

Our Changing World (Reading): Unit Standard 2986

The Sands of St Clair

Adapted from the text 'The Sands of St Clair' by Bill O'Brien, pp 6-7, in *Design in Action*, Selections, 2007. 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): Cleaning up
- 'Our Changing World' (Reading): The Secret Life of Estuaries

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 3

The Sands of St Clair by *Bill O'Brien*

Unit standard 2986, version 6
Begin to read independently texts to gain knowledge (ESOL)
Level 2 **5 Credits**

This unit standard has one element:

Element 1

Students must show that they can read at least **three** complete information texts, each from a separate context.

Conditions

- 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.

Learning contexts

The *English Language Intensive Programme* (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).

Notes for Assessors

- 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.

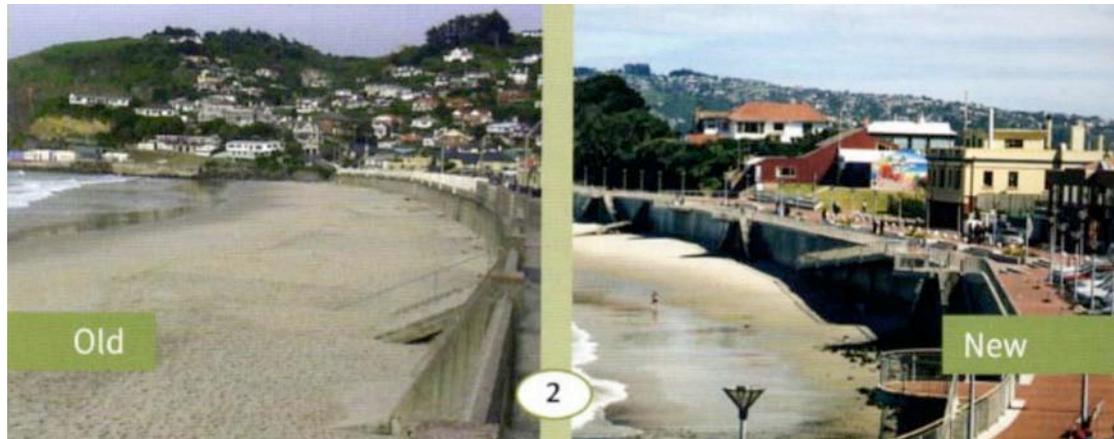
Student Sheet: Task 3

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 3

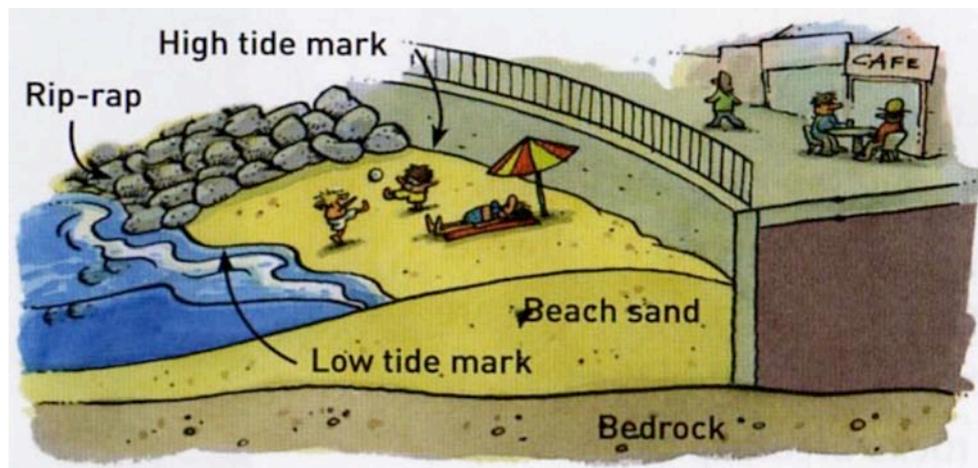
In this assessment task you will need to show that you can do the following things.		√ X
1.1	Identify the topic of the text and predict the content of the text from key words, layout, illustrations and diagrams.	
1.2	Identify the main point(s) and supporting detail in the text and understand what they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

Text for Questions 1a and b



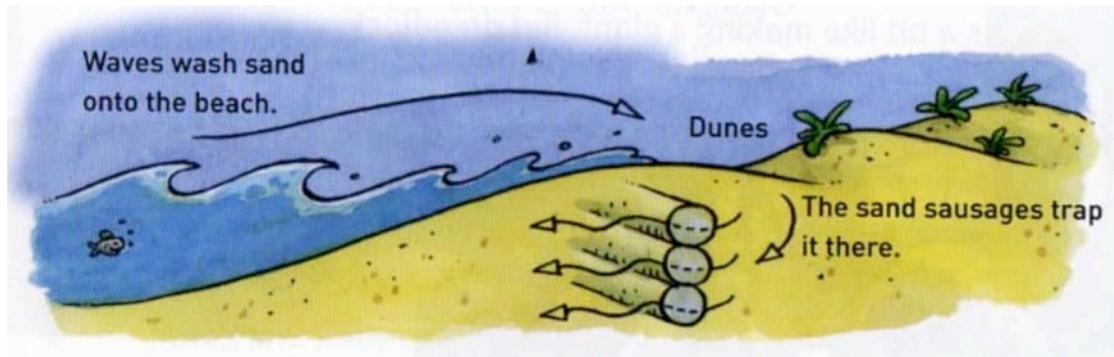
Key words: a sea wall

Heading: Rip-rap

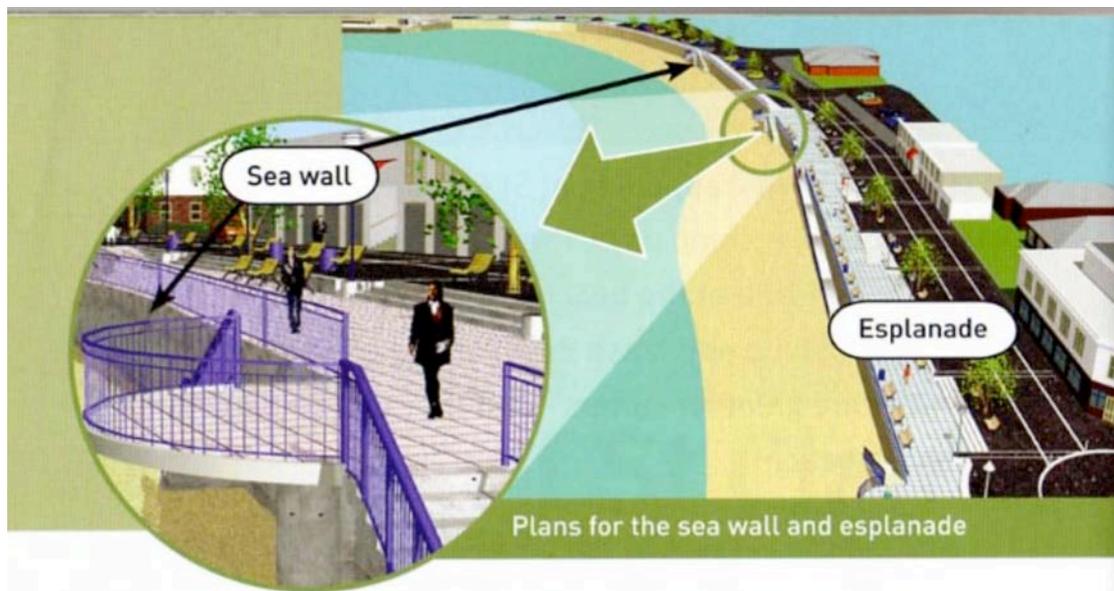


Key words: rocks, tame waves, protects sand

Heading: Sand Sausages



Key words: protect sand dunes, filters



Student sheet: Task 3

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).

Before you read the text, look at the keywords, headings, diagrams and pictures.

Complete the sentence to show what you think the article will be about.

1. (a) I think the text will be about _____

I think this because _____

1. (b) What do you think information in the text will be about?

Write 'yes' or 'no' beside the numbers that you think are correct. You can choose more than one.

i. Holidays at beaches in New Zealand. _____

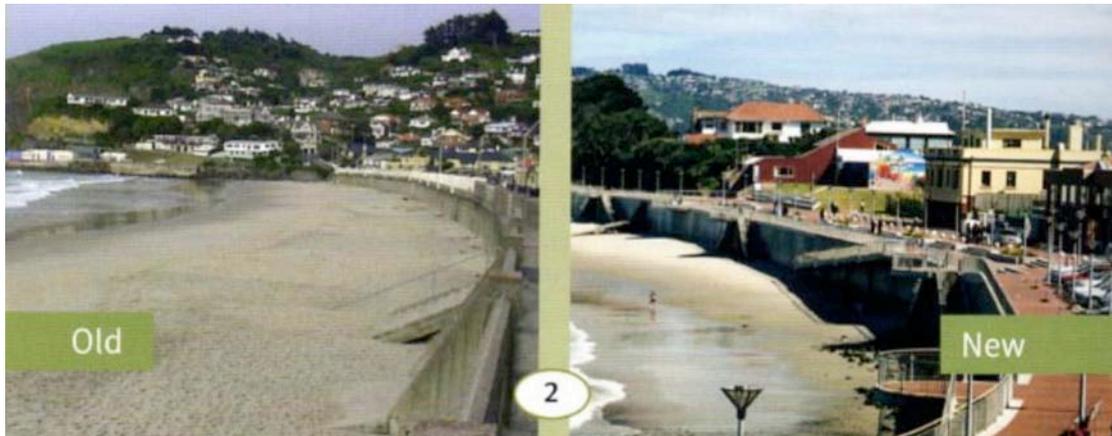
ii. How to protect a beach. _____

iii. A person's memories of a beach holiday. _____

iv. Damage caused by waves. _____

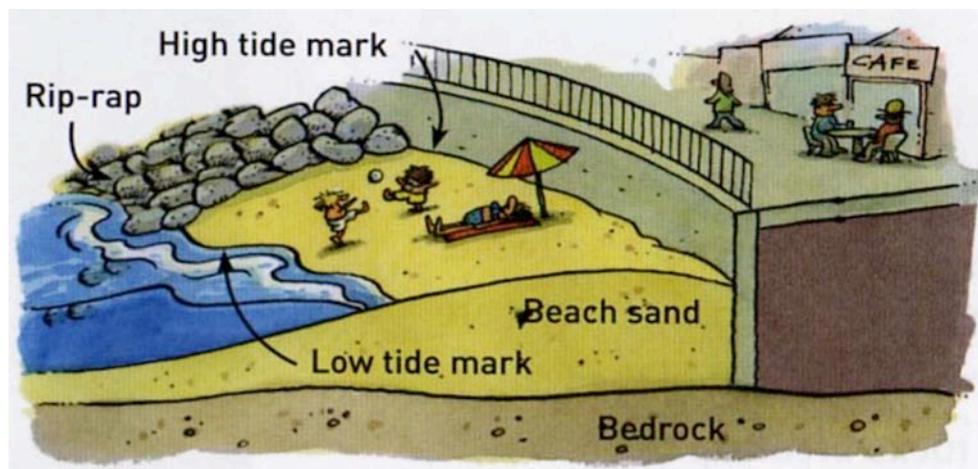
‘The Sands of St Clair’ by Bill O’Brien (Adapted from Design in Action, Selections 2007, Learning Media Ltd).

At St Clair beach in Dunedin, a new sea wall has been built to replace the old, broken wall. The city council has used special methods to protect the beach from sand erosion.



Rip-rap

Rip-rap is one of the best ways to tame waves. Rip-rap is a layer of rocks placed on the sand between the high- and low-tide marks. At St Clair, rip-rap has been placed right up to the sea wall.

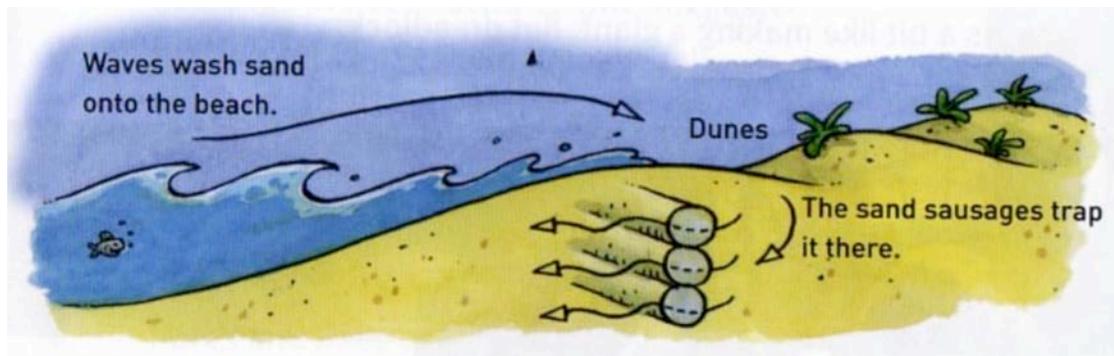


The rocks in rip-rap are never all higgledy-piggledy. Engineers work out the angle at which the waves come in. Then they plan how many layers of rocks there should be, how big the rocks should be, and how much space should be between them. The rip-rap at St Clair slows down the waves. This protects the sand underneath the sea wall.

The waves come in at an angle and travel along the wall. If the beach were smooth, they’d rush quickly - but over the rip-rap, they roll along slowly.

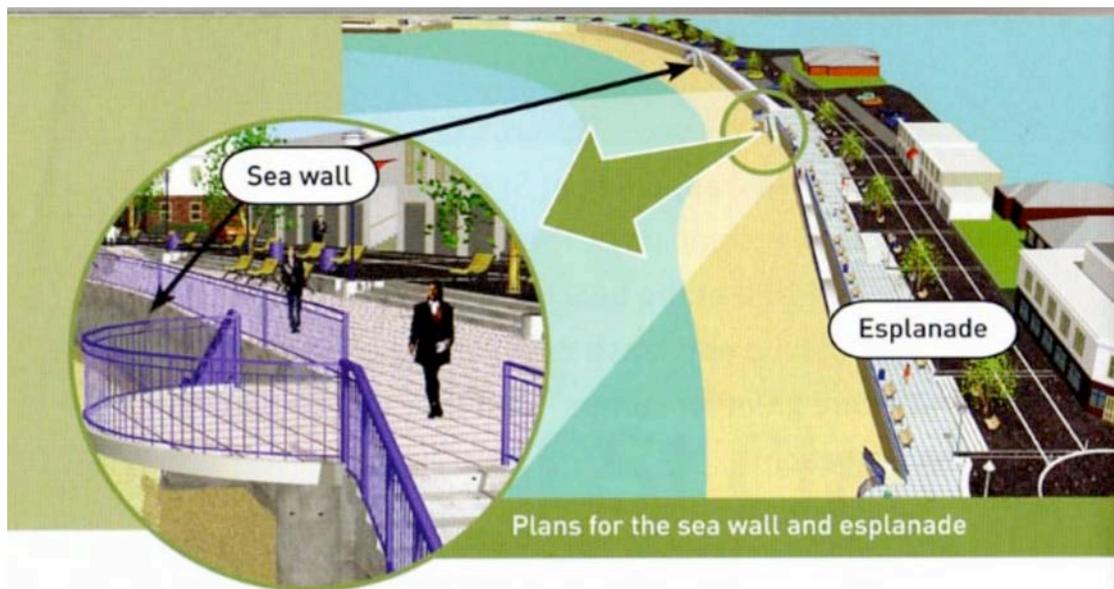
Sand Sausages

At the north end of the sea wall, there are sand dunes. They need protection too. Grasses help to keep the sand dunes together, but they're not quite enough. "Sand sausages" have been buried between the dunes and the water. These are huge nylon stockings filled with sand. They're each 200 metres long. Three of them have been buried, one on top of the other. Wave water doesn't just flow back to the sea on top of the sand. Lots of water *travels through* the sand as well. This underground water has to pass through the sand sausages.



The sausages act as filters. They let the water pass through, but they stop the beach sand, so it isn't dragged away.

Now St Clair has a beautiful esplanade to stroll along and a beach with plenty of sand to enjoy for the next one hundred years.



307 words

Student sheet: Task 3

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

Name Date.....

Task 3: Now read the text and answer the questions below.

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

i. What is the main idea in the introduction?

Rip-rap: Match the correct supporting detail(s) to one of the main ideas below from the text on rip-rap (Some may have more than one supporting detail).

Main ideas	Supporting details	Answer
<p>ii. Rip-rap is an effective method of controlling waves.</p> <p>iii. The rocks must be carefully placed at the correct angle. This is worked out by engineers according to the angle the waves come in.</p> <p>iv. Rip-rap works by slowing down the waves.</p>	<p>a) This protects the sand underneath the sea wall.</p> <p>b) To make rip-rap, a layer of rocks is placed on the sand between the high and low-tide marks.</p> <p>c) After this they decide on how many layers of rock there should be, how big the rocks should be, and how much space should be between them.</p> <p>d) An example of rip-rap is at St Clair where it has been placed right up to the sea wall.</p>	<p>ii. _____</p> <p>iii. _____</p> <p>iv _____</p>

Sand Sausages: Find the correct main idea in the text and diagram to match with each supporting detail.

Main ideas	Supporting details	Answer
v. vi. vii	e) They also need protection. f) These huge nylon stockings are filled with sand. g) They allow water pass through them, but they also stop the beach sand from being taken away.	v. _____ vi. _____ vii. _____
Main idea in diagram	Supporting detail from diagram	
viii.	The sand sausages trap it here.	

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

3a. Meaning – write the meaning of this word as it is in this text. For example: the word ‘angle’ in the text means the position of the rock not a viewpoint.

Word	Meaning in this text
i. erosion	
li. to replace	
iii. a method	
iv. to protect	
v. to tame	
vi. a layer	
vii. a sand dune	
viii. to bury	
ix. to flow	
x. filters	
xi. to drag	
xii. an esplanade	

3b. Grammatical form

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

Engineers (i) _____ (replacing; replaced; replaces) the old sea wall because it was broken.

Rip rap and sand sausages are both (ii) _____ (a method; methods) used to prevent (iii) _____ (eroding; erodes; erosion).

Rip-rap (iv) _____ (taming; tames; had tamed) the waves and sand sausages (v) _____ (protect; protecting; protects) the sand dunes.

It was important that each (vi) _____ (layer; layers) of rock was carefully placed at the right angle.

In order to protect (vii) _____ (sand dunes; sand dune) sand sausages were (viii) _____ (bury; buried; burying) in the sand.

As the water (ix) _____ (flow; flowing; flows) through the sand sausages, they act as a (x) _____ (filters; filtering; filter).

Sand sausages stop the sand from being (xi) _____ (drag; dragged; dragging) away from the beach.

People can now enjoy a stroll along (xii) _____ (the esplanade; an esplanade; esplanades) at St Clair beach.

Assessment schedule: Task 3 - The Sands of St Clair

Unit standard 2896, version 6: Begin to read independently texts to gain knowledge (ESOL)			
Level 2		5 credits	
Element 1: This task assesses one of three texts.			
PC	Question	Evidence	Judgement
1.1	1.	<p>1. Answers show that key words, layout, illustrations and diagrams have been used to predict the topic and possible content. e.g. 1a) A new sea wall/ esplanade (at St Clair); Rip-rap and sand sausages/ ways of taming waves/ protecting sand/sand dunes; beaches Reasons for predictions could include any reasonable use made of diagrams/ illustrations, headings, keywords 1. (b) ii & iv</p>	<p>Topic is identified and content predicted from key words, layout, illustrations and diagrams.</p> <p>1a: A reasonable prediction of topic and how they predicted it. 1b: One correct.</p>
1.2	2.	<p>Answers similar to:</p> <p>i. A new sea wall has been built (at St Clair beach).</p> <p>ii. b, d (both correct)</p> <p>iii. c</p> <p>iv. a</p> <p>v. At the north end of the sea wall, there are sand dunes.</p> <p>vi. "Sand sausages" have been buried between the dunes and the water.</p> <p>vii. The sausages act as filters.</p> <p>viii. Waves wash sand onto the beach.</p>	<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>Meanings given relate to the meaning of the words as in the text. Meanings similar to:</p> <ul style="list-style-type: none"> i. The gradual removal of sand by the sea. ii. To change. iii. A particular way of doing something. iv. To prevent loss or damage. v. To make more manageable. vi. A single thickness of rock. vii. A hill of sand near the sea. viii. To completely cover. ix. To move steadily. x. Removing particles of sand. xi. To take away. xii. A wide path by the sea that people can walk on. 	<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. replaced ii. methods iii. erosion iv. tames v. protect vi. layer vii. sand dunes viii. buried ix. flows x. filter xi. dragged xii. the esplanade 	<p>Understanding of the grammatical form of ten items of essential vocabulary is demonstrated.</p> <p>10 out of 12 correct</p>