

Our Changing World (Reading): Unit Standard 2986

Cleaning up

Adapted from the text 'Cleaning up', by David Harris, pp19-22, in *X-Zone: Who's for Dinner*, 2005. Wellington: Learning Media.

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NCEA LEVEL 2	
Unit Standard	Performance Criteria
Unit standard 2986, version 6 Begin to read independently texts to gain knowledge (ESOL) Range: at least three texts, each from a separate familiar context.	1.1 The topic of each text is identified and the content predicted from key words, layout, illustrations, and diagrams. 1.2 Main point(s) and supporting detail in each text are identified and understanding demonstrated. 1.3 Understanding is demonstrated of essential vocabulary within each text. Range: at least ten vocabulary items – meaning and grammatical form.

RESOURCES

Other assessment activities for unit standard 2986:

- 'Our Changing World' (Reading): The Secret Life of Estuaries
- 'Our Changing World' (Reading): The Sands of St Clair

Assessment activities, for other unit standards, that could be used in conjunction with unit standard 2986:

- Listening: 'Our Changing World' (unit standard 15007)
- Speaking: 'Our Changing World' (unit standard 17360)
- Writing: 'Our Changing World' (unit standard 17368)

Teacher Sheet: Task 2

Cleaning up by David Harris

Unit standard 2986, version 6	
Begin to read independently texts to gain knowledge (ESOL)	
Level 2	5 Credits
<p>This unit standard has one element:</p> <p>Element 1 - Students must show that they can read at least three complete information texts, each from a separate context.</p>	
<p>This is ONE of three reading assessments needed to complete the standard.</p>	
<p>Conditions</p> <ul style="list-style-type: none">• Assistance may be given to understand the requirements of the task.• A bilingual and/or an English dictionary may be used.• Understanding may be demonstrated by oral or written response.• Written responses need not be grammatically correct, but errors must not interfere with meaning.	
<p>Learning contexts</p> <p>The <i>English Language Intensive Programme</i> (ELIP) Stage 2, has suggested teaching components, strategies, language features and sample texts on information report genre: 'Kiwi' (5c); 'Sharks' (5d); 'Kangaroos' (11c); 'Antarctica' (11d); 'New Zealand' (20c) and 'Drugs' (20d).</p>	
<p>Notes for Assessors</p> <ul style="list-style-type: none">• It is important to be aware of the special notes in the standard.• Each of the three texts should be assessed at a different time as part of a wider area of study.• This assessment activity should follow class activities in which the students have had the opportunity to become familiar with the topic through a range of listening, speaking, reading and writing activities. The context and vocabulary should be familiar to the students.• The question types should also be familiar to the students and this can be achieved by including similar question types in the formative work .• Students should not have seen the text before the assessment activity.• If resubmission takes place, the assessor should ensure that the correct answers are not inadvertently indicated when scripts are returned. For example, in a true or false exercise it would be inappropriate to indicate which ones were correct on the student's script.• Question 1 is a prediction exercise that must be completed before the students see the text. It cannot therefore be resubmitted once students have read the complete text.	

Student sheet: Task 2

Assessment for unit standard 2986, version 6	
Begin to read independently texts to gain knowledge (ESOL)	
Level 2	5 Credits
Name: _____	
Date: _____	
<ul style="list-style-type: none">• Do this activity in class.• You may ask the teacher to explain the instructions.• You may use a bilingual and or an English dictionary but not an electronic translator.• Your spelling and grammar do not need to be perfect but your teacher needs to be able to understand what you mean.	

Student checklist: Task 2

In this assessment task you will need to show that you can do the following things.		√ / X
1.1	Identify the topic of the text and predict the content of the text from key words, layout, illustrations and diagrams.	
1.2	Identify the main point(s) and supporting detail in the text and understand what they mean.	
1.3	Understand the important vocabulary in the text – the meaning and grammatical form of 10 words.	

Text for Questions 1a and b

Breaking down the litter

key words: decomposers, community, nutrition, minerals

Different eating habits

Bacteria at work

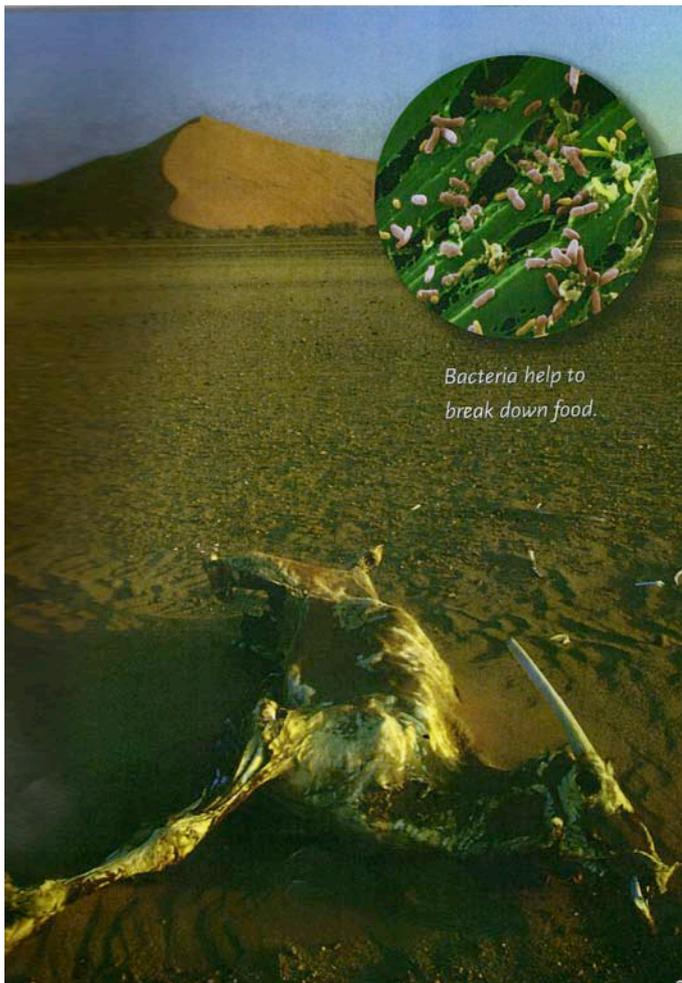
key word: bacteria

Plants that decompose

key word: fungi

Animal decomposers

key words: earthworms, casts, nitrogen, phosphorous, potash



Student sheet: Task 2

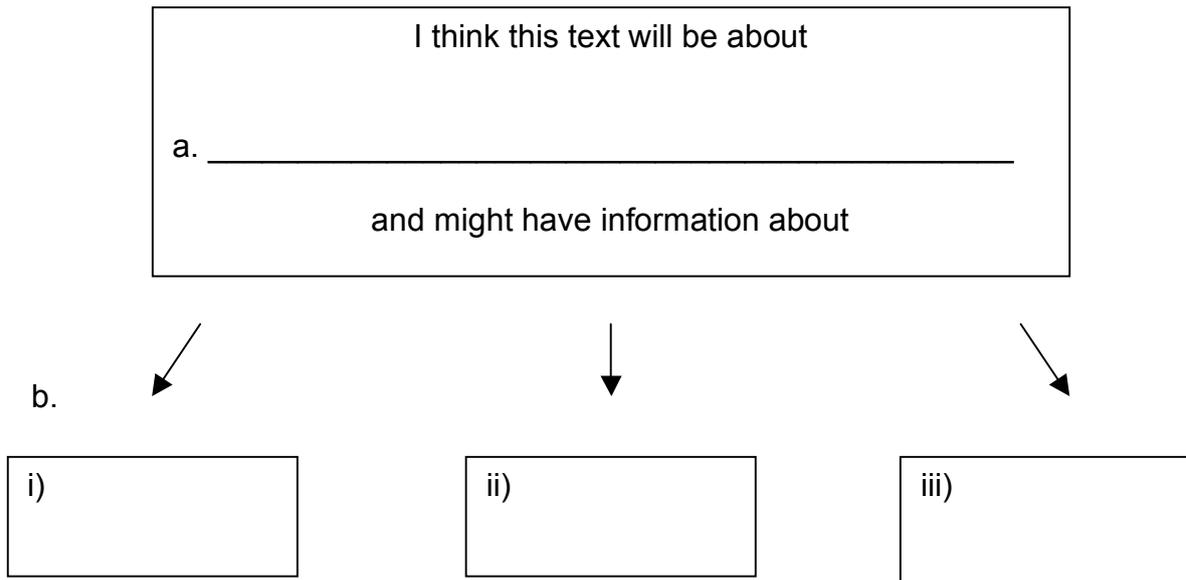
Assessment for unit standard 2986, version 6
Begin to read independently texts to gain information (ESOL)
Level 2 **5 credits**

Name Date

1. Identifying the topic of the text and predicting the content (1.1).

Look at the headings, key words and illustrations in the text for questions 1a. and 1b.

1. Complete the diagram below to show what you think the article will be about.



When you have finished give this first page to your teacher so that you can receive the rest of the assessment.

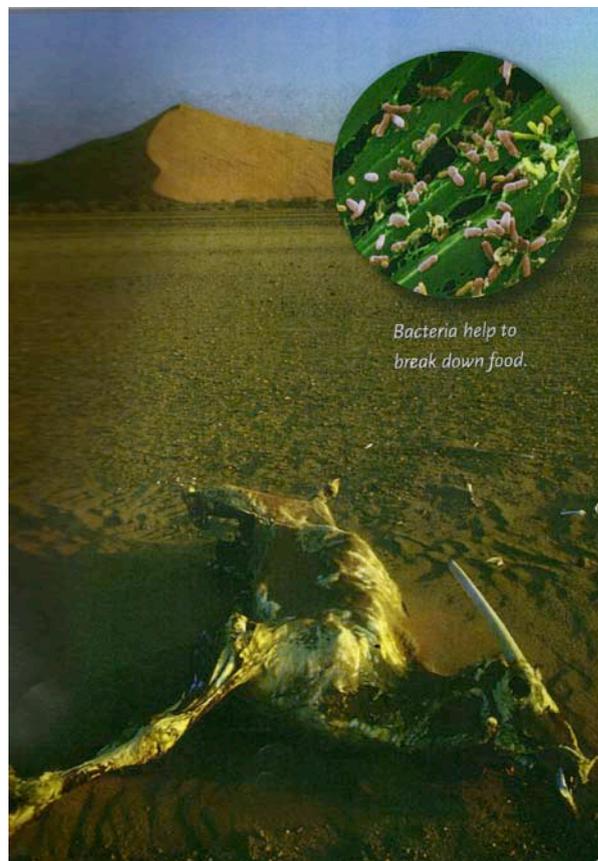
‘Cleaning up’

Adapted from X-zone “Who’s for dinner” by David Harris, Scholastic, 2005

After any meal we have there’s usually some left over. It’s the same with animals. Herbivores break off branches and sometimes eat only the freshest leaves. Carnivores leave behind bones and bits of skin. Dead animals rot in the forest, leaves fall off trees and plants die when there is no rain. If it wasn’t for the creatures in the food chain that clean up, the forest would be full of litter.

Breaking down the litter

Decomposers are very important in the environment. This is because they eat the leftovers of the animal **community** – food scraps, bits of vegetation and other rubbish. But decomposers don’t just eat these leftovers to be helpful. They get their **nutrition** from these scraps. Their waste is rich in **minerals**, which go back into the soil and are used by plants.



Different eating habits

Bacteria at work

The main decomposers are **bacteria**. These are some of the smallest living things on earth. Bacteria help you to digest your food and they get rid of other harmful bacteria. Bacteria help turn milk into cheese. When cheese gets old, a type of bacteria, called mould, grows on the outside.

Plants that decompose

Fungi such as mushrooms, toadstools, mildew and mould are also decomposers. They get their food by living on and eating parts of other plants, such as bark on trees and dead leaves from the forest floor.

Animal decomposers

Earthworms also do important work. They burrow underground eating bits of dead animals and plants. When they have all the nourishment they need, the worms excrete waste called **casts**. These casts are full of **nitrogen**, **phosphorous** and **potash** which goes back into the soil. Plants extract the nitrogen, phosphorous and potash to help them grow.

299 words

Student sheet: Task 2

Assessment for unit standard 2986, version 6
Begin to read independently texts to gain information (ESOL)
Level 2 **5 credits**

Name Date

Task 2: Now read the text and answer the questions below.

2. Identify main points and supporting detail (1.2).

2a. Complete the chart on the next page. Choose from these main ideas and supporting details.

Choose from these main ideas and supporting details
a) They live on and eat parts of other plants.
b) The main decomposers are bacteria.
c) The main ones are mushrooms, toadstools, mildew and moulds.
d) They excrete casts that contain nitrogen, phosphorous and potash.
e) Earthworms are also decomposers that do an important job.
f) They get rid of other harmful bacteria.
g) Their waste goes back into the soil and is used by plants.
h) They eat dead plants, leftover food and other rubbish.

Write the main ideas and supporting details from the list on the previous page in the spaces below. Think carefully about where each one goes.

Main idea	Supporting detail
Decomposers are important.	i) ii)
iii)	These are very small living things. They help to digest food. iv)
Some plants are decomposers.	v) vi)
vii)	They eat dead animals and plants. viii) These are used by plants to help them grow.

3. Understanding is demonstrated of essential vocabulary in the text (1.3).

3a. Meaning - Match the words with their meaning in this text. Choose from the list of words in the box. Be careful that you choose the meaning in this text as some words have more than one meaning.

Words			
to burrow	a mineral	a community	to decompose
to extract	a creature	nourishment	fungus
to excrete	litter	vegetation	the environment

Word	Meanings
i)	to dig
ii)	a group of plants or animals that live in the same area and need each other to live
iii)	to take out or remove
iv)	the place people plants and animals live in, the natural world
v)	to rot or break down
vi)	to get rid of waste matter from your body
vii)	leftovers that are dropped on the forest floor
viii)	a plant that does not have any chlorophyll
ix)	plants
x)	an animal
xi)	food
xii)	an inorganic substance found in the soil

3b. Grammatical form

Choose the correct grammatical form of the word from the choices given in brackets to fit the sentence.

Many (i)(community, communities) recycle things they no longer need.

People do this because it is good for the (ii)
(environments, environment, environmental)

Food (iii) (waste, wastes) is put in a compost bin.

When this (iv) (decompose, decomposes, decomposed) it can be used in the garden.

Lots of different (v) (creature, creatures) eat the leftover food and dead plants.

Earthworms digest the (vi) (vegetation, vegetations, vegetarian) and unused food.

This provides them with (vii) (nourish, nourishment, nourishing).

Earthworms (viii) (extract, extracted, extraction) nutrition from leftover food and other rubbish.

An earthworm (ix) (excrete, excreted, excretes) casts.

Nitrogen and phosphorous are important (x)(mineral, minerals) found in worm casts.

(xi) (Fungi, Fungus) are another type of decomposer.

They often grow in the (xii)..... (litter, litters) on the forest floor.

Assessment schedule: Task 2 - Cleaning up

Unit standard 2896, version 6			
Begin to read independently texts to gain knowledge (ESOL)			
Level 2:		5 credits	
Element 1: This task assesses 1 of 3 texts.			
PC	Question	Evidence	Judgement
1.1	1	<p>Answers show that key words, layout, illustrations and diagrams have been used to predict the topic and possible content.</p> <p>Answers similar to: 1a) Decomposing/ decomposers/ eating (habits)/ getting rid of rubbish/ litter 1b), bacteria/ plants/ fungi/ animal decomposers/ earthworms/rubbish/ litter</p>	<p>Topic is identified and content predicted from key words, layout, illustrations and diagrams</p> <p>1a) Any reasonable prediction. 1b) 2 out of 3 must be reasonable predictions.</p>
1.2	2	<ul style="list-style-type: none"> i. g) or h). Their waste goes back into the soil and is used by plants. ii. h) or g). They eat dead plants, leftover food and other rubbish. iii. b). The main decomposers are bacteria. iv. f). They get rid of other harmful bacteria. v. c). The main ones are mushrooms, toadstools, mildew and moulds. vi. a). They live on and eat parts of other plants. vii. e). Earthworms are also decomposers that do an important job. viii. d). They excrete casts that contain nitrogen, phosphorous and potash. 	<p>Main points and supporting details are identified.</p> <p>Understanding is demonstrated by linking main points and supporting details correctly.</p> <p>6 out of 8 correct</p>

1.3	3a	<p>Correct answers are</p> <ul style="list-style-type: none"> i. to burrow ii. a community iii. to extract iv. the environment v. to decompose vi. to excrete vii. litter viii. fungus ix. vegetation x. a creature xi. nourishment xii. a mineral 	<p>Understanding of the meaning of ten items of essential vocabulary is demonstrated.</p> <p>10 out of 12 correct</p>
1.3	3b	<p>Correct answers are</p> <ul style="list-style-type: none"> i. communities ii. environment iii. waste iv. decomposes v. creatures vi. vegetation vii. nourishment viii. extract ix. excretes x. minerals xi. fungi xii. litter 	<p>Understanding of the grammatical form of ten items essential vocabulary is demonstrated.</p> <p>10 out of 12 correct</p>