

ILLUSTRATING THE WRITING STANDARD

Recycling

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

As part of an integrated social studies and health inquiry, the students in this year 5–6 class are investigating the importance of recycling to the environment. They have been exploring different aspects of recycling and have learnt about the impact of recycling on natural resources and about how they can make a difference by recycling. In the example below, the student writes a brief summary explaining why it is necessary to recycle and what actions can make a difference.

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: Recycling

Most of you people out there are probably wondering why do we recycle? Well here's why. First we need to save space in the landfills. Second, we need to save our natural resources. We may not be able to recycle everything, but we can recycle about 20 percent of our products.

The student has chosen to use a straightforward structure that suits his purpose and audience. He clearly identifies his audience and states his writing purpose in the first two sentences. His tone is informal and chatty but also clear and direct. He supports this opening with relevant detail in the body of the paragraph, using discourse markers to link his ideas within the paragraph ("First we need", "Second, we need").

The student uses relevant content and subject-specific vocabulary to inform the audience. The student's chosen register (including imperative suggestions and the use of the timeless present tense in factual sentences) clearly communicates and reinforces his practical information and advice.

Don't forget to wash bottles and remove their lids. But remember don't throw that contamination in the recycling bin. Contamination is stuff that has to go in the rubbish. Contamination can not be recycled.

Recycling

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Unfortunately, not everyone recycles. Only 25 percent of a new product is made from recycled products. As I said before, we may not be able to recycle everything but we can recycle clean paper, steel, glass bottles and cans, aluminium and plastic number one and three. By recycling paper we save trees. By recycling steel we save iron sand. If we recycle glass, we save silica sand. By recycling aluminium, we save bauxite and by recycling plastic we save oil.

You can help too! Recycle all the products you can. Don't forget to wash bottles and remove their lids. But remember don't throw that contamination in the recycling bin. Contamination is stuff that has to go in the rubbish. Contamination can not be recycled.

This is how I recyle. Whenever there is a empty thing that can be recycled, I will recycle it. I also don't throw contamination in the recycling bin. On Wednesday we put the recycling bin outside and the truck picks it up.

By recycling paper we save trees.
By recycling steel we save iron sand.
If we recycle glass, we save silica sand.
By recycling aluminium, we save bauxite
and by recycling plastic we save oil.

Whenever there is an empty thing that can be recycled, I will recycle it.
On Wednesday we put the recycling bin outside and the truck picks it up.

The student uses several devices (for example, repetition – "By recycling paper", "By recycling steel", "By recycling aluminium") to connect to his audience and encourage their participation in recycling. He uses personal pronouns that speak directly to the audience ("Most of you", "As I said before", "First we need", "how I recycle", "you can help too").

The student makes very effective use of varied sentence beginnings and sentence lengths and uses a variety of sentence structures, including simple, compound, and complex. Most sentences are grammatically correct, most words are spelt correctly.

Although the writing ends abruptly and without a proper conclusion, the specific features, vocabulary choices, structure, and tone (chosen to effectively support the key message of the importance of recycling) show that this student is meeting the writing demands of the social studies curriculum and the health curriculum at level 3, as expected by the end of year 6.