The student attempts to use a comma.

The student uses the conjunction “and” to join ideas in a sentence.

The student adds a diagram to support the meaning.

AFTER TWO YEARS AT SCHOOL

ILLUSTRATING THE READING STANDARD

The King's Birthday by Dot Meharry; illustrated by Philip Webb

This text is levelled at Turquoise 1.

In this humorous narrative, the King is upset because nobody seems to have remembered his birthday. The illustrations are rich with clues about what is really happening, but the King remains oblivious until he sits down to his royal lunch. This story has a traditional fairytale structure, starting with a problem, continuing with a series of events similar to each other (as the King tries to find out if anyone has remembered his special day), and finishing with a happy ending.

This is a sequel, with lots of humorous links, to *The Hole in the King's Sock* (levelled at Orange), which is also available as a big book. This means that students are likely to be very

familiar with the characters, setting, and fairytale-like text structure before they read this Turquoise text.

Some key challenges are the "royal" vocabulary and the use of compound and complex sentences running over two or three lines.

The following example highlights the sorts of reading behaviours teachers could expect to observe in students who are meeting the standard. Sometimes these behaviours will be in response to teacher prompts and questions, and sometimes they will be spontaneous as the students notice and respond to the ideas in the text. These behaviours may be during the first or subsequent readings and discussion.

The student uses the speech marks and commas to clarify the sequence of events in this challenging sentence. They can explain why "is" is in italics.

The student notices "birth" in the familiar word "birthday" and/or the "ate" rime to help them work out "birth date".

The student uses a range of strategies to decode and work out the meanings of unfamiliar words. For example, they may split the word "banquet" into syllables, make connections to the idea of lunch, notice that "banquet" is followed by the word "hall" (twice) and "table", and/or make connections to any direct or indirect experiences of banquets.

The student can use evidence from this text and *The Hole in the King's Sock* to make further inferences about the personalities of the King and Queen.

When the student reads the text aloud, for example, for Readers' Theatre, their phrasing and intonation indicate that they are reading with understanding (and enjoyment).



He went upstairs to his library and opened the Royal Birthday Book. He looked for his name. "It *is* my birthday today," he said, pointing to his name and birth date.

The student can give an example of something that helped them make and adjust their predictions or inferences as they read.

The student uses the commas, and conjunctions such as "where" and "as", to keep track of the sentences that run over two or three lines.

The student puts together clues (such as what they already know about the King and the Queen from *The Hole in the King's Sock*, the fact that it really is the King's birthday, and the fact that no one is mentioning it), to predict that something odd or surprising is going to happen. The student adjusts and refines their predictions as they notice new information.

When the lunch bell rang, the King walked to the banquet hall alone. He was upset. It was his birthday, and no one had remembered. The Royal Footmen opened the doors for the King.



The student expresses an opinion about how the King is feeling after the surprise has been revealed, making connections to their own feelings about surprise birthdays or about people pretending to forget special occasions.



To his surprise, the banquet hall was full of people. There were flowers from the royal gardens everywhere. A banner was hanging on the wall, and there was a big birthday cake on the banquet table. The people clapped and cheered.

AFTER TWO YEARS AT SCHOOL

ILLUSTRATING THE READING STANDARD

Inside the Maize Maze by Sharon Holt; photographs by Anthony Russell

This text is levelled at Turquoise 2.

This non-fiction text begins with an explanation about what mazes are, continues with a recount about a child's experience of navigating a maze, and ends with a brief report about a maze within a school playground.

Photographs, captions, definitions, and explanations provide support for working out the meanings of unfamiliar vocabulary.

The big idea in this text is that people throughout history have enjoyed the challenges that mazes provide.

Students are likely to be familiar with the concept of mazes before reading this text, either through their direct experience of mazes or through reading the humorous Ready to Read text *The Gardener's Maze* (levelled at Green).

The following example highlights the sorts of reading behaviours teachers could expect to observe in students who are meeting the standard. Sometimes these behaviours will be in response to teacher prompts and questions, and sometimes they will be spontaneous as the students notice and respond to the ideas in the text. These behaviours may be during the first or subsequent readings and discussion.



The student makes connections between the photographs of mazes and the question from the narrator to activate their own prior knowledge and/or experience of mazes. They may comment on (evaluate) the fit between the information about mazes and what they already know.

The student, with some teacher prompting, makes connections between the information on these pages, the cover and title, and the direct address to the reader by the child narrator to predict that the child is going to relate her experience of being in a maze.

The student can make connections between the pieces of information on this page to explain why the maize maze looks as it does in the inset photograph.

There's a maze at Marton near where I live. I went there with my friends. This maze is made of **maize**. Maize is a plant that looks like corn. A maize maze lasts for only six months. The maize is planted in October and is cut down in April. Then it's used to feed farm animals.

The student uses the bold print for "maize" to notice how this new word is different from the now-familiar word "maze". The student uses the definition in the following sentence plus the photographs (and possibly their prior knowledge) to build their understanding of what maize is.

The student draws on text features, such as the short sentences, the repetition for effect, the multiple photographs per page, and the thought bubble to help them imagine (visualise) what it would be like inside a maize maze.



The student uses information from the text and photograph to infer what the flags are for and that they will need to be tall.

The student uses the photograph and the following sentences to clarify the meaning of "stalks".



The student uses the information in the text, plus their own experiences of mazes and puzzles (including any indirect experiences, for example, from reading *The Gardener's Maze*) to infer why people like mazes even though they can get lost and may need help.

The student can discuss how the author helps the reader to imagine what being in the maze is like, for example, the way the narrator shares her feelings, the use of exclamation marks (on pages 11 and 12) for impact, and the repetition that emphasises the feeling of being lost.

AFTER TWO YEARS AT SCHOOL

THE READING STANDARD



After two years at school, students will read, respond to, and think critically about fiction and non-fiction texts at the Turquoise level of Ready to Read (the core instructional series that supports reading in the New Zealand Curriculum).

KEY CHARACTERISTICS OF TEXTS AT TURQUOISE LEVEL

Texts at Turquoise level have been designed with characteristics that include:

- some settings and contexts that may be outside the students' prior knowledge but can easily be related to it;
- a mix of explicit and implicit content that provides opportunities for students to make simple inferences;
- illustrations that support the meaning and may suggest new ideas or viewpoints;
- mostly familiar words, but some new topic words and descriptive language that are supported by the context (for example, the text may include synonyms, definitions, or explanations) and/or by illustrations;
- some visual language features such as labelled diagrams, inset photographs, and bold text for topic words that are linked to a glossary;
- a variety of sentence structures, including compound sentences and a few complex sentences, so that students are required to notice and use punctuation as a guide to phrasing and meaning;
- frequent use of dialogue and more than one character speaking on a page.

These characteristics support the development of reading behaviours that are described on pages 10–11 and illustrated on the fold-out pages here.

AFTER TWO YEARS AT SCHOOL

THE WRITING STANDARD



After two years at school, students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 1.

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 understand their purpose for writing and will write using a process 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 simple texts. These texts will include, when appropriate:

- experiences, information, and/or ideas that relate to a curriculum topic, supported by some (mostly relevant) detail and/or personal comment;
- mainly simple and compound sentences that have some variation in their beginnings;
- simple conjunctions correctly used;
- mainly personal content vocabulary, as well as words and phrases that are drawn from the student's oral vocabulary and from the book language that they know;
- some attempts at variety and precision in the use of adjectives, nouns, and verbs.

AFTER TWO YEARS AT SCHOOL

ILLUSTRATING THE WRITING STANDARD

'The Tupperware Party'

The task exemplifies the writing demands of the English curriculum at level 1.

The students have been writing independently about a personal experience. They have been learning how to use planning tools, such as oral recounting, brainstorming, listing and sequencing ideas, and using simple pictures.

This is the student's first draft. Features of the writing that demonstrate the standard are described below.

The following example illustrates the sorts of writing that teachers can expect of students who are meeting the standard. 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.

This piece of writing shows a clear response to the task, with the student describing her experience of Tupperware parties at her house. She uses an appropriate text structure, with an introductory sentence followed by a description of what a Tupperware party is (and is not).

The student uses a picture to plan her writing.

The student uses some key personal content vocabulary ("tupawer", "adolts", "plastic stuff", "Kichin") and language structures ("goes like this", "sit down and tok about") from her oral language.

The student writes a compound sentence (using the conjunction "and") with a phrase that adds extra detail ("in the Kichin").

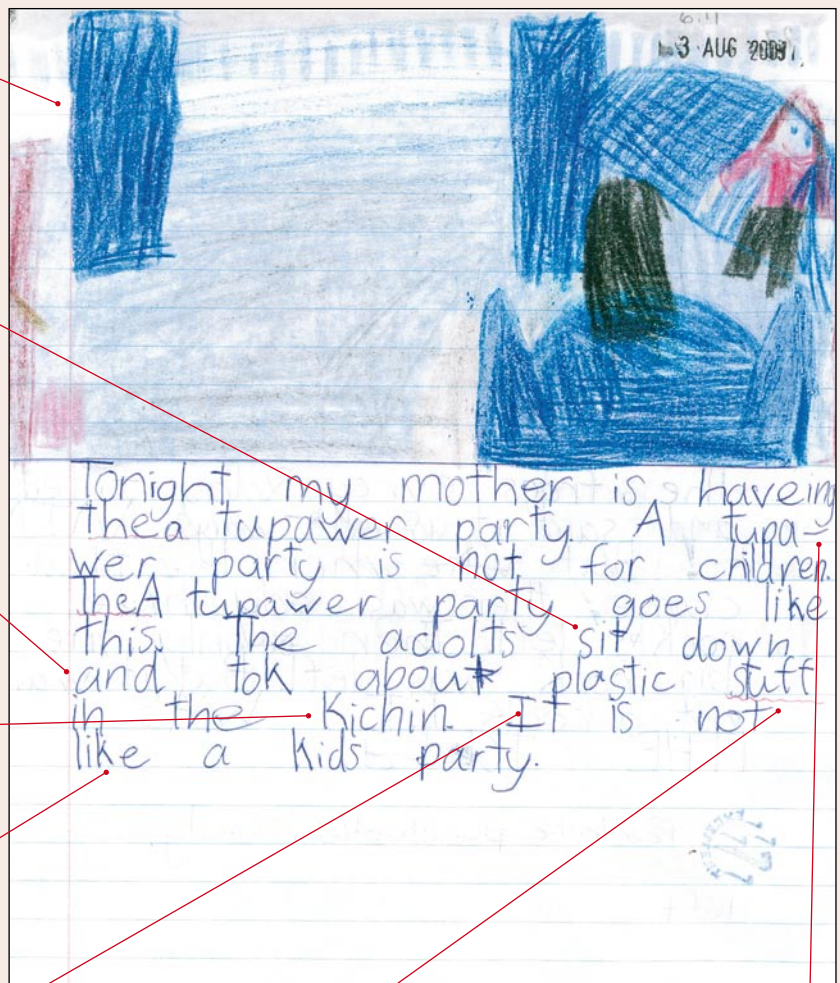
The student uses conventional spelling for most words and close approximations for others ("haveing", "thea", "tupawer", "adolts", "tok", "Kichin").

The student uses precise language ("plastic stuff", "in the Kichin") and comparisons to clarify the information ("not for children", "not like a kids party").

The student writes several sentences with varied beginnings, including the use of the pronoun "It" in the final sentence.

The student has checked her work and underlined words she's not sure about.

The student uses capital letters and full stops correctly and uses a hyphen when part of a word has to be carried over to the next line.



AFTER TWO YEARS AT SCHOOL

ILLUSTRATING THE WRITING STANDARD

'Stories along the River'

The task exemplifies the writing demands of the English and social sciences curriculum learning areas at level 1.

The learning context is a social studies inquiry into how and why people record information about special places, in this case, the Waikato River. The students have been for a walk along the river to look for ways in which important features of the river have been recorded. The students are working

in groups to discuss what they have found out, but they are writing their own statements to share with their syndicate.

These are the student's first drafts. Features of the writing that demonstrate the standard are described below.

The following example illustrates the sorts of writing that teachers can expect of students who are meeting the standard. 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.

These pieces of writing show a clear response to the task, with the student communicating two ways in which information about the river has been recorded and explaining why each is important.

The student uses appropriate titles.

The student shows an awareness of the audience through the use of the second person ("you").

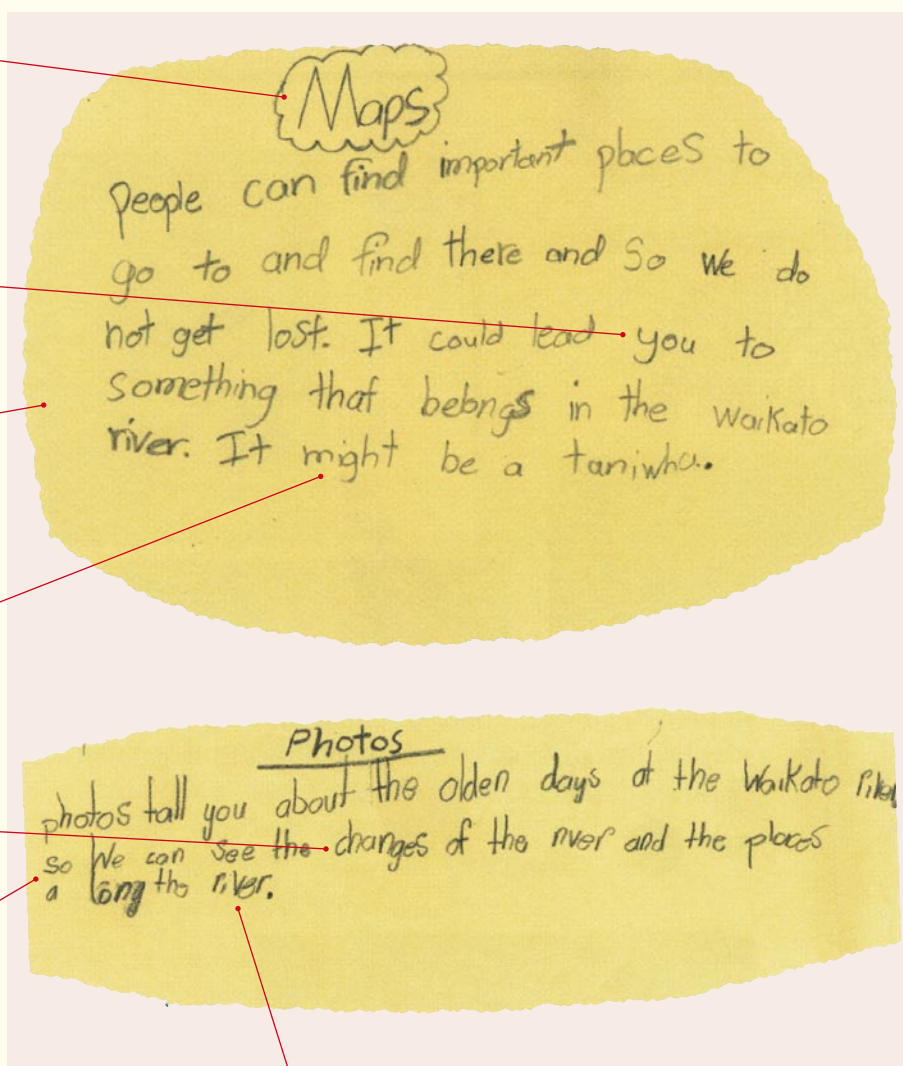
The student writes several sentences with varied beginnings.

The student uses modal verbs ("could", "might") to suggest possibilities.

The student uses some key content vocabulary ("Maps", "Waikato river", "taniwha", "olden days", "changes").

The student uses a variety of sentence structures and ways of joining ideas ("and", "that", "so").

The student uses punctuation appropriately and spells most words correctly.



AFTER THREE YEARS AT SCHOOL

ILLUSTRATING THE READING STANDARD

“Night is a Blanket” by Barbara Hill; illustrated by Clare Bowes

This text is levelled at Gold 1.

In this story within a story, a grandfather tells a bedtime story to his grandchildren to explain how the moon was formed.

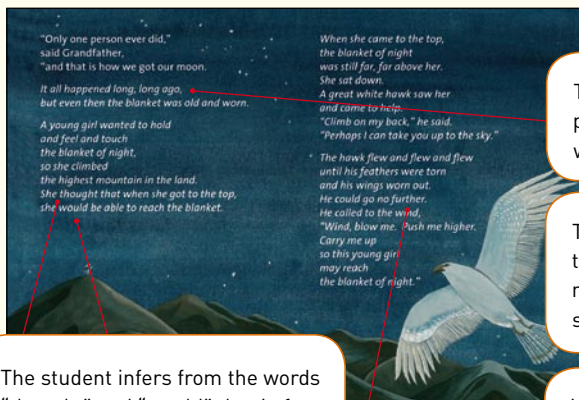
This text is one of a collection of linked stories and poems in a miscellany (also called *Night is a Blanket*). It gives students opportunities to compare ideas about night and the moon across a range of texts and text forms.

This poetic, descriptive text, with its evocative but non-specific illustrations, requires students to keep track of and visualise a relatively complex series of events and settings.

The following example highlights the sorts of reading behaviours teachers could expect to observe in students who are meeting the standard. Sometimes these behaviours will be in response to teacher prompts and questions, and sometimes they will be spontaneous as the students notice and respond to the ideas in the text. These behaviours may be during the first or subsequent readings and discussion.

The student uses clues, such as the title, Grandfather’s references to the night, the sky, and sleep, the fact that he is speaking softly, and the visual language (the text set within a starry sky) to infer that Grandfather is telling the children a bedtime story.

The student uses Grandfather’s descriptive language (for example, “dark”, “old and full of holes”, “shining away”, and “peeping through the holes”) to help them visualise Grandfather’s image of night as a blanket.



The student uses such features as speech marks, dialogue attribution, italic print, and the phrase “It all happened long, long ago” to help them identify where in the text the bedtime story starts.

The student makes connections to their knowledge of the elements of a fairy tale or traditional tale (for example, a challenging task, a series of helpers, and magical elements) to make predictions about what will happen in Grandfather’s story. The student reviews and refines their predictions as they read.

The student infers from the words “thought” and “would” that in fact the young girl was wrong.

While reading, the student notices and makes connections between the ideas about night as a blanket to help them visualise and track the events in Grandfather’s story. For example, the repeated references to the idea of the blanket being old and worn prepare the reader for the fact that it tears so easily when the girl tries to grab it.

The student can discuss how storytellers (like Grandfather) make their stories sound interesting. The student can retell the story of the young girl using some of the same techniques, for example, using repetitive phrases (“long, long ago”, “flew and flew”), poetic language structures (“He could go no further”), and expression to convey a sense of mystery and suspense and the idea of great effort on the part of the characters.



The student infers from the final paragraph that the children have fallen asleep.

The student can use the ideas in the text to help them describe what is happening to the “blanket” of night when there is a starry night.

The student compares the images in this text with those in other texts about night or the moon. The student draws on the ideas to create their own personal image of night or the moon.

AFTER THREE YEARS AT SCHOOL

ILLUSTRATING THE READING STANDARD

Sun Bears Are Special by Philippa Werry

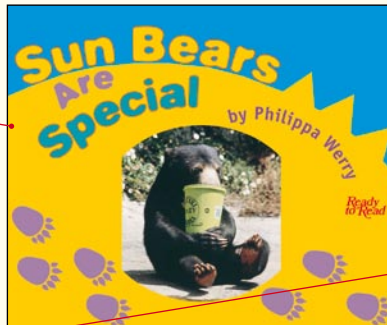
This text is levelled at Gold 1.

This report describes a family of Wellington Zoo's sun bears to illustrate the general characteristics of sun bears and the difficulties involved in breeding them.

This text begins with an apparently straightforward comment about why sun bears are special and then gradually adds more and more information about their special features. The text ends with a strong statement that sun bears are endangered. Students need to identify, and make connections between, information from a number of places to fully identify why sun bears are special.

The following example highlights the sorts of reading behaviours teachers could expect to observe in students who are meeting the standard. Sometimes these behaviours will be in response to teacher prompts and questions, and sometimes they will be spontaneous as the students notice and respond to the ideas in the text. These behaviours may be during the first or subsequent readings and discussion.

After a discussion of the cover, the student can make connections to their prior knowledge of bears or of other non-fiction texts about animals to predict some words and/or information they would expect to find in a text about sun bears.



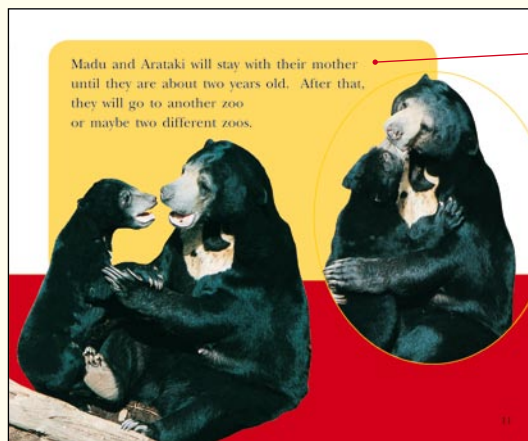
With support, the student can use clues in the text to keep track of the sequence of events. Examples are the photo of the cubs and the use of the present tense on page 2, the change to the past tense on pages 5–7 (describing the time before the cubs were born, their birth, and when they were young), the change back to the present on page 8, the description of future events on pages 11–12, and the information on the inside back cover.



The student uses their growing word knowledge and the context of the sentence to notice and clarify the mismatch between the sound and appearance of the word "tongues".

The student can identify some multi-syllabic topic words (for example, "Malaysian", "babies", "zookeepers", "adult", "enclosure", "insects") and say how they worked them out.

The student can use the information about sun bears' eating habits to infer what they would eat if they lived in the wild in Malaysia rather than in a zoo.



The student can make connections between the ideas in the text, particularly those on page 5 and the inside back cover, and with any prior knowledge they have about wild animals, to infer why the cubs won't be staying with their mother.

With support, the student uses clues such as the title, the friendly tone, the use of the word "sadly", and the information on the inside back cover to infer the author's point of view about sun bears.

The student can make connections between the pieces of information (in text, photographs, and illustrations) to support a particular idea or answer a question. For example, they can use information from the cover, the title page, and pages 8–10 to infer why sun bears are also called honey bears, or they can explain, or offer an opinion about, why sun bears are special.

AFTER THREE YEARS AT SCHOOL

THE READING STANDARD



After three years at school, students will read, respond to, and think critically about fiction and non-fiction texts at the Gold level of Ready to Read

(the core instructional series that supports reading in the New Zealand Curriculum).

KEY CHARACTERISTICS OF TEXTS AT GOLD LEVEL

Texts at Gold level have been designed with characteristics that include:

- some unfamiliar contexts and settings;
- shifts in time and/or place;
- (in narrative texts) many characters and events and more than one storyline;
- a mix of explicit and implicit content within text and illustrations that requires students to make connections between ideas in the text and their prior knowledge in order to make simple inferences;
- some pages with no illustrations;
- some unfamiliar words and phrases, the meaning of which is supported by the context or illustrations, including descriptive vocabulary, subject-specific vocabulary, and commonly used words that have multiple meanings;
- visual language features such as subheadings, text boxes, footnotes, glossaries, indexes, and diagrams and maps that are clearly explained and linked to the body text;
- ideas and information organised in paragraphs;
- a variety of sentence structures, including complex sentences;
- frequent use of dialogue, some of which is not explicitly attributed, and more than one character speaking on a page.

These characteristics support the development of reading behaviours that are described on page 11 and illustrated on the fold-out pages here.

AFTER THREE YEARS AT SCHOOL

THE WRITING STANDARD



After three years at school, students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work towards level 2. 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 linked to the curriculum, using a process 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 that are clearly directed to a particular audience. They will organise their texts according to a basic structure that meets their purpose for writing (for example, a story with a beginning, a middle, and an end). These texts will include, when appropriate:

- content, mostly relevant, that conveys several experiences, items of information, and/or ideas relating to a curriculum topic and that sometimes includes detail and/or comment;
- mainly simple and compound sentences that vary in their beginnings and lengths and in the simple conjunctions used;
- attempts at some complex sentences;
- some specific vocabulary that is appropriate to the content of the text.

AFTER THREE YEARS AT SCHOOL

ILLUSTRATING THE WRITING STANDARD

Compost worms

The task exemplifies the writing demands of the English curriculum working towards level 2.

The context for this piece of writing is a cross-curricular study of recycling. The class has been given a worm farm during a visit from their local council recycling manager, has read "Worm Wise" (School Journal, Part 1 Number 2, 2002) as a shared reading text, and has made their own worm farms.

The task is to develop instructions for making a worm farm. The teacher has supported the students before the writing by revising the purpose and structure of procedural writing

and has reminded the students about making the written instructions clear and precise for the reader. The students are now writing independently.

This is the student's first draft. Features of the writing that demonstrate the standard are described below.

The following example illustrates the sorts of writing that teachers can expect of students who are meeting the standard. 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.

This piece of writing shows a clear response to the task. The student has included relevant content and created an effective set of instructions for making a worm farm.

The student uses appropriate structural features (title, subheadings, labelled illustrations, and logically sequenced steps).

The student uses punctuation appropriately, including a dash to connect ideas in step 6.

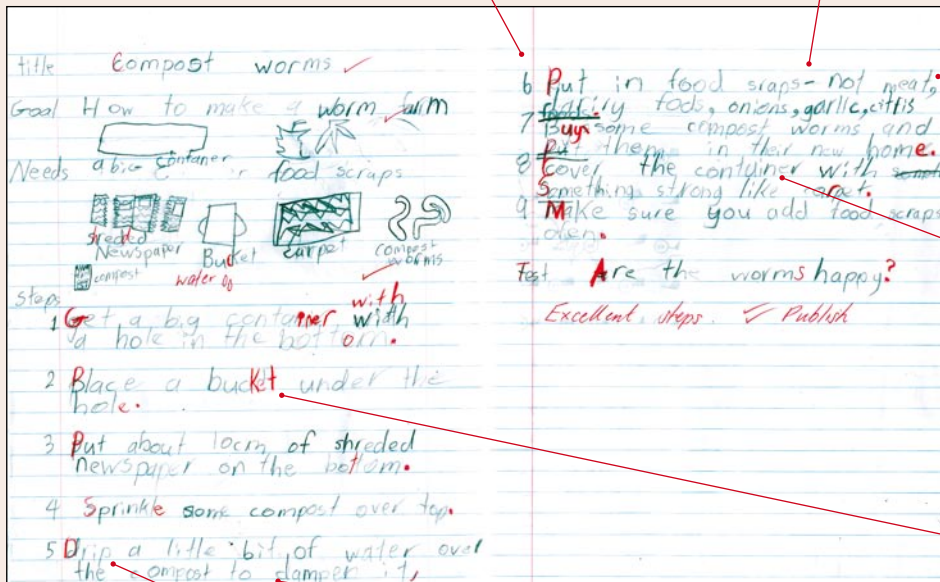
The student shows an awareness of the purpose and the audience through his use of imperative verbs at the start of each step, by addressing the reader directly ("Make sure you add"), and by including a warning at step 6 ("not meat ...").

The student uses subject-specific vocabulary ("compost", "worms", "container", "shredded newspaper").

The student spells most words correctly and proofreads his work, marking it up with red pencil.

The student uses a variety of sentence structures and connectives to join ideas ("with", "to", "and").

The student uses precise, descriptive language to clarify the procedure. For example, precise verbs ("Sprinkle", "Drip", "dampen", "Make sure"); prepositions ("in", "under", "over") and a prepositional phrase ("with a hole in the bottom"); adjectives ("big", "shredded", "dairy", "new", "strong"); qualifiers ("about", "some", "a little bit", "often"); and an example ("Something strong like carpet").



AFTER THREE YEARS AT SCHOOL

ILLUSTRATING THE WRITING STANDARD

Make a smoothie!

The task exemplifies the writing demands of the English curriculum working towards level 2.

The task is to write a recount of an experience. Before the writing, the teacher has supported the students by setting up a language experience activity in which the students made smoothies and discussed what they were doing as they worked. The students are now writing independently.

This is the student's first draft, with some self-editing. Features of the writing that demonstrate the standard are described below.

The following example illustrates the sorts of writing that teachers can expect of students who are meeting the standard. 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.

This piece of writing shows a clear response to the task. The student has created an engaging and informative recount of her experience. She includes relevant content that describes several incidents as well as supporting detail, some of which was added when editing, and personal comments.

The student organises her text using a basic recount structure with a beginning, middle, and end. The student uses sequence words ("First", "Next", "Then", "After that", "Finally") to clarify the order of events.

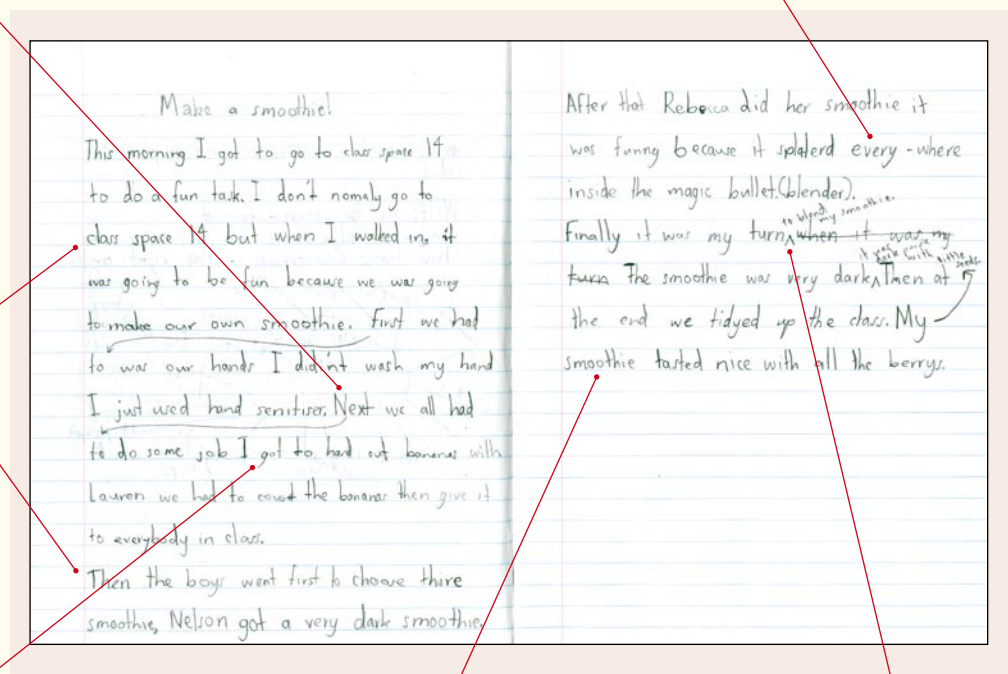
The student includes relevant descriptive vocabulary ("nomaly", "very dark", "funny", "splaterd every-where", "blend", "dark purple with little seeds").

The student includes a range of simple and compound sentences, using the conjunctions "but" and "because" and a range of sentence beginnings.

The student draws on her oral language to create an informal tone ("I just used", "I got to hand out", and contractions).

The student uses subject-specific vocabulary ("smoothie", "task", "senitiser", "blender", "berrys").

The student spells most words correctly and edits her work independently.



BY THE END OF YEAR 4

THE READING STANDARD



By the end of year 4, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 2. Students will locate and evaluate information and ideas within texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.

KEY CHARACTERISTICS OF TEXTS THAT STUDENTS READ AT THIS LEVEL

The texts that students use to meet the reading demands of the curriculum at this level will often include:

- some abstract ideas that are clearly supported by concrete examples in the text or easily linked to the students' prior knowledge;
- some places where information and ideas are implicit and where students need to make inferences based on information that is easy to find because it is nearby in the text and there is little or no competing information;
- a straightforward text structure, such as a structure that follows a recognisable and clear text form;
- some compound and complex sentences, which may consist of two or three clauses;
- some words and phrases that are ambiguous or unfamiliar to the students, the meaning of which is supported by the context or clarified by photographs, illustrations, diagrams, and/or written explanations;
- other visual language features that support the ideas and information, for example, text boxes or maps;
- figurative language, such as metaphors, similes, or personification.

Such texts will include both fiction and non-fiction in electronic and print media. They may be published individually, for example, as picture books, junior novels, multimedia resources, or junior reference materials, or they may appear in collections (for example, the *School Journal* often includes poems, plays, procedural texts, and information texts designed for this age group).

BY THE END OF YEAR 4

ILLUSTRATING THE READING STANDARD

“Camping down the Line” (*School Journal*, Part 2 Number 1, 2004)

Noun frequency level: 8.5–9.5

By the end of year 4, students are required to locate and evaluate the information and ideas within a variety of fiction and non-fiction texts, drawing on the knowledge and skills described in the Literacy Learning Progressions, to meet the reading demands of the curriculum. The curriculum tasks will often involve the students in generating their own questions as well as answering questions from the teacher.

The students and their teacher are planning an EOTC week as part of their health and physical education programme. The students need to identify both the risks associated with camping and the safety measures required to avoid those risks.

“Camping down the Line” is a humorous narrative describing a family’s dramatic experience. The story provides opportunities for the students to achieve specific learning outcomes in English, health, and physical education.

The teacher chose the text because the theme of the story (that campers need to prepare well and be safety conscious) supports the students’ learning in the context of outdoor education. The text requires them to locate and use implicit information to meet their reading purposes.

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

“We can’t sleep here,” wailed Mum.

“Why not?” asked Dad.

“Because it’s ... well, it’s dark.”

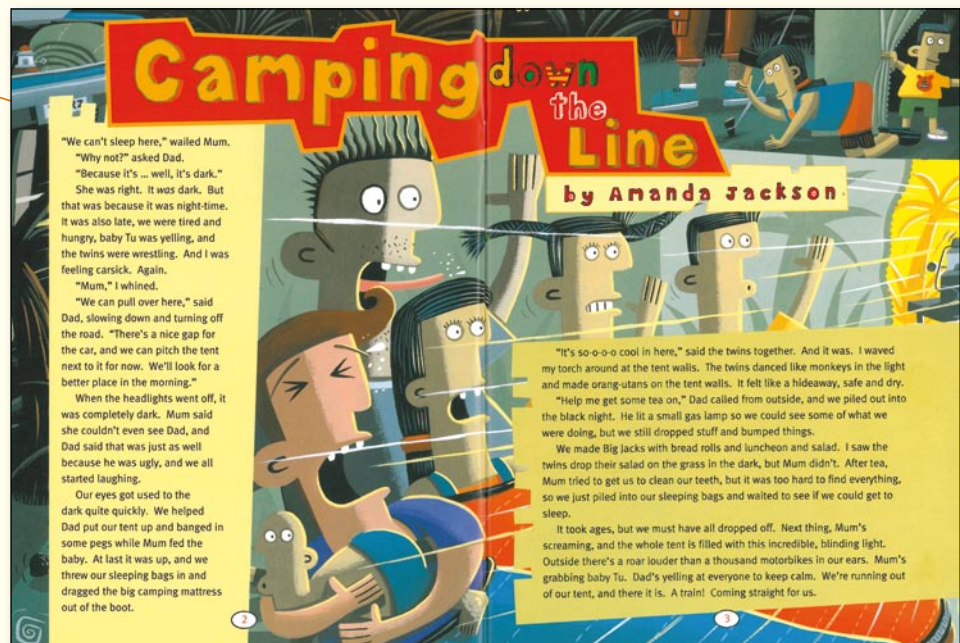
She was right. It was dark. But that was because it was night-time. It was also late, we were tired and hungry, baby Tu was yelling, and the twins were wrestling. And I was feeling carsick. Again.

The student uses the opening paragraphs to make and justify inferences. He can infer that the family is not enjoying the trip and that Dad knows that they must find a place to sleep right away. He also asks questions about why Mum thinks it is too dark, and he makes predictions about the problems of camping in the dark, confirming or changing these predictions as he reads on. He returns to these paragraphs later to infer that Dad was under some pressure when he made the decision to put up the tent. The student asks and answers questions about how to choose a safe tent site.

We were still shaking when Dad broke the silence. “Can I borrow your torch?” I gave him my torch, and we could hear him thrashing around the grass and scrub in the dark. When he came back, he handed me the torch and said, “We’ve put the tent up a bit too close to the train tracks.”

“You don’t say!” squeaked Mum.

The student asks questions and makes connections to his prior knowledge to interpret the figure of speech “broke the silence”. He finds evidence to support his inferences about how everyone feels after their lucky escape. He also refers to information in the text to answer questions about how the family could have been better prepared (for example, it appears they had only one torch). The student then assesses the family’s preparations and considers the implications for the class’s planning of their own overnight camp.



“We can’t sleep here,” wailed Mum. “Why not?” asked Dad. “Because it’s ... well, it’s dark.” She was right. It was dark. But that was because it was night-time. It was also late, we were tired and hungry, baby Tu was yelling, and the twins were wrestling. And I was feeling carsick. Again. “Mum,” I whined. “We can pull over here,” said Dad, slowing down and turning off the road. “There’s a nice gap for the car, and we can pitch the tent next to it for now. We’ll look for a better place in the morning.” When the headlights went off, it was completely dark. Mum said she couldn’t even see Dad, and Dad said that was just as well because he was ugly, and we all started laughing. Our eyes got used to the dark quite quickly. We helped Dad put our tent up and banged in some pegs while Mum fed the baby. At last it was up, and we threw our sleeping bags in and dragged the big camping mattress out of the boot.

“It’s so-o-o-o cool in here,” said the twins together. And it was. I waved my torch around at the tent walls. The twins danced like monkeys in the light and made orang-utans on the tent walls. It felt like a hideaway, safe and dry. “Help me get some tea on,” Dad called from outside, and we piled out into the black night. He lit a small gas lamp so we could see some of what we were doing, but we still dropped stuff and bumped things. We made Big Jacks with bread rolls and luncheon and salad. I saw the twins drop their salad on the grass in the dark, but Mum didn’t. After tea, Mum tried to get us to clean our teeth, but it was too hard to find everything, so we just piled into our sleeping bags and waited to see if we could get to sleep. It took ages, but we must have all dropped off. Next thing, Mum’s screaming, and the whole tent is filled with this incredible, blinding light. Outside there’s a roar louder than a thousand motorbikes in our ears. Mum’s grabbing baby Tu. Dad’s yelling at everyone to keep calm. We’re running out of our tent, and there it is. A train! Coming straight for us.

BY THE END OF YEAR 4

ILLUSTRATING THE WRITING STANDARD

'The Ram'

By the end of year 4, 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.

As part of their learning in English, the students in this year 4 class are writing to form and express ideas based on a

significant personal experience. Each student is writing a recount of a scary experience that they think will interest and engage their audience.

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: 'The Ram'

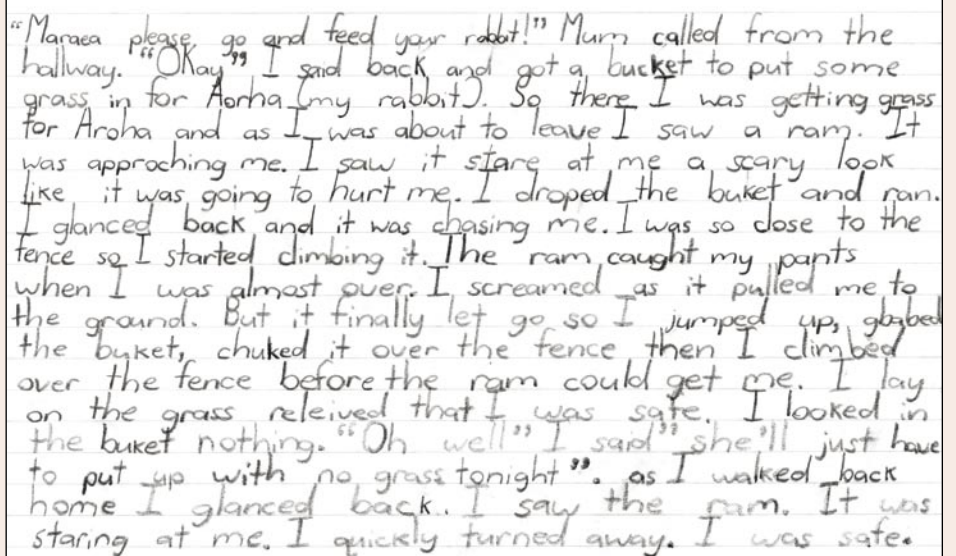
"Maraea please go and feed your rabbit!" Mum called from the hallway. "Okay" I said ...

The student opens the recount with direct speech to engage the reader's interest in the situation from the beginning.

... as I was about to leave I saw a ram. It was approaching me. I saw it stare at me a scary look like it was going to hurt me. I dropped the buket and ran. I glanced back and it was chasing me. I was so close to the fence so I started climbing it. The ram caught my pants when I was almost over. I screamed as it pulled me to the ground. But it finally let go so I jumped up, gbaded the buket, chuked it over the fence then I climbed over the fence before the ram could get me. I lay on the grass releived that I was safe. I looked in the buket nothing. "Oh well" I said "she'll just have to put up with no grass tonight".

In her recount, the student records the main actions, thoughts, and feelings clearly and in sequence, using a variety of simple connectives ("as", "so", "when").

She supports the main points of her recount with simple detail to give the reader a clear and engaging picture of the situation (particularly the actions the narrator takes as the ram chases and grabs her). The student uses precise verbs for greater clarity (for example, "approching", "stare", "glanced"). She is familiar with some spelling patterns ("stare", "scary") but needs to develop a stronger knowledge of other common patterns ("approching", "dropped", "buket").



"Maraea please go and feed your rabbit!" Mum called from the hallway. "Okay" I said back and got a bucket to put some grass in for Aroha (my rabbit). So there I was getting grass for Aroha and as I was about to leave I saw a ram. It was approaching me. I saw it stare at me a scary look like it was going to hurt me. I dropped the buket and ran. I glanced back and it was chasing me. I was so close to the fence so I started climbing it. The ram caught my pants when I was almost over. I screamed as it pulled me to the ground. But it finally let go so I jumped up, gbaded the buket, chuked it over the fence then I climbed over the fence before the ram could get me. I lay on the grass releived that I was safe. I looked in the buket nothing. "Oh well" I said "she'll just have to put up with no grass tonight". as I walked back home I glanced back. I saw the ram. It was staring at me. I quickly turned away. I was safe.

The student uses a variety of sentence structures and achieves some excitement and movement in the text by varying the sentence lengths. She uses speech and inner reflections to help give the recount a personal voice.

BY THE END OF YEAR 4

THE WRITING STANDARD



By the end of year 4, students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 2. 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 to meet the specific demands of the curriculum at this level, using 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, using language and a simple text structure that suit their audience and purpose (for example, when recounting, describing, narrating, reporting, or explaining). These texts will include, when appropriate:

- content that is mostly relevant to the curriculum task, covers a range of ideas, experiences, or items of information, and often includes detail and/or comment supporting the main points;
- mainly simple and compound sentences that vary in their beginnings, structures, and lengths and are mostly correct grammatically;
- attempts at complex sentences;
- words and phrases, in particular, nouns, verbs, adjectives, and adverbs, that clearly convey ideas, experiences, or information.

BY THE END OF YEAR 5

THE READING STANDARD



By the end of year 5, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum as they work towards level 3. Students will locate, evaluate, and integrate information and ideas within and across a small range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.*

KEY CHARACTERISTICS OF TEXTS THAT STUDENTS READ AT THIS LEVEL

The texts that students use to meet the reading demands of the curriculum at this level will often include:

- abstract ideas, in greater numbers than in texts at earlier levels, accompanied by concrete examples in the text that help support the students' understanding;
- some ideas and information that are conveyed indirectly and require students to infer by drawing on several related pieces of information in the text;
- some information that is irrelevant to the identified purpose for reading (that is, some competing information), which students need to identify and reject as they integrate pieces of information in order to answer questions;
- mixed text types (for example, a complex explanation may be included as part of a report);
- sentences that vary in length and in structure (for example, sentences that begin in different ways and different kinds of complex sentences with a number of subordinate clauses);
- a significant amount of vocabulary that is unfamiliar to the students (including academic and content-specific words and phrases), which is generally explained in the text by words or illustrations;
- figurative and/or ambiguous language that the context helps students to understand;
- illustrations, photographs, text boxes, diagrams, maps, charts, and graphs that clarify or extend the text and may require some interpretation.

Such texts will include both fiction and non-fiction in electronic and print media.

They may be published individually, for example, as junior novels or information texts, or they may appear in collections, such as the *School Journal* or other journals and magazines for this age group. Such collections often include poems, plays, stories, and procedural texts.

* The text and task demands of the curriculum are similar for students in year 5 and year 6. The difference in the standard for year 6 is the students' increased accuracy and speed in reading a variety of texts from across the curriculum, their level of control and independence in selecting strategies for using texts to support their learning, and the range of texts they engage with. In particular, by the end of year 6, students will be required to read longer texts more quickly than students in year 5 and to be more effective in selecting different strategies for different reading purposes.

BY THE END OF YEAR 5

ILLUSTRATING THE READING STANDARD

“Plight of the Sea Turtle” (School Journal, Part 3 Number 2, 2008)

Noun frequency level: 10–12

By the end of year 5, students are required to use a variety of fiction and non-fiction texts to locate, evaluate, and integrate information and ideas in order to meet the reading demands of the curriculum, drawing on the knowledge, skills, and attitudes described for the end of year 5 in the Literacy Learning Progressions. The curriculum tasks will also involve the students in generating their own questions as well as answering questions from the teacher.

The students in a year 5 and 6 class are involved in a science investigation to discover how environmental causes and human actions have led to many animals becoming endangered and to identify a range of actions that individuals and organisations can take to restore the habitats of these endangered species.

“Plight of the Sea Turtle” deals with the decreasing numbers of sea turtles in the Pacific and describes some initiatives

to prevent their extinction. The information is logically organised, and the text is well supported by photos, a map, captions, and easily identified information boxes.

The teacher chose “Plight of the Sea Turtle” because the text includes a range of features, such as descriptive and explanatory text, factual information, and historical details. These require the students to find and use several pieces of information in order to ask and answer questions about this endangered animal.

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

The student by the end of year 5 is guided in her use of strategies to understand the information and ideas in the text and to generate questions, related to her specific purpose for reading, within the science context.

The student by the end of year 6 deliberately selects and uses strategies such as skimming and scanning to locate, evaluate, and integrate common themes relating to endangered species.

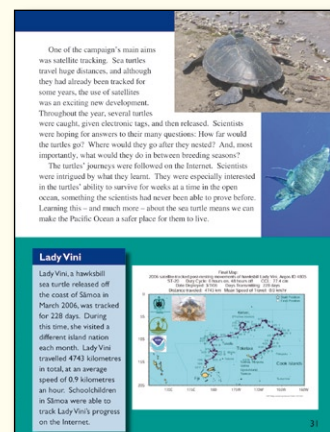
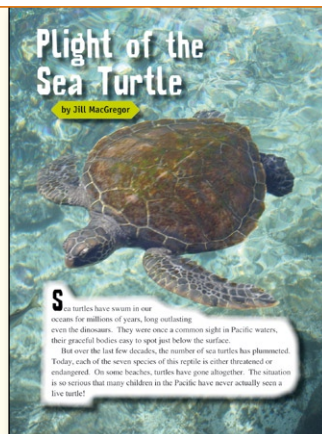
But over the last few decades, the number of sea turtles has plummeted. Today, each of the seven species of this reptile is either threatened or endangered. On some beaches, turtles have gone altogether. The situation is so serious that many children in the Pacific have never actually seen a live turtle!

During this time, she visited a different island nation each month. Lady Vini travelled 4743 kilometres in total ...

Sea turtles travel huge distances, and although they had already been tracked for some years, the use of satellites was an exciting new development.

Scientists were ... especially interested in the turtles' ability to survive for weeks at a time in the open ocean, something the scientists had never been able to prove before. Learning this – and much more – about the sea turtle means we can make the Pacific Ocean a safer place for them to live.

The student identifies the main idea that the sea turtle, an animal that has survived for millions of years, is threatened. She cross-checks understandings of the word “Plight” (in the title) and uses prior knowledge and context to work out the meaning of the ambiguous sentence “On some beaches, turtles have gone altogether.” She also uses concrete examples, such as the fact that “many children in the Pacific have never actually seen a live turtle”, to support the abstract idea that “the number of sea turtles has plummeted.” The student asks questions about the causes of the decline in sea turtle numbers and looks for further information to help answer these questions as she reads on.



The student uses the text box and map to locate information about the route Lady Vini took. In response to the teacher's questions, the student clarifies competing information to identify the fact that, although tracking turtles is not new, using satellites to track them is new. The student makes inferences that satellite tracking provides more precise information to scientists than other tracking methods do. She makes connections between the information about the distance travelled by Lady Vini and the scientists' proof of the length of time turtles can survive in the sea. This enables the student to ask questions about how individuals and groups can take action to ensure that the Pacific Ocean is made safer for turtles.

BY THE END OF YEAR 6

ILLUSTRATING THE READING STANDARD

The student by the end of year 5 is guided in her use of strategies to understand the information and ideas in the text and to generate questions, related to her specific purpose for reading, within the science context.

The student by the end of year 6 deliberately selects and uses strategies such as skimming and scanning to locate, evaluate, and integrate common themes relating to endangered species.

“Plight of the Sea Turtle” (School Journal, Part 3 Number 2, 2008)

Noun frequency level: 10–12

By the end of year 6, students are required to use a variety of fiction and non-fiction texts to locate, evaluate, and integrate information and ideas in order to meet the reading demands of the curriculum, drawing on the knowledge, skills, and attitudes described for the end of year 6 in the Literacy Learning Progressions. The

curriculum tasks will also involve the students in generating their own questions as well as answering questions from the teacher.

The students in a year 5 and 6 class are involved in a science investigation to discover how environmental causes and human actions have led to many animals becoming endangered and to identify a range of actions that individuals and organisations can take to restore the habitats of these endangered species.

“Plight of the Sea Turtle” deals with the decreasing numbers

of sea turtles in the Pacific and describes some initiatives to prevent their extinction. The information is logically organised, and the text is well supported by photos, a map, captions, and easily identified information boxes. (This is a relatively short text. Students in year 6 will often be required to read texts that are longer.)

The teacher chose “Plight of the Sea Turtle” because the text features (such as the title, opening paragraph, subheadings, and topic sentences) support students in using speed-reading strategies (including skimming and scanning the text) to locate, evaluate, and integrate information that is relevant to their questions. Examples of such questions could be “What are the threats to turtles’ nesting sites?” and “What human actions threaten turtles’ existence?”

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

Hotels, sea walls, and marinas, usually built for tourists, are destroying nesting sites.

And even though turtle products have been banned, illegal trade in their shells, meat, and even eggs continues.

High tides, erosion, cyclones, and drought all destroy nesting sites – and predators such as dogs, rats, and pigs raid turtle nests for eggs.

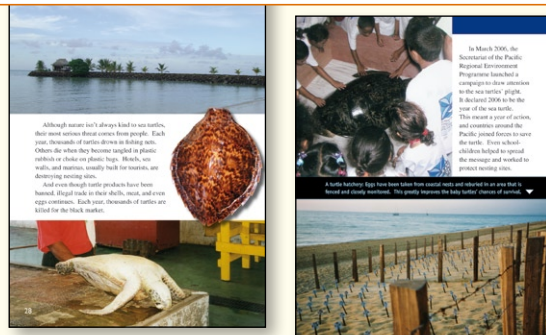
Eggs have been taken from coastal nests and reburied in an area that is fenced and closely monitored.

Each year, thousands of turtles drown in fishing nets. Others die when they become tangled in plastic rubbish or choke on plastic bags. Hotels, sea walls, and marinas, usually built for tourists, are destroying nesting sites.

Each year, thousands of turtles are killed for the black market.

In March 2006, the Secretariat of the Pacific Regional Environment Programme ... declared 2006 to be the year of the sea turtle.

The student skims the text to locate information relevant to his first question and generates further questions as he scans the text. Examples of further questions could be “Why do only a tiny percentage of baby turtles survive?” or “What can be done to protect nesting places?” The student makes connections between the human, environmental, and animal causes of the destruction of turtle nests and sites and makes inferences about difficulties in protecting turtles’ nesting environments. He also makes connections to other texts, such as “Tigers on the Prowl” (School Journal, Part 3 Number 2, 2006). He evaluates whether keeping turtles in captivity would be a good way of protecting turtle populations, using information about the turtle hatchery in “Plight of the Sea Turtle” to support his conclusion. He develops further questions to investigate on the Internet, such as “What is the biggest threat to nesting sites?” and “What are some other methods for protecting these sites?”



The student scans the text to find information related to his questions about human actions that have made turtles endangered and what can be done to save them. He uses prior knowledge and context clues to help him understand the abstract idea of “the black market” and makes inferences about the laws that protect the turtles. He goes to the Internet to see if “the year of the sea turtle” provided new information. He organises information from the text about human actions into categories, for example, pollution, illegal trade, fishing technology, and tourist demands. He then searches for more information about the impact of these on other endangered animals around the world and how this impact is being addressed.

BY THE END OF YEAR 6

THE READING STANDARD



By the end of year 6, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 3. Students will locate, evaluate, and integrate information and ideas within and across a small range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.*

KEY CHARACTERISTICS OF TEXTS THAT STUDENTS READ AT THIS LEVEL

The texts that students use to meet the reading demands of the curriculum at this level will often include:

- abstract ideas, in greater numbers than in texts at earlier levels, accompanied by concrete examples in the text that help support the students' understanding;
- some ideas and information that are conveyed indirectly and require students to infer by drawing on several related pieces of information in the text;
- some information that is irrelevant to the identified purpose for reading (that is, some competing information), which students need to identify and reject as they integrate pieces of information in order to answer questions;
- mixed text types (for example, a complex explanation may be included as part of a report);
- sentences that vary in length and in structure (for example, sentences that begin in different ways and different kinds of complex sentences with a number of subordinate clauses);
- a significant amount of vocabulary that is unfamiliar to the students (including academic and content-specific words and phrases), which is generally explained in the text by words or illustrations;
- figurative and/or ambiguous language that the context helps students to understand;
- illustrations, photographs, text boxes, diagrams, maps, charts, and graphs that clarify or extend the text and may require some interpretation.

Such texts will include both fiction and non-fiction in electronic and print media. They may be published individually, for example, as junior novels or information texts, or they may appear in collections, such as the *School Journal* or other journals and magazines for this age group. Such collections often include poems, plays, stories, and procedural texts.

* The text and task demands of the curriculum are similar for students in year 5 and year 6. The difference in the standard for year 6 is the students' increased accuracy and speed in reading a variety of texts from across the curriculum, their level of control and independence in selecting strategies for using texts to support their learning, and the range of texts they engage with. In particular, by the end of year 6, students will be required to read longer texts more quickly than students in year 5 and to be more effective in selecting different strategies for different reading purposes.

BY THE END OF YEAR 5

THE WRITING STANDARD



By the end of year 5, students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work towards level 3. 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, 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 overall text structures that are appropriate for their audience and purpose (for example, when recounting, describing, narrating, reporting, arguing, or explaining). These texts will include, when appropriate:

- content that is usually relevant to the curriculum task and includes detail and/or comment supporting the main points;
- paragraphs that group ideas;
- simple and compound sentences that are correct grammatically and some complex sentences that are mostly correct grammatically;
- words and phrases that are appropriate to the topic, register, and purpose, including subject-specific vocabulary.

* The text and task demands of the curriculum are similar for students in year 5 and year 6. The difference in the standard for year 6 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.

BY THE END OF YEAR 5

ILLUSTRATING THE WRITING STANDARD

'My Big Challenge' and 'Jellyfish'

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 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 5 select appropriate details to communicate information and experiences relevant to the curriculum task.

The student by the end of year 6 shows more control in organising the content, vocabulary, and sentence structures as he records and communicates ideas and experiences relevant to the curriculum task.

Transcript: 'My Big Challenge'

Slowly but Steadily
I climbed the stairs,
One, two, three.
I let my shaky
legs guide me to
my destination.
Looking down I
knew I couldn't do
it! Ignoring the fact
I was 50 feet from
the ground, I pushed
my feet to the edge.
Click! That was the
signal, I lowered
myself so that I was
level with the floor.
OK go! The words
echoed in my head
like a bell. A second
later I was half way
down slipping and
sliding like an eel.
Touch down! ...

Slowly but Steadily I climbed the stairs, one, two, three. I let my shaky legs guide me to my destination. Looking down I knew I couldn't do it! Ignoring the fact I was 50 feet from the ground, I pushed my feet to the edge. Click! That was the signal, I lowered myself so that I was level with the floor. OK go! The words echoed in my head like a bell. A second later I was half way down slipping and sliding like an eel. Touch down! Finally I was down. Slowly but steadily I climbed the stairs, one, two, three. I looked behind me a bed of arms were being formed.

A health and physical education curriculum focus on emotional well-being provides the context and purpose for this writing task. The students have recently been abseiling and are using carefully selected details to recount their experiences in this challenging activity and to describe how they coped with it.

To communicate her feelings about the abseiling challenge, the student selects and records, in sequence, a variety of carefully selected details ("slowly but Steadily", "shaky legs", "pushed my feet to the edge") that clearly evoke these feelings. She also selects and uses a range of precise vocabulary (mainly adverbs, adjectives, and verbs, such as "Steadily", "shaky", "echoed", "slipping and sliding") to strengthen the emotional impact of the text. She uses similes for effect ("echoed in my head like a bell", "slipping and sliding like an eel"). She also uses her knowledge of spelling patterns to spell some personal content words correctly ("shaky", "ignoring", "echoed", "sliding").

Transcript: 'Jellyfish'

Monday 22nd June 2014
Opening Statement
Jellyfish are invertebrates that means that they don't have any bones! Also they are cnidarians. Jellyfish have tentacles with a bunch of stinging cells. Guess what, the scientific name for the Antarctic jellyfish is Desmonema glaciale!
Appearance
All jellyfish are in a shape of a ball or a dome. They have transparent bodies and through the water they are invisible to other animals. The Antarctic Jelly Fish (also known as the Sea Nettle) is around 25cm (10 inches) and about 2m (6.5 ft) long. All jellyfish live in the water and they are very sensitive.
Habitat
Jellyfish live in open sea but they can be in fresh water too. Jellyfish live on the sea bed, upside down. Only one type of jellyfish lives in the salt water. The Portuguese Man-of-war is really the dead in water sea.
Conclusion
Most people know that the sea jellyfish is one of the most deadliest animals. In my science lesson we learned about jellyfish. Guess! Go Antarctic!
If you need more in your system. Maybe about the danger that they pose to humans. So
Gina M2

A science focus on grouping and classifying animals provides the context for this writing task. The purpose is to explain the classification of a particular animal by describing its relevant features.

The student demonstrates her knowledge of animal classification by using headings ("Opening Statement", "Appearance"). Her use of headings and paragraphs provides a structure that makes information easily accessible to readers. The student uses subject-specific vocabulary and clarifies meaning by including reader-friendly comparisons ("in a shape of a ball or a dome"). She has also used some informal language ("Guess what") and inclusive phrases ("As you all know"), which do not reflect the objective tone expected in scientific writing. She spells most words correctly, demonstrating knowledge of common spelling patterns.

Opening Statement

Jellyfish are invertebrates, that means that they don't have any bones! Also they are cnidarians. As you all know, jellyfish have tentacles with a bunch of stinging cells. Guess what, the scientific name for the Antarctic jellyfish is Desmonema glaciale!

Appearance

All jellyfish are in a shape of a ball or a dome. They have transparent bodies and in the water they look invisible to other animals ...

All jellyfish's tentacles trail along in the water while they are moving ...

BY THE END OF YEAR 6

ILLUSTRATING THE WRITING STANDARD

The students by the end of year 5 select appropriate details to communicate information and experiences relevant to the curriculum task.

The student by the end of year 6 shows more control in organising the content, vocabulary, and sentence structures as he records and communicates ideas and experiences relevant to the curriculum task.

'Bottle Submarine'

By the end of year 6, 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 students in this year 6 and 7 class are

evaluating aspects of a science and technology unit that they have completed. 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 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.

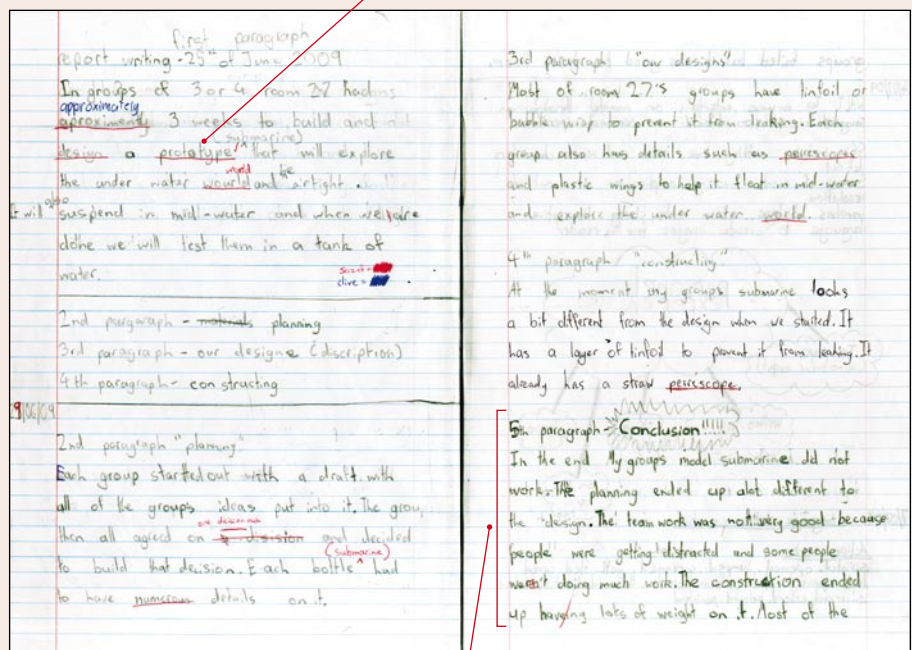
Transcript: 'Bottle Submarine'

In groups of 3 or 4 room 27 had approximately 3 weeks to build and design a prototype (submarine) that will explore the under water world and be airtight. It will also suspend in mid-water and when we are done we will test them in a tank of water.

Each group started out with a draft with all of the group's ideas put into it. The groups then all agreed on one decision each and decided to build that decision. Each bottle (submarine) had to have numerous details on it.

In the end My groups model submarine did not work. The planning ended up alot different to the design. The team work was not very good because people were getting distracted and some people wern't doing much work. The construction ended up haveing lots of weight on it. Most of the groups failed but it was good to learn from.

The student writes a clear and concise evaluation of his group's technology challenges. He supports the main points with some substantiating detail: the first paragraph contains information about what the students had to do with their prototypes once they were constructed, and the second paragraph includes information about the group's planning process. The student uses a range of vocabulary and phrases that are appropriate for an objective report ("approximately", "build and design", "numerous details") and uses a range of topic-specific vocabulary ("prototype", "submarine", "airtight", "suspend"), which reinforces the formal scientific register of the text. Most sentences are grammatically correct.



The student writes thoughtfully and reflectively about the outcomes of his group's work. He substantiates his evaluations and attempts to be constructive about outcomes that were less than positive while maintaining the formal register appropriate for a science and technology report.

BY THE END OF YEAR 6

THE WRITING STANDARD



By the end of year 6, students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 3.

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, 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 overall text structures that are appropriate for their audience and purpose (for example, when recounting, describing, narrating, reporting, arguing, or explaining). These texts will include, when appropriate:

- content that is usually relevant to the curriculum task and includes detail and/or comment supporting the main points;
- paragraphs that group ideas;
- simple and compound sentences that are correct grammatically and some complex sentences that are mostly correct grammatically;
- words and phrases that are appropriate to the topic, register, and purpose, including subject-specific vocabulary.

* The text and task demands of the curriculum are similar for students in year 5 and year 6. The difference in the standard for year 6 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.

BY THE END OF YEAR 7

THE READING STANDARD



By the end of year 7, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum as they work towards level 4. Students will locate, evaluate, and synthesise information and ideas within and across a range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.*

KEY CHARACTERISTICS OF TEXTS THAT STUDENTS READ AT THIS LEVEL

The texts that students use to meet the reading demands of the curriculum at this level will often include:

- elements that require interpretation, such as complex plots, sophisticated themes, and abstract ideas;
- complex layers of meaning, and/or information that is irrelevant to the identified purpose for reading (that is, competing information), requiring students to infer meanings or make judgments;
- non-continuous text structures and mixed text types;
- sentences that vary in length, including long, complex sentences that contain a lot of information;
- adverbial clauses or connectives that require students to make links across the whole text;
- academic and content-specific vocabulary;
- words and phrases with multiple meanings that require students to know and use effective word-solving strategies to retain their focus on meaning;
- metaphor, analogy, and connotative language that is open to interpretation;
- illustrations, photographs, text boxes, diagrams, maps, charts, and graphs, containing main ideas that relate to the text's content.

Such texts will include both fiction and non-fiction in electronic and print media. They may be published individually (for example, as novels, reference materials, textbooks, or modified scientific and historical texts) or in collections (for example, age-appropriate newspapers, magazines, and journals, including the *School Journal*). Poetry, plays, procedural texts, and extended instructions (for example, in science and mathematics) often appear in collections or textbooks.

* 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 speed in reading a variety of texts from across the curriculum, their level of control and independence in selecting strategies for using texts to support their learning, and the range of texts they engage with. In particular, by the end of year 8, students need to be confidently and deliberately choosing the most appropriate strategies for reading in different learning areas.

BY THE END OF YEAR 7

ILLUSTRATING THE READING STANDARD

“The Gestapo’s Most Wanted” (*School Journal*, Part 4 Number 2, 2009)

Noun frequency level: 12–14

By the end of year 7, students are required to use a range of fiction and non-fiction texts to locate, evaluate, and synthesise information and ideas in order to meet the reading demands of the curriculum, drawing on the knowledge, skills, and attitudes described for the end of year 7 in the Literacy Learning Progressions. The curriculum tasks will also involve the students in generating their own questions as well as answering questions from the teacher.

As part of their learning in social studies, the students in a year 7 and 8 class are inquiring into how individuals respond to community challenges. The students are reading a wide variety of non-fiction texts in order to explore the personal qualities that drive people to courageously put their lives at risk to change the course of events when faced with oppression and injustice.

“The Gestapo’s Most Wanted” is a biography that recounts the dangerous role played by Nancy Wake, a young New

Zealand-born woman who served with the French Resistance in the Second World War and became a secret agent for the Allied forces. This is a longer text that deals with some complex themes, such as resistance, endurance, and courage.

The teacher chose “The Gestapo’s Most Wanted” because of its complex themes and historical setting.

Students need to evaluate and synthesise information to understand the importance of the personal qualities of Nancy Wake and of those who have acted with similar courage. The subheadings and the italicised introduction help the students to set up an expectation for the reading.

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

The student by the end of year 7 evaluates and synthesises information across the text, with some teacher prompting, to identify the personal qualities of individuals who act courageously.

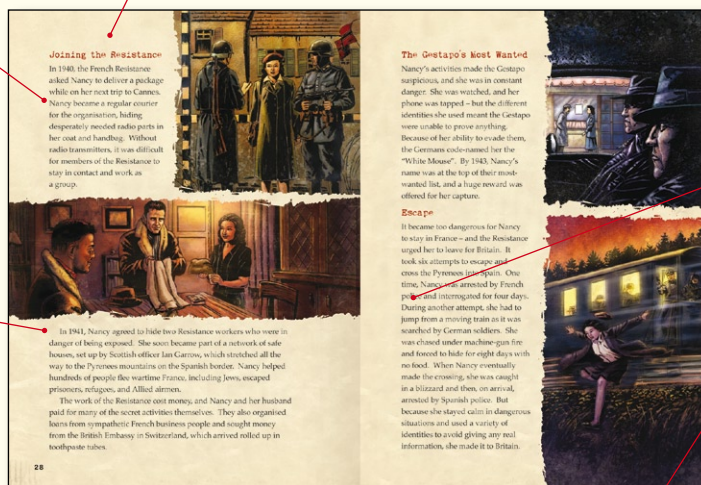
The student by the end of year 8 does this with greater independence and confidence as well as describing the impact of these actions.

She could have chosen to wait out the war in relative comfort ... She was determined to resist the German occupation.

Nancy became a regular courier for the organisation, hiding desperately needed radio parts in her coat and handbag.

In 1941, Nancy agreed to hide two Resistance workers who were in danger of being exposed ... Nancy helped hundreds of people flee wartime France, including Jews, escaped prisoners, refugees, and Allied airmen.

The student uses her prior knowledge of the setting and context, along with the information in the illustrations, to understand the abstract concepts of resistance and the French Resistance. The student asks and answers questions to infer Nancy’s reasons for supporting the Resistance. She evaluates Nancy’s actions in terms of the risks to her own safety and to that of those around her and in terms of the wider implications for the struggle against the Nazis. With prompting, the student makes connections to other texts about people resisting Nazi oppression, such as *The Diary of Anne Frank*, synthesising information to make inferences about what drives people like Nancy Wake to act with courage in high-risk situations.



During another attempt, she had to jump from a moving train as it was searched by German soldiers. She was chased under machine-gun fire and forced to hide for eight days with no food.

Nancy and her comrades lived rough in the forest and were constantly on the move.

Nancy volunteered to fetch the codes – on a bike ... Nancy set out with no identity papers and no weapon. She cycled through countryside and mountains, finally arriving back with the codes seventy-one hours later.

The student finds information across the text that enables her to infer and evaluate Nancy’s personal qualities, such as courage and endurance. With prompting, the student makes connections to the personal qualities of other people who have faced similar situations, for example, Mahatma Gandhi or Nelson Mandela. She synthesises information and ideas to understand the strength and commitment required by people who resist oppression and injustice.

BY THE END OF YEAR 8

ILLUSTRATING THE READING STANDARD

The student by the end of year 7 evaluates and synthesises information across the text, with some teacher prompting, to identify the personal qualities of individuals who act courageously.

The student by the end of year 8 does this with greater independence and confidence as well as describing the impact of these actions.

knowledge, skills, and attitudes described for the end of year 8 in the Literacy Learning Progressions. The curriculum tasks will also involve the students in generating their own questions as well as answering questions from the teacher.

As part of their learning in social studies, the students in a year 7 and 8 class are inquiring into how individuals respond to community challenges. The students are reading a wide variety of non-fiction texts in order to explore the personal qualities that drive people to courageously put their lives

“The Gestapo’s Most Wanted”

(School Journal, Part 4 Number 2, 2009)

Noun frequency level: 12–14

By the end of year 8, students are required to use a range of fiction and non-fiction texts to locate, evaluate, and synthesise information and ideas in order to meet the reading demands of the curriculum, drawing on the

at risk to change the course of events when faced with oppression and injustice.

“The Gestapo’s Most Wanted” is a biography that recounts the dangerous role played by Nancy Wake, a young New Zealand-born woman who served with the French Resistance in the Second World War and became a secret agent for the Allied forces. This is a longer text that deals with some complex themes, such as resistance, endurance, and courage.

The teacher chose “The Gestapo’s Most Wanted” because of its complex themes and historical setting. Students need to evaluate and synthesise information to understand the importance of the personal qualities of Nancy Wake and of other people who have changed the course of events. The subheadings and the italicised introduction help the students to set up an expectation for the reading.

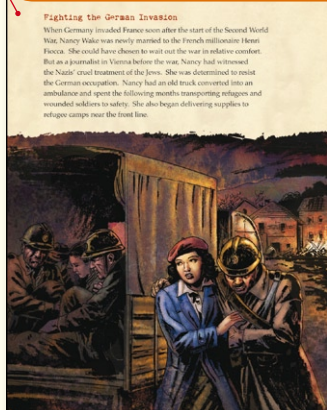
The following example illustrates aspects of the task and text and demonstrates how a student engages with both task and text to meet the reading demands of the curriculum. A number of such examples would be used to inform the overall teacher judgment for this student.

Nancy had an old truck converted into an ambulance and spent the following months transporting refugees and wounded soldiers to safety.

Nancy became a regular courier for the organisation, hiding desperately needed radio parts in her coat and handbag.

In 1941, Nancy agreed to hide two Resistance workers who were in danger of being exposed. She soon became part of a network of safe houses ...

The student uses his prior knowledge of the setting and context, along with the information in the text (including the illustrations), to track Nancy’s deepening involvement in and support of the Resistance. He evaluates the reasons for her involvement and synthesises information across the text to infer the impact that her actions had on the lives of many people. He makes connections to other texts he has read about people who resisted Nazi oppression, such as *The Diary of Anne Frank*, to make inferences about what drove people, like Nancy, to risk their own lives to save others. He responds to teacher prompts to form hypotheses about how courageous actions by individuals and groups, when faced with injustice and oppression, might affect the course of events for individuals and communities.



If D-Day was to succeed, radio contact with Britain was essential.

The Resistance’s only hope lay with a radio operator over 200 kilometres away. Nancy volunteered to fetch the codes – on a bike.

She cycled through countryside and mountains, finally arriving back with the codes seventy-one hours later.

She was hailed as a heroine, becoming the most decorated Allied servicewoman of the Second World War.

The student asks and answers questions in order to evaluate the risks for Nancy, for the Resistance, and for the outcomes of D-Day when she undertook the journey to fetch the radio codes. He describes the qualities Nancy possessed, such as courage and endurance, and synthesises information to consider why Nancy has been “hailed as a heroine”. The student makes connections to the personal qualities of other people he has read about who have faced similar situations, for example, Mahatma Gandhi or Nelson Mandela. He asks and answers questions about why these qualities are so important for resisting oppression and injustice, and he considers what might have happened if people had chosen not to take action.

BY THE END OF YEAR 8

THE READING STANDARD



By the end of year 8, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 4. Students will locate, evaluate, and synthesise information and ideas within and across a range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.*

KEY CHARACTERISTICS OF TEXTS THAT STUDENTS READ AT THIS LEVEL

The texts that students use to meet the reading demands of the curriculum at this level will often include:

- elements that require interpretation, such as complex plots, sophisticated themes, and abstract ideas;
- complex layers of meaning, and/or information that is irrelevant to the identified purpose for reading (that is, competing information), requiring students to infer meanings or make judgments;
- non-continuous text structures and mixed text types;
- sentences that vary in length, including long, complex sentences that contain a lot of information;
- adverbial clauses or connectives that require students to make links across the whole text;
- academic and content-specific vocabulary;
- words and phrases with multiple meanings that require students to know and use effective word-solving strategies to retain their focus on meaning;
- metaphor, analogy, and connotative language that is open to interpretation;
- illustrations, photographs, text boxes, diagrams, maps, charts, and graphs, containing main ideas that relate to the text's content.

Such texts will include both fiction and non-fiction in electronic and print media. They may be published individually (for example, as novels, reference materials, textbooks, or modified scientific and historical texts) or in collections (for example, age-appropriate newspapers, magazines, and journals, including the *School Journal*). Poetry, plays, procedural texts, and extended instructions (for example, in science and mathematics) often appear in collections or textbooks.

* 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 speed in reading a variety of texts from across the curriculum, their level of control and independence in selecting strategies for using texts to support their learning, and the range of texts they engage with. In particular, by the end of year 8, students need to be confidently and deliberately choosing the most appropriate strategies for reading in different learning areas.

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

Tue 25.6.09
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

BY THE END OF YEAR 8

ILLUSTRATING THE WRITING STANDARD

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.

'No Advertisements' and Selfish stupid smoke Selling

By the end of year 8, 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.

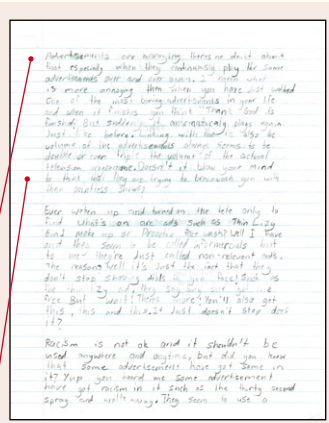
The following examples illustrate aspects of the tasks and texts and demonstrate how each student engages with both task and text to meet the writing demands of the curriculum. A number of such examples would be used to inform the overall teacher judgment for these students.

Transcript: 'No Advertisements'

Well first of all I think that THE most irritating thing about advertisements is the time we waste watching them. I mean truth told a normal t.v. programme would be around twenty minutes but if you include the advertisements then the time frame would stretch to thirty minutes ... THAT! is what I call annoying.

Advertisements are annoying theres no doubt about that especially when they continuously play the same advertisements over and over again.

Doesn't it blow your mind to think that they are trying to brainwash you with their pointless shows?



As part of their learning in English, the students in this year 8 class are writing in order to prepare for speeches they will deliver to their classmates about an issue that they feel strongly about. This writing task requires the students to gather, organise, and prioritise information and to think about the language structures and features that have an impact when text is delivered orally.

The student writes concisely to persuade others about his selected topic. His sentences are grammatically correct, and he selects content that is relevant to his purpose. Each main point is supported with elaborating examples. These examples have been selected to add weight to the student's arguments and to appeal to the fellow students in his audience by making links to their personal experiences.

The student structures his text logically. For example, he makes clear links between paragraphs ("THAT! is what I call annoying", "Advertisements are annoying theres no doubt about that"). He selects and uses specific rhetorical questions ("Doesn't it blow your mind to think that they are trying to brainwash you with their pointless shows?") and emotive language ("irritating", "brainwash") to persuade his audience. He also uses phrases that are appropriate to the purpose of preparing a speech ("truth told", "theres no doubt about that"). The student's use of some visual language features (especially capitalisation) indicates the intensity with which his main points would be delivered in an oral presentation.

My writing is called Selfish stupid smoke Selling
It is an Exposition

I wrote it to make people believe that smoking should be illegal and to make them think the way I think

One of my learning goals was to use features of other level 4 writers

I achieved it because I read other level 4 writing thought about what I liked about them and tried to put it in my writing. I put in strong verbs and adjectives like murderers and stupid and pathetic. I put in facts like 'scientists claim you get 14 years off your life' and I put in how we would feel like 'How would you feel if.'

My other learning goal was

Transcript: Selfish stupid smoke Selling

My writing is called Selfish stupid smoke Selling

It is an exposition

I wrote it to make people believe that smoking should be illegal and to make them think the way I think.

One of my learning goals was to use features of other Level 4 writers.

I achieved it because I read other level 4 writing, thought about what I liked about them and tried to put them in my writing. I put in strong verbs and adjectives like murderers and stupid and pathetic! I put in facts like 'scientists claim you get 14 years off your life' and I put in how we would feel like 'How would you feel if.'

As part of an integrated health and English unit, this student is writing a text that attempts to persuade others that cigarette smoking should be banned. She then uses a teacher-generated template to reflect on the processes she has used, demonstrating the importance of being able to evaluate the production of her own text.

The student expresses concisely, using (mostly) grammatically correct sentences, what she believes she has achieved as a writer of expository texts. She uses her proficiency as a writer to analyse the effectiveness of her own writing, for example, selecting and including facts relevant to the topic, applying skills she has observed in other students' writing to her own work, and using expressive verbs and adjectives in her writing (though not always correctly). The student adds detail and examples to her writing to strengthen its metacognitive potential and power.

BY THE END OF YEAR 8

THE WRITING STANDARD



By the end of year 8, students will create texts in order to meet the writing demands of the New Zealand Curriculum at 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 that they have deliberately chosen for their specific audience and purpose, drawing on their knowledge of the conventions for particular text forms (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.

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