

e-asTTle



## **Recount Writing Prompts with Specific Exemplars**

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Whānau

### **Whānau and family time**

Think of a time when you did something special with your whānau or family. Write to recount that time.

Find seven specific exemplars attached.

Prompt 5: Whānau and family time

Exemplar 1: Mi kat



Ita aia kat  
MIKAT

TOF a WOK

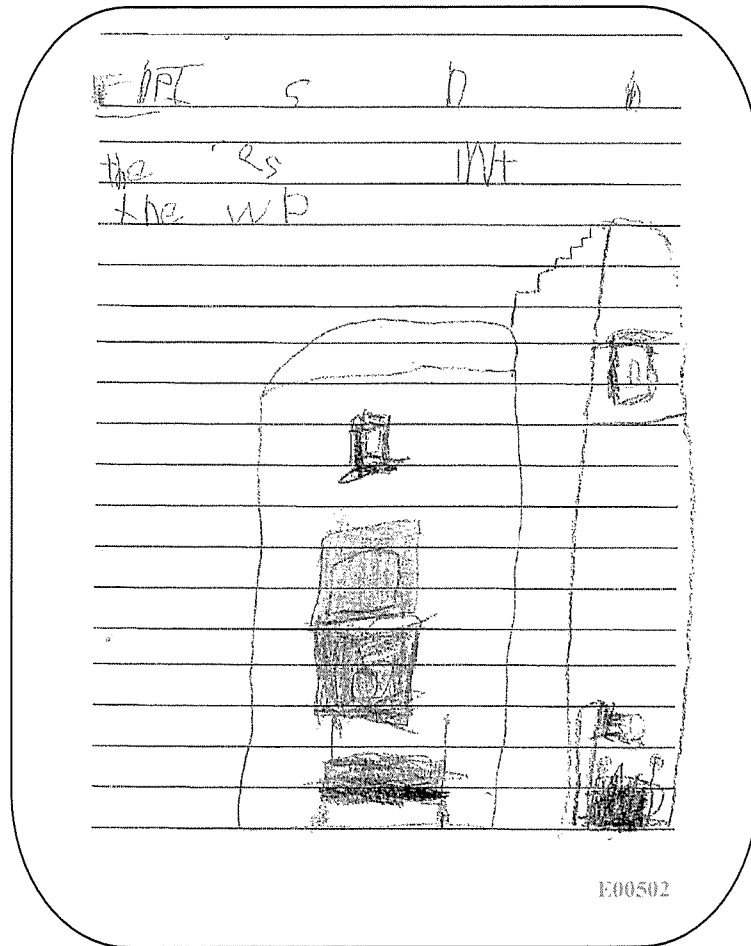


E00501

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00501
Ideas	R1–R6	R1	One simple idea can be inferred from the text (I took my cat for a walk).	
Structure and language	R1–R6	R1	No structural or language features appropriate to the purpose.	
Organisation	R1–R7	R1	A very short text that lacks coherence.	
Vocabulary	R1–R6	R1	A small number of personal words: it, a, my, cat.	
Sentence structure	R1–R6	R1	Text consists of fragments.	
Punctuation	R1–R7	R1	No punctuation.	
Spelling	R1–R6	R1	Two words spelt correctly ( <i>it</i> and <i>a</i> ). Needs a few more correct spellings for a category R2.	

Prompt 5: Whānau and family time

Exemplar 2: S n



ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00502
Ideas	R1–R6	R1	Ideas cannot be inferred from text.	
Structure and language	R1–R6	R1	No structural or language features appropriate to purpose.	
Organisation	R1–R7	R1	Very short script that has no coherence.	
Vocabulary	R1–R6	R1	Two personal words: <i>I</i> (although difficult to distinguish whether it is intended as a separate word) and <i>the</i> .	
Sentence structure	R1–R6	R1	Text consists of fragments.	
Punctuation	R1–R7	R1	No use of punctuation.	
Spelling	R1–R6	R1	Letter names are used to represent meaning. Spells two words from personal vocabulary correctly ( <i>I, the</i> ).	

Prompt 5: Whānau and family time

Exemplar 3: My family

My Family Went to MelDardas  
 my Mum Dad my sesDa  
 bra ti wossing

E00503

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00503
Ideas	R1–R6	R2	A couple of simple ideas.	
Structure and language	R1–R6	R1	Structural and language features are undeveloped. The text names an event but does not continue to recount. On balance, taking in account the brevity of the text, category R1.	
Organisation	R1–R7	R1	Very short text.	
Vocabulary	R1–R6	R1	A small range of personal words, some of which are repeated.	
Sentence structure	R1–R6	R1	Attempts to write a compound sentence.	
Punctuation	R1–R7	R1	Letter formation makes it hard to distinguish whether 'M' is intended as a capital for proper noun. No other punctuation.	
Spelling	R1–R6	R2	Spells a few high-frequency words correctly ( <i>my, family, to, mum</i> ). With the exception of <i>went</i> [went] and <i>soing</i> [snowing], all sounds are present in attempted words. Some words contain all their letters in the wrong order (and, it).	

Prompt 5: Whānau or family time

Exemplar 4: Warshd TV

Yessiday I warshd  
TV <sup>wath</sup> Dad. I was  
waching Be bteh  
and MUM and  
Z and L  
was pling in  
His Beddram.  
and L  
went into <sup>the</sup> Bathrom  
and plied woth the  
~~to~~ tofbrash. The end

E00504

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00504
Ideas	R1–R6	R2	Ideas about family activities are simple and unelaborated.	
Structure and language	R1–R6	R2	There are some language features appropriate to recounting an event: e.g., some events are written in the past tense. The opening sentence introduces the reader to the time and context ( <i>Yessiday I warshd TV wath Dad</i> ). There is an emerging awareness of text purpose.	
Organisation	R1–R7	R2	Ideas are grouped according to what the participants are doing. Text has some coherence.	
Vocabulary	R1–R6	R1	A small range of simple, everyday words from personal vocabulary.	
Sentence structure	R1–R6	R2	Text contains one correct simple sentence and a long, run-on sentence with overuse of <i>and</i> .	
Punctuation	R1–R7	R3	Full stops are mostly used to mark units of meaning, with some correct use. Capital and lower case letters are indistinguishable.	
Spelling	R1–R6	R2	Spells a few words correctly: <i>I, dad, was, and, mum, his, went, into, the, end</i> . Attempts are based on phoneme–grapheme relationships, with some digraphs and blends: <i>yessiday, warshd, bathrom, waching, beddram, woth, tofbrash</i> . There are some incorrect or missing sounds.	

Prompt 5: Whānau and family time

Exemplar 5: Fishing lines

In the weekend I went to bally. I went with my family my dad and two sisters A and M and MUM A and MUM. When we got there we put life jackets on and jackets. We hopped in the boat and started to glide along the water. Then when we got to a spot we threw our fishing lines in the water. After a little while I felt a tug on my line. I started to reel in a <sup>small</sup> snapper then dad got a huge tug he had a gigantic snapper. Then after five minutes we hopped out a snapper. After five minutes so we moved to another spot. Then I was still fishing everyone had stopped. "Let's go home" said A and M.

<sup>said</sup> Dad I got a gigantic tug I was huge and had a fight I was pulling and pulling. I needed help so dad <sup>helped me</sup> helped me when I pulled it up it was the scariest thing in my life it was not a snapper it was not my dad shouting at me it was an <sup>huge</sup> sea eel. My uncle said "I'm not having that thing on my boat" but by the time he <sup>reached in</sup> had <sup>hooked</sup> hooked the eel bit through the <sup>hook</sup> hook. The we went home.

E00505

Prompt 5: Whānau and family time

Exemplar 5: Fishing lines

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00505
Ideas	R1–R6	R3	Text has a basic idea (a fishing trip) with some elaborating details. Ideas are related to the writer’s personal world.	
Structure and language	R1–R6	R4	Orientation sets the scene (when and who), although the purpose of the trip (fishing) is not mentioned for several sentences. The body outlines a clear sequence of events. Language features are appropriate: past tense, some action verbs ( <i>hoped</i> [hopped], <i>through</i> [threw], <i>started to glide</i> ); text connectives to sequence events ( <i>After a little while, then, After five minutes</i> ); and some use of descriptive language ( <i>gigantick, scaryist</i> ).	
Organisation	R1–R7	R3	Ideas are sequenced. Some errors in the linking of ideas cause interruptions to flow (e.g., missing words on the second page).	
Vocabulary	R1–R6	R3	Mostly everyday words and phrases, with some precise words to add detail (e.g., use of adjectives <i>gigantick, scaryist, huge, nice</i> ).	
Sentence structure	R1–R6	R3	Correct sentences are simple, compound and basic complex ( <i>When we got there we put life jackets on</i> ). Structures are repeated.	
Punctuation	R1–R7	R3	Most sentences on the first page are correctly punctuated with full stops and capital letters. Other use of punctuation includes experimentation with direct speech and correct use of a contraction ( <i>i’m</i> ).	
Spelling	R1–R6	R4	Many high-frequency words are spelt correctly. Spelling errors show close approximations of words, in which all sounds are represented: <i>wekcend, cort</i> [caught], <i>giantick, mouved, neded, scaryist</i> . Consistent errors with a basic spelling pattern (does not double consonant in <i>hoped</i> [hopped], <i>stoped</i> [stopped], <i>snaper</i> [snapper]).	





Prompt 5: Whānau and family time

Exemplar 6: Rainbow's end

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00506
Ideas	R1–R6	R4	Text has many ideas, some of which are elaborated. Generalised impression of excitement and some reflection on feelings.	
Structure and language	R1–R6	R4	The opening sentences, while interesting, do not provide a clear orientation to the topic (e.g., where the event is taking place). The body of the text is developed, with a sequence of events and some personal comment (e.g., <i>I knew I was going to have a great day</i> ). Language features are appropriate to purpose: use of past tense and connectives denoting time ( <i>first, last, then</i> ).	
Organisation	R1–R7	R4	Text shows control over grouping and sequencing of ideas. The reader can infer where paragraph breaks would be, even though paragraphs are not used.	
Vocabulary	R1–R6	R4	Word choice adds information and detail (e.g., the names of rides). Movement and sound are evoked through figurative language ( <i>shot down</i> ) and other simple words are used in a precise way ( <i>round and round and up and down; up up up click</i> ).	
Sentence structure	R1–R6	R4	Sentences are correct. The majority are simple and compound, with some variety and extension ( <i>I knew I was ... I was going to ride on the log ride but it was not on ...</i> ).	
Punctuation	R1–R7	R4	Correct sentence punctuation with two instances of other punctuation (comma after <i>WOW</i> and before <i>MMM</i> ). Random capitals throughout.	
Spelling	R1–R6	R5	Spells common words and some difficult words correctly ( <i>awesome, decided, motion, power surge</i> ). Errors include <i>of</i> [off], <i>allready</i> , <i>witch</i> [which], <i>storys</i> , <i>rollacosters</i> , <i>sandwichies</i> . Length of text gets this over the line into category R5.	

Prompt 5: Whānau and family time

Exemplar 7: Maddie's birthday

Title: Maddie's birthday

It was a nice spring night, and I was dressed in my best clothes because it was my sister's birthday. We had arrived in the car outside Fishermans table and I was helping my great grandmother up the steps. My mum, my dad, my grandmother, my grandfather and my sister were coming up behind me.

As soon as we got inside, I felt an immediate gust of warm air. I stood there by the heater while my dad got our table sorted. As soon as we sat, I felt like I had been walking for miles. Now I must be unfit.

When we sat down, my sister and I stared at our kiddie menus. In about 2 minutes we had chosen. I was going to have a hamburger and L.P. to drink, and for dessert a chocolate sundae. My sister was having the same except she had Fanta instead of L.P. In about 8 minutes a waiter came and took our orders for 4 drinks.

and so we ordered. When he came back he took our food orders. I couldn't wait.

When the burger came, I dug in, eating my chips first then burger. My meal came before the adults so they were still talking and it was getting noisy. Oh well, this burger was one of the most tastiest, most delicious things in the world. YUM!

Soon after he came back to order our deserts, I was almost full but I ordered anyway. When our waiter came back it was a girl instead of a boy and didn't say anything to us. I smiled, I popped a bit of cream into my mouth, it tasted like I was eating a cloud. Soon I had finished the whole ice cream and it was time to go home.

After my dad had paid the bill, I felt sad enough to cry. One of the best nights of my life was over.

Walking outside along the beach to the car, I smiled it has been the best night of my life.

!!

E00507

Prompt 5: Whānau and family time

Exemplar 7: Maddie's birthday

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00507
Ideas	R1–R6	R4	The main idea (an event) is elaborated with relevant detail and explanation. Some complexity is introduced through reflection on personal feelings.	
Structure and language	R1–R6	R5	High R5. Clear orientation to setting introduces the event, the location and the participants. The text describes a sequence of events, with some personal comment ( <i>the best night of my life</i> ). Language features are appropriate to purpose: for example, time connectives ( <i>As soon as, when, soon after</i> ), descriptive language ( <i>in about 2 minutes, dug in</i> ), consistent use of past tense, action verbs ( <i>stared, popped, dug in</i> ) and nouns related to the event (e.g., people and places). The text doesn't quite achieve the control of features needed for a category R6.	
Organisation	R1–R7	R6	Paragraphs are indicated appropriately, and show development. Clear linking phrases at the beginning of each new paragraph ( <i>When the burger came/After my dad had paid</i> ) help sequence the narrative and bring a sense of cohesion.	
Vocabulary	R1–R6	R5	Words and phrases have been selected with care to enhance meaning ( <i>gust, stared, dug in, in about 2 minutes</i> ). Uses figurative language to describe the sensation of eating ice cream: <i>like I was eating a cloud</i> .	
Sentence structure	R1–R6	R5	There is a sense of control over sentence structure, with sentences extended in a variety of ways. Minor errors such as missing words ( <i>it was a girl instead of a boy and [she] didn't say anything</i> ), incorrect noun–pronoun referencing ( <i>When our desert came back it was a girl ... 'it' refers to the waiter</i> ) and incorrect word forms ( <i>my sister birthday</i> ) do not compromise meaning.	
Punctuation	R1–R7	R4	There are several run-on sentences, where full stops and capital letters are missing ( <i>I smiled it had been the best night</i> ). Two examples of incorrect full stops (after <i>orders for drinks/paid the bill</i> ). Other correct punctuation includes contractions ( <i>couldn't, didn't</i> ), a possessive apostrophe ( <i>Maddie's birthday</i> ) and commas for lists.	
Spelling	R1–R6	R5	Spells a wide range of high-frequency words and some difficult words correctly ( <i>tastiest, delicious, sundae</i> ). Some errors with difficult words: <i>immediate, chocolatte, desert</i> .	

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Did well

### **What I did well**

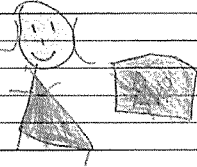
Think of a time when you did something really well.  
Write to recount that time.

Find five specific exemplars attached.

Prompt 7: What I did well

Exemplar 1: Story writing

I am good  
at story writing  
in room. I writing  
about my mum  
I feel happy when I  
~~wrote about~~  
wrote about it.



E00701

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00701
Ideas	R1–R6	R2	A few brief, simple ideas.	
Structure and language	R1–R6	R1	Does not use past tense to recount an event (although this is possibly attempted in third sentence – <i>wrot</i> [wrote]). Gives a personal opinion rather than recounting an event.	
Organisation	R1–R7	R1	Very short text.	
Vocabulary	R1–R6	R1	A few words, some of which are repeated (small range).	
Sentence structure	R1–R6	R2	The first sentence is correct. Errors in tense in the second and third sentences. Meaning is clear.	
Punctuation	R1–R7	R1	One full stop at end of text.	
Spelling	R1–R6	R2	Spells a small range of personal and high-frequency words correctly ( <i>good, story, writing, room, about, happy, when</i> ). There is not enough evidence of attempts using word chunks and phoneme–grapheme relationships for a category R3.	

Prompt 7: What I did well

Exemplar 2: Stifcit

I got a Stifcit at school  
Then we sagio a sein then  
We went to class proud  
and I felt proud of my saoulf  
We: When we went to  
class I put it in my book  
bag. Then mis leafe tech  
as. After school I went home  
and had my mam and  
Dad. ~~At~~ They were  
so ~~was~~ proud

E00702

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00702
Ideas	R1–R6	R3	Ideas are simple and unelaborated. An emerging main idea – proud of receiving a certificate.	
Structure and language	R1–R6	R3	Recounts an event – the day a certificate was received – with some personal comment. Opening sentence provides a basic orientation to the topic. Language features are appropriate: mostly consistent use of past tense (one minor error 'tech' [teach]), connectives to show sequence of events ( <i>then, when, after</i> ), first person pronouns.	
Organisation	R1–R7	R3	Text is sequenced to show order of events. Pronoun <i>it</i> is a little distant from the noun it refers to ( <i>stifcit</i> ).	
Vocabulary	R1–R6	R2	Uses a range of simple, everyday words.	
Sentence structure	R1–R6	R2	Correct simple, compound and basic complex sentences (e.g., basic complex sentence <i>When we went to class I put it in my book bag</i> ). Sentences are short with minimal extension.	
Punctuation	R1–R7	R3	Some sentences are punctuated correctly (particularly towards end of text). No other punctuation is attempted.	
Spelling	R1–R6	R2	Spells a small range of personal and high-frequency words correctly ( <i>class, proud, when, book, after, home, they, were</i> ). Attempts at some other words use phoneme–grapheme relationships – all sounds are present ( <i>my saoulf, tech</i> ).	





Prompt 7: What I did well

Exemplar 3: Cross contre

Atom 3

We did cross contre and I came  
6<sup>th</sup>. It was hard work and I was proud  
of my self and I also had fun. I  
thought I was going to come last. I  
came 3<sup>rd</sup> it's only because A  
corner. It was tiring I came 1<sup>st</sup> in  
cross country. We were all tiring  
finish. We were very happy and proud  
of our self. It was hard and amazing to have  
an all <sup>proud</sup> pride of our self. It was a  
good start at the begining of the race.  
It was a very very hard as race.

E00703

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00703
Ideas	R1-R6	R2	A few simple ideas are repeated.	
Structure and language	R1-R6	R3	Text contains a short orientation and a basic, limited recount of events with some personal comment. Language features are mostly appropriate: past tense, nouns related to the event (what the event was and who was involved), use of first person.	
Organisation	R1-R7	R2	Attempts to group ideas, although some are repeated. Text has some coherence.	
Vocabulary	R1-R6	R3	A small number of precise, descriptive words ( <i>hardwork, proud</i> ) and a simple figure of speech ( <i>cut a cona</i> [corner]).	
Sentence structure	R1-R6	R2	Some short simple and complex sentences are correct. 'It was ...' structure is repetitive. Other sentences have errors such as incorrect verb tense (e.g., present tense in <i>_____ came 3<sup>rd</sup> it's only because ...</i> ), or incorrect word form (e.g., <i>we were all taring</i> [tiring] would be better as 'we were all tired').	
Punctuation	R1-R7	R4	All sentences but one are correctly punctuated. There is one run-on sentence ( <i>_____ came 3<sup>rd</sup> it's only ...</i> ). Correct contraction ( <i>it's</i> ), although this is an error in verb tense – would be better as 'it was'.	
Spelling	R1-R6	R3	A small range of personal and everyday words is spelt correctly (e.g., <i>came, going, because, race</i> ). Attempts at words show knowledge of word chunks and phoneme-grapheme relationships ( <i>amzing, finsh, countre</i> ).	

Prompt 7: What I did well

Exemplar 4: Calf Club

Calf Club

Two years ago  
 I won a trophy for calf club  
 with my calf licorice. I won four <sup>1st place</sup>  
 ribbons, ~~1~~ One 2nd place ribbon, One  
 4<sup>th</sup> place ribbon and two champions. I got  
 into group day and I got a hat. I was  
 nervous. licorice ~~is~~ a black bobby calf  
 he has ~~with~~ white legs. My Mum came to watch  
 with the float. When we got home I was  
 exhausted. licorice <sup>and I</sup> did ~~very~~ very <sup>well</sup> good.  
 The trophy was ~~big~~ blue and had  
 a calf on it.

E00704

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00704
Ideas	R1–R6	R3	Several simple ideas with some elaborating detail. Ideas are related to the writer's immediate world.	
Structure and language	R1–R6	R3	Text contains a brief orientation and a basic recount of events with some personal comment ( <i>I was nervous</i> ). Language features are mostly appropriate – use of past tense; nouns related to the event (who and what was involved), descriptive and emotive terms ( <i>exhausted</i> ).	
Organisation	R1–R7	R2	Text contains like ideas and text has some coherence. Clearer grouping or sequencing would assist the reader – text moves back and forwards between ideas rather than flowing smoothly.	
Vocabulary	R1–R6	R3	Uses some precise words related to the topic to add detail ( <i>trophy, float, champions, nervous, exhausted</i> ).	
Sentence structure	R1–R6	R3	All sentences are correct (simple, compound and complex). Structures are basic with a little extension and some are repetitive. Text contains elements of category R3 and category R4: on balance, category R3.	
Punctuation	R1–R7	R4	Most sentences are punctuated correctly with full stops and capital letters (some missing capital letters and one run-on sentence). Commas are used correctly in a list. Missing capitals for calf's name and random capitals throughout.	
Spelling	R1–R6	R5	Spells some difficult words correctly ( <i>trophy, licorice, champion, nervous</i> ). One error ( <i>exhausted</i> ).	

Prompt 7: What I did well

Exemplar 5: Gravity canyon

175 meters may not sound to high but when your standing over a drop with a shallow river below it is very high.

Im talking about the flying fox at gravity canyon. "Hurry up", I yell to my best friend slowly backing away I could just see the fear in her eyes and the constant shaking.

Once we built up the courage we decided it was time to get ~~harnist~~ <sup>harnist</sup> in. Imagine being trapped in a bright orange harnist lying on your stomach with only the strength of a ten year old man ~~praying~~ ~~is~~ ~~off~~ between us and death.

In 5, 4, 3, 2, 1 Go, yes we had started moving forward at the speed of 100 kms per hour with a river 175 feet below us. Screaming as loud as we could hoping to wake from our <sup>very</sup> nightmare, because lets face it being scared of heights doesnt help.

Finally we stopped under the bridge and hanging there in disbelief we had just done it, historical ~~with~~ <sup>with</sup> laughter by that time we were less than 80 meters from the water and decided to have a spitting competition as you do. Sadly I lost by far. Im not going into details.

But wait if you think that was ~~scared~~ <sup>scared</sup>, ~~back~~ <sup>because you think</sup> you go down you have to come back up. As our bodies were being pulled back up to the platform we were on a ~~90~~ <sup>90</sup> degree angle upside down and felt like we were slipping out of our harnist then we reached the top and ~~we~~ <sup>we</sup> were never so happy to see land till that day.

So remember 175 meters may not sound high but, ~~is~~ when your on a drop with a shallow river below its very very high.

E00705

Prompt 7: What I did well

Exemplar 5: Gravity canyon

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00705
Ideas	R1–R6	R5	Ideas have complexity (e.g., reference to fear of heights). The main idea (ride on the flying fox at Gravity Canyon) is developed with elaborating details.	
Structure and language	R1–R6	R4	High 4. The opening sentence, while not a traditional orientation, is effective in engaging the reader’s attention. Body of text outlines the main sequence of events, with some personal reflection. Language features are appropriate to purpose and include use of past tense (some inconsistency), clear sequencing of events, and use of descriptive language.	
Organisation	R1–R7	R6	Paragraphs support the development of the text, and are controlled. Minor errors in tense across text (e.g., use of present tense <i>I yell</i> in second paragraph and <i>dosent</i> in fourth paragraph) do not interfere with meaning.	
Vocabulary	R1–R6	R5	Words and phrases have been selected to enhance meaning and mood. Consistent use of precise words and phrases (e.g., <i>175 meters below us</i> ; <i>90 degree angle upside down</i> ) to add interest and detail. Incorrect use of some words causes slight jarring ( <i>lonely man</i> ).	
Sentence structure	R1–R6	R5	Most sentences are correct. Experimentation with sophisticated structures leads to error (see the fourth paragraph, for example). Some sentences are structured for effect: for example, the first and last sentences. Repetition of this sentence brings the writing to a satisfactory close.	
Punctuation	R1–R7	R5	Low R5. Most sentences are correctly punctuated (there are several run-on sentences). Other correct use of punctuation includes commas to mark clauses. Punctuation of direct speech is partially correct. Missing capitals for proper nouns (Gravity Canyon), and missing apostrophes for contractions ( <i>your</i> , <i>Im</i> , <i>dosent</i> ). Text has elements of category R5 and category R4: on balance, category R5.	
Spelling	R1–R6	R5	Spells a range of difficult and irregular words correctly: <i>shallow</i> , <i>heights</i> , <i>competition</i> , <i>laughter</i> . Errors in difficult words include <i>harnist</i> [harnessed/harness], <i>your</i> [you’re], <i>lonley</i> , <i>dosent</i> , <i>disbelive</i> , <i>histerical</i> .	

e-asTTle



Time with  
friends

### **Time with friends**

Think of a time when you did something special with your friends. Write to recount that time.

Find four specific exemplars attached.

Prompt 6: Time with friends

Exemplar 1: Parck playing

Me and my friends  
Me and my friends  
are on the parck playing  
We play a lot  
we have played  
a lot where playd  
for ever My friends  
are S and K  
we have fun  
to gethor It  
is fun for us

E00601

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00601
Ideas	R1-R6	R2	Text has a few simple ideas related to the topic. No elaboration.	
Structure and language	R1-R6	R1	Does not recount an event. The text describes an activity, mostly in present tense.	
Organisation	R1-R7	R2	Text contains like ideas that are mostly grouped (where play takes place, who is playing, personal comment). Repetition interrupts flow.	
Vocabulary	R1-R6	R1	A small range of simple, everyday words with many repeated.	
Sentence structure	R1-R6	R2	Sentences are short and mostly correct.	
Punctuation	R1-R7	R1	No full stops. Variable letter formation.	
Spelling	R1-R6	R2	Spells a few high-frequency words correctly. Limited range.	

Prompt 6: Time with friends

Exemplar 2: Playing outside

ME, MY friend and his little brother  
ME And my friend playing outside  
then we were thinking what else  
we could do so just then my  
friend came up with an idea  
and he said lets go to the  
shops so we could give my  
brother an surprise so  
we asked our mums and went  
we bought a drink and  
a bag of lollys for him. then we went  
back home

E00602

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00602
Ideas	R1–R6	R3	One idea with some basic elaboration – an activity with friends.	
Structure and language	R1–R6	R2	High R2. Has some structural and language features that are appropriate to recounting an event: e.g., the text includes people and some happenings written in past tense.	
Organisation	R1–R7	R3	Text flows. Ideas are sequenced by time.	
Vocabulary	R1–R6	R2	Uses a range of everyday words and a few precise words and phrases ( <i>outside, were thinking what else, idea, surprise</i> ).	
Sentence structure	R1–R6	R2	High R2. Correct sentences are short with basic extension (e.g., <i>so we asked our mums and went</i> ). Other sentences have errors such as missing words ( <i>Me And my friend [were] playing outside</i> ) or incorrect verb tense ( <i>he said lets go to the shops so we could give [can give] my brother an surprise</i> ). There is some overuse and repetition of conjunctions.	
Punctuation	R1–R7	R1	Little use of punctuation. Possibly one full stop after 'him' on second to last line. Letter formation makes it hard to distinguish capital letters for sentence beginnings.	
Spelling	R1–R6	R4	Spells a wide range of high-frequency words correctly. There are only two errors: <i>lollys</i> (basic spelling rule not followed) and <i>surprise</i> .	

Prompt 6: Time with friends

Exemplar 3: N's birthday

~~My birthday~~ N's birthday.  
~~the movies~~

On the 6<sup>th</sup> of October 2010 I went to N's birthday with — and —. We did lots of cool things such as going to three movies and having a sleep over. It was so fun.

We first went to her ~~house~~ dad's house in Warrimoon before we did anything else. Then we headed to the fish and chips shop to get some lunch to eat over at N's dad's house. So we ate and then started playing buzz in N's room.

Next we went shopping at Woolworths to get some things for dinner. We went with N's step <sup>and her</sup> mum. It was so awesome because N brought us all 6 fart bombs <sup>each</sup> and

a soft serve from McDonalds.

Later on that day we were bored so we headed towards this creek <sup>near a park</sup> and the water was freezing cold. N was like "Why don't we jump the creek?" and we were like "I don't know." So then N jumped and she said "That was awesome!". So then we joined in and it was so fun. We were playing around over there for like 4 or 3 hours.

We <sup>were all very</sup> ~~all were~~ tired and so we headed back to the house and started eating dinner. We had barbeque with potato salad and green salad. We all wanted to watch a movie so we went with — to go and buy a few D.V.D's from the video store. We took them back and we all watched them all.

The next day we went to watch a movie called Vampires Suck. It was such an awesome movie. I watched the movie with — — — — —

Finally our parents we dropped off — and — while I was waiting for my Mum and Dad to pick me up. I felt really happy because N had invited me to her birthday.



Prompt 6: Time with friends

Exemplar 3: N's birthday

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00603
Ideas	R1–R6	R4	Text has elaborated ideas that provide relevant detail. Complexity is shown through some personal reflection about feelings ( <i>I felt really happy ...</i> ).	
Structure and language	R1–R6	R5	High R5. Structural features are appropriate and developed. Clear orientation and sequence of events, with some personal reflection. Language features are appropriate: use of past tense, connectives showing time sequence ( <i>later on, next, finally</i> ), first person. The recounting of the event is developed and mostly controlled (minor lapses in tone – informality of phrases such as <i>'it was so fun'</i> is more appropriate to a spoken rather than written context). Not quite enough effective control of language features for a category R6.	
Organisation	R1–R7	R6	Paragraphs are focused on one idea and have some development. Linking words (e.g., <i>the first day, the next day</i> ) help the reader to negotiate the text easily.	
Vocabulary	R1–R6	R3	Many everyday words are used. Some more precise words and phrases add detail ( <i>barbeque with potatoe salad and green salad</i> ). Nothing jars (except perhaps <i>'like – I don't know'</i> ).	
Sentence structure	R1–R6	R4	Nearly all sentences are technically correct but repetitive. Many begin with <i>So we ..., Then we..., The next day...</i> There is one fragment (second to last sentence) in a long text.	
Punctuation	R1–R7	R6	Sentences are punctuated correctly. Other punctuation used correctly includes noun capitalisation, possessive apostrophes (one incorrect: <i>DVD's</i> ), reported direct speech (mostly correct), contraction ( <i>don't</i> ) and commas in list. Punctuation is used to assist reader.	
Spelling	R1–R6	R5	High-frequency words correct (except <i>of</i> and <i>potatoe</i> ). Text contains few difficult words (e.g., <i>barbeque</i> ). On balance, category R5.	

Prompt 6: Time with friends

Exemplar 4: Indoor sky diving

### Indoor Sky Diving with Jo

Once with my cuz Jo in the U.S.A we went Indoor Sky Diving at the Indoor Sky Diving center.

We where both really nervis at first then when we got our suits on we started to relax a bit more.

It was time to jump so we jumped and nothing happend then all of a sudden to fan under us started to spin around in circles.

It went faster and faster then me and Jo rise very high and started to do tricks like back flips and back flips too. Then it was time to get off!!! When we got off Jo said "time gose by when your having fun" and I agre

agred with him. Then we walked down all these staris so we could get to the car and go home.

Once we got home I was felling really happy. Why was I felling happy? Because I had just been Indoor Sky Diving for the first time in my life and I injoyed it.

Transcript:

Indoor Sky Diving with Jo

Once with my cuz Jo in the U.S.A we went Indoor Sky Diving at the Indoor Sky Diving center. We where both really nervis at first then when we got our suits on we started to relax a bit more.

It was time to jump so we jumped and nothing happend then all of a sudden to fan under us started to spin around in circles.

It went faster and faster then me and Jo rise very high and start to do tricks like ford flips and back flips too. Then it was time to get off!!! When we got off Jo said "time gose by when your having fun" and I agreed with him. Then we walked down all these staris so we could get to the car and go home.

Once we got home I was felling really happy. Why was I felling happy? Because I had just been Indoor Sky Diving for the first time in my life and I injoyed it.

EO0604

Prompt 6: Time with friends

Exemplar 4: Indoor sky diving

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00604
Ideas	R1–R6	R4	Text has elaborated ideas that provide relevant detail. Complexity is shown through personal reflection about feelings that shows awareness of a wider audience ( <i>Why was I felling happy? Because ...</i> ).	
Structure and language	R1–R6	R4	Structural features are appropriate. The orientation is brief but provides relevant information. The body of the text outlines a clear sequence of events. Language features are appropriate, for example action verbs ( <i>jumped, spin around, walked</i> ), use of past tense (minor inconsistency), connectives showing time sequence ( <i>Then, when, Once we got home</i> ).	
Organisation	R1–R7	R5	Text uses basic paragraphing. Paragraphs are not fully developed and ideas overlap in some paragraphs (e.g., paragraphs two and three). Minor glitch in tense across the text ( <i>me and Jo rise very high</i> ).	
Vocabulary	R1–R6	R4	Precise, descriptive words and phrases are used to enhance meaning ( <i>nervis, relax, all of a sudden</i> ).	
Sentence structure	R1–R6	R5	Low R5. Most sentences are correct, and a variety of sentence types and structures are used. Some minor error in tense form ( <i>rise</i> ), and some overuse of 'then', but meaning is clear and there is a sense of control.	
Punctuation	R1–R7	R4	Some sentences are punctuated correctly. There are also some run-on sentences, caused by use of 'then' as a coordinating conjunction. One full stop is missing (after <i>circules</i> ). Other correct punctuation includes exclamation marks, a question mark, and capitals for USA. Capital letters for proper nouns are inconsistent (incorrect for <i>we went Indoor Sky Diving</i> and partly correct for <i>Indoor Sky Diving center</i> ). Punctuation of direct speech is partly correct.	
Spelling	R1–R6	R4	Spells a wide range of high-frequency words correctly. Achieves close approximations of other words ( <i>nervis, circules, injoyed</i> ).	