

Our Changing World (Writing): Unit Standard 17368

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NCEA LEVEL 2	
Unit Standard	Performance Criteria
Unit Standard 17368, version 3 Write simple information texts on familiar topics (ESOL) Range: three texts, each of approximately 125-150 words and each completed on a separate occasion.	1.1 Text structure is appropriate to the genre. Range: general statement followed by detail in logical order. 1.2 Writing makes correct use of simple and compound sentences. Range: may include but not limited to – simple and compound sentences, subject and object pronoun forms, noun phrases, prepositional phrases. 1.3 Writing makes correct use of present tense verb forms. 1.4 Writing makes correct use of a range of vocabulary appropriate to the topic. Range: meaning, grammatical form.

RESOURCES

Assessment activities, for other unit standards, that could be used in conjunction with unit standard 17368.

- Listening: 'Our Changing World' (unit standard 15007)
- Speaking: 'Our Changing World' (unit standard 17360)
- Reading: 'Our Changing World' (unit standard 2986)

Teacher Sheet

Unit standard 17368, version 3 Write simple information texts on familiar topics (ESOL)

Level 2

5 Credits

This unit standard has one element:

Element 1 – Students must write three information texts each of approximately 125-150 words on separate occasions. Topics must be different, familiar and relevant to students.

Conditions

- Students must be given time to edit and proofread their work.
- Writing may contain surface errors but these must not interfere with meaning.
- A bilingual and/or English dictionary may be used but not an electronic translator.
- Assistance may be given to help students understand the requirements of the task.

Learning contexts

Assessment should follow class activities in which the students have had the opportunity to become familiar with the topics through a range of listening, speaking, reading and writing activities. By linking with a reading standard on a similar topic and text type (e.g. unit standard 2986) students will become familiar with content, grammar patterns and specialised vocabulary.

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

- Each of the three texts should be assessed in separate assessment events.
- Teachers should guide students towards completing the task by helping them identify techniques in the exemplars and show how these can be applied to their own writing.
- Between drafts, teachers can advise students that their writing may need further work on ideas, language, structure or accuracy in spelling and punctuation but should not correct errors.
- Comments written on students' work should be general in nature.
- Students can use the checklist to ensure they meet all of the performance criteria.
- The assessment schedule is for teachers only and is not to be shared with students during the assessment process.

Student Sheet: Task 1

Unit standard 17368, version 3 Write simple information texts on familiar topics (ESOL)	
Level 2	5 Credits
<p>This unit standard has one element:</p> <p>Element 1 – You must write three information texts each of approximately 125-150 words at separate times. Topics must be different, familiar and relevant.</p>	
<p>Task 1: Estuaries You have been reading about estuaries. Now write your own information text on 'Estuaries'.</p> <p>Name: _____</p> <p>Date: _____</p>	
<ul style="list-style-type: none">• Do this assessment in class• You may use a bilingual and/or English dictionary but not an electronic translator.• You may ask for help to understand the question and what you have to do.• You will be given time to do a draft before your final copy.• Read through your writing with the checklist and make any changes you need to.• Your writing does not need to be perfect but you should try to have as few errors as possible. Your teacher needs to be able to understand what you mean.	

Student Sheet: Task 2

Unit standard 17368, version 3	
Write simple information texts on familiar topics (ESOL)	
Level 2	5 Credits
<p>This unit standard has one element:</p> <p>Element 1 – You must write three information texts each of approximately 125-150 words on separate occasions. Topics must be different, familiar and relevant.</p>	
<p>Task 2: Decomposers</p> <p>You have been reading about decomposers and decomposition. Now write your own information text on one organism that is involved in decomposition e.g. worms or bacteria or fungi.</p> <p>Name: _____</p> <p>Date: _____</p>	
<ul style="list-style-type: none">• Do this assessment in class• You may use a bilingual and/or English dictionary but not an electronic translator.• You may ask for help to understand the question and what you have to do.• You will be given time to do a draft before your final copy.• Read through your writing with the checklist and make any changes you need to.• Your writing does not need to be perfect but you should try to have as few errors as possible. Your teacher needs to be able to understand what you mean.	

Student Sheet: Task 3

Unit standard 17368, version 3	
Write simple information texts on familiar topics (ESOL)	
Level 2	5 Credits
<p>This unit standard has one element:</p> <p>Element 1 – You must write three information texts each of approximately 125-150 words on separate occasions. Topics must be different, familiar and relevant.</p>	
<p>Task 1: Wind erosion</p> <p>You have been reading about the effects of wave erosion on beaches. Now write your own information text on 'The effects of wind erosion'.</p> <p>Name: _____</p> <p>Date: _____</p>	
<ul style="list-style-type: none">• Do this assessment in class• You may use a bilingual and/or English dictionary but not an electronic translator.• You may ask for help to understand the question and what you have to do.• You will be given time to do a draft before your final copy.• Read through your writing with the checklist and make any changes you need to.• Your writing does not need to be perfect but you should try to have as few errors as possible. Your teacher needs to be able to understand what you mean.	

Checklist

I have:	Task 1 √/x	Task 2 √/x	Task 3 √/x
written approximately 125 – 150 words			
begun with an opening general statement (1.1)			
followed with supporting detail in order (1.1)			
used simple and compound sentences correctly (1.2) e.g. <i>They are made from layers of snow. (simple)</i> <i>Large glaciers grow and become a powerful force in erosion. (compound)</i>			
used present tense forms correctly (1.3) e.g. <i>The glacier moves slowly down the mountain.</i> <i>They are retreating because of global warming.</i> <i>A crevasse is formed.</i>			
used a range of words on the topic correctly, checking for meaning and grammar (1.4) e.g. <i>erosion, crevasse, retreat, formed, global warming</i>			
edited and proofread my work.			

Student exemplar on a parallel topic: Write an information text on 'Glaciers and erosion'.

A general opening statement (1.1).

Supporting detail is in logical order (1.1).

A simple sentence (1.2).

Writing makes correct use of vocabulary appropriate to the topic e.g. ice, snow, force, crevasse, global warming, retreating (1.4).

Glaciers are large, slow moving rivers of ice. They are made from layers of snow.

Glaciers are formed high in mountain valleys. The snow does not melt here. It freezes and forms a glacier. There are many glaciers in the Arctic and Antarctica.

Large glaciers **grow** and **become** a powerful force in erosion. The glacier **moves** slowly down the mountain and grinds against the ground and the walls of the valley. This makes the valley deeper and wider.

Sometimes a crevasse is formed. This happens when a glacier breaks loose from the mountain. **It tears out large pieces of rock and leaves an open space behind.** Then this crevasse fills with more snow again.

Glaciers cover about three percent of the earth's surface. However, many glaciers are not growing. They are retreating because of global warming.

137 words

Writing makes correct use of timeless present (1.3).

A compound sentence (1.2).

Assessment schedule: Task 1 – Estuaries

Unit standard 17368, version 3		
Write simple information texts on familiar topics (ESOL)		
Level 2		5 credits
<p>Element 1. Range: three texts, each approximately 125-150 words and each completed on a separate occasion.</p>		
PC	Evidence	Judgement
1.1	<p>Text has an opening general statement e.g. <i>Estuaries are those parts of a bay or harbour where sea and fresh water from rivers meet.</i></p> <p>It is followed by supporting detail in logical order e.g. <i>Fresh water from rivers or overland contains soil, nutrients and detritus. Sea water, or tide, cleans the estuary and brings in larger carnivores.</i></p>	<p>Text structure is appropriate to the genre of an information text: An opening general statement followed by supporting detail in a logical order.</p>
1.2	<p>There are examples of simple sentences used correctly e.g. <i>There is a healthy food chain in a healthy harbour.</i></p> <p>There are examples of compound sentences used correctly e.g. <i>Then the bacteria digest the detritus and all the oxygen is used up.</i></p> <p>Sentences may include the following: <u>subject pronouns</u> e.g. <i>When it is cold they die, sink and rot.</i> <u>object pronouns</u> e.g. <i>Estuaries are important so we must look after them.</i> <u>noun phrases</u> e.g. <i>a lot of nutrients</i> <u>prepositional phrases</u> e.g. <i>in the estuary</i></p>	<p>Writing contains accurate use of simple and compound sentences. Control of these forms is demonstrated.</p> <p>Sentences may also include subject pronouns, object pronouns, noun phrases, and prepositional phrases, if these forms are appropriate to the topic.</p>
1.3	<p>Learner demonstrates control of present tense forms e.g. <i>If there are too many nutrients in the estuary the plants grow out of control.</i> <i>Estuaries can be unhealthy.</i></p>	<p>Writing uses the present tense verb forms correctly most of the time.</p>
1.4	<p>The correct word is chosen (meaning) e.g. topic words such as <i>detritus, nutrients, overland, estuary, herbivore</i> are used appropriately for meaning.</p> <p>The correct grammatical form of the word is used e.g. <i>Estuaries have fresh water and sea water.</i></p> <p><i>Sea water is brought by the tide and cleans the estuary twice a day.</i></p>	<p>Writing makes correct use of a range of vocabulary appropriate to the topic most of the time – for meaning and grammatical form.</p>

Assessment schedule: Task 2 – Decomposers

Unit standard 17368, version 3		
Write simple information texts on familiar topics (ESOL)		
Level 2		5 credits
<p>Element 1. Range: three texts, each approximately 125-150 words and each completed on a separate occasion.</p>		
PC	Evidence	Judgement
1.1	<p>Text has a general opening statement e.g. <i>Earthworms are invertebrates that live in the ground. They are annelids.</i></p> <p>It is followed by supporting detail in logical order e.g. <i>There are lots of different types of earthworms in New Zealand. There are one hundred and seventy eight native New Zealand earthworms and eighteen earthworms that were brought to New Zealand later. Native earthworms only live in native forests. The other eighteen types of earthworm live in paddocks, gardens and compost.</i></p>	<p>Text structure is appropriate to the genre of an information text: An opening general statement followed by supporting detail in a logical order.</p>
1.2	<p>There are examples of simple sentences used correctly e.g. <i>They are annelids.</i></p> <p>There are examples of compound sentences used correctly e.g. <i>Earthworms feel vibrations and can even feel a bird's footsteps.</i></p> <p>Sentences may include the following: <u>subject pronouns</u> e.g. They are hermaphrodites. <u>object pronouns</u> e.g. <i>Earthworms move by stretching out their head and use their bristles to anchor it.</i> <u>noun phrases</u> e.g. different types of earthworms, native earthworms, <u>prepositional phrases</u> e.g. in the soil</p>	<p>Writing contains accurate use of simple and compound sentences. Control of these forms is demonstrated.</p> <p>Sentences may also include subject pronouns, object pronouns, noun phrases, and prepositional phrases, if these forms are appropriate to the topic.</p>
1.3	<p>Learner demonstrates control of present tense forms e.g. <i>Earthworms are invertebrates. They live in paddocks and gardens.</i></p>	<p>Writing uses the present tense verb forms correctly most of the time.</p>
1.4	<p>The correct word is chosen (meaning) e.g. topic words such as <i>segment, bristles, vibrations, burrows, head, tail</i> are used appropriately for meaning.</p> <p>The correct grammatical form of the word is used e.g. <i>Earthworms have segments.</i></p> <p><i>Other segmented earthworms have much bigger bristles.</i></p>	<p>Writing makes correct use of a range of vocabulary appropriate to the topic most of the time – for meaning and grammatical form.</p>

Assessment schedule: Task 3 – The effects of wind erosion

ESOL Unit Standard 17368, version 3 Write simple information texts on familiar topics (ESOL) Level 2 5 credits		
Element 1. Range: three texts, each of approximately 125-150 words and each completed on a separate occasion.		
PC	Evidence	Judgement
1.1	<p>Text has an opening general statement e.g. <i>Wind erosion happens when wind removes soil or sand from one place to another.</i></p> <p>It is followed by supporting detail in a logical order e.g. <i>It is a serious problem in many parts of the world. Wind erosion is worse in dry areas. This is because there is not enough rain for plants to grow.</i></p>	<p>Text structure is appropriate to the genre of an information text: An opening general statement followed by supporting detail in a logical order.</p>
1.2	<p>There are examples of simple sentences used correctly e.g. <i>Wind erosion causes much damage.</i></p> <p>There are examples of compound sentences used correctly e.g. <i>This can leave some desert areas and in other places form sand dunes.</i></p> <p>Sentences may include the following: <u>subject pronouns</u> e.g. <i>It can cause car accidents, damage machinery, and affect animal and human health.</i> <u>object pronouns</u> e.g. <i>Secondly, these particles can be thrown against hills and cliffs causing them to erode.</i> <u>noun phrases</u> e.g. <i>two main types</i> <u>prepositional phrases</u> e.g. <i>in dry areas</i></p>	<p>Writing contains accurate use of simple and compound sentences. Control of these forms is demonstrated.</p> <p>Sentences may also include subject pronouns, object pronouns, noun phrases, and prepositional phrases, if these forms are appropriate to the topic.</p>
1.3	<p>Learner demonstrates control of present tense forms e.g. <i>Wind erosion is a serious problem</i> <i>It can cause car accidents.</i></p>	<p>Writing uses the present tense correctly most of the time.</p>
1.4	<p>The correct word is chosen (meaning) e.g. topic words such as <i>erosion, particles, vegetation cause, risk, affect, sand dunes</i> are used appropriately for meaning.</p> <p>The correct grammatical form of the word is used e.g. <i>but the risk of wind erosion can be reduced by covering soil with plants and trees.</i></p> <p><i>Secondly, these particles can be thrown against hills and cliffs causing them to erode.</i></p>	<p>Writing makes correct use of a range of vocabulary appropriate to the topic most of the time – for meaning and grammatical form.</p>