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

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, 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.

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.

This paragraph describes the specific learning context (the curriculum area or areas) in which the student is meeting the reading demands of the curriculum.

These extracts from the text relate specifically to the curriculum task and its reading demands.

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.

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.

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

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.

This paragraph describes how the illustrations show the differences between achievement at the end of year 7 and at the end of year 8.

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 ... appropriate text struct... vocabulary, and senten... record and communica... complete the curricula...

The students by the end... include appropriate tex... and communicate their ... order to achieve the cu...

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 achieve 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 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 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."

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