

e-asTTle >

## **Explain Writing Prompts with Specific Exemplars**

# e-asTTle



Good  
friends

## **Good friends**

Think about friendship. Write to explain to your reader what being a good friend means.

Find four specific exemplars attached.

Prompt 15: Good friends

Exemplar 1: I Be Kin

I Be Kin to pepall and I  
am good to pepall and I play  
wef D. I wep pepall  
craad wan saw soweiy and  
I let pepall play wenzay.

EO1501

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1501
Ideas	R1–R6	R2	A few simple ideas.	
Structure and language	R1–R6	R1	Structural and language features of explanation not present/undeveloped.	
Organisation	R1–R7	R1	Very short text.	
Vocabulary	R1–R6	R1	A small range of personal, everyday words.	
Sentence structure	R1–R6	R1	One long sentence in which simple units of meaning are joined by 'and'.	
Punctuation	R1–R7	R1	One full stop at end of writing.	
Spelling	R1–R6	R2	A few personal/sight words are correct. Unfamiliar words are attempted using phoneme–grapheme relationships ( <i>pepall</i> [people], <i>soweiy</i> [sorry]).	

Prompt 15: Good friends

Exemplar 2: Brooklyn

I am a good friend  
to the boy Brooklyn.  
I share with him  
a lot and I play  
with him a lot too.  
I look after him  
when he is sad. I  
say Happy Birthday to  
him too. I am nice  
to him too. When  
he trips over I help  
him up. When he  
cries I come and  
help him. I help  
Brooklyn when he is  
stuck on his bike.  
I do as stated to  
him too. I will look  
him in the eye every  
time he talks to  
me. When he is  
in trouble I come  
and help him too.  
the end.

EO1502

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1502
Ideas	R1–R6	R3	Many simple, unelaborated ideas.	
Structure and language	R1–R6	R2	The opening sentence introduces the topic. The rest of the text provides a series of supporting examples.	
Organisation	R1–R7	R2	Ideas are not deliberately grouped, but are presented in a list-like manner. This gives the writing some coherence.	
Vocabulary	R1–R6	R2	A wide range of simple, everyday words and phrases.	
Sentence structure	R1–R6	R2	Sentences are correct and have simple extension. The structures are repetitive.	
Punctuation	R1–R7	R4	Low R4. Correct use of sentence punctuation. Experiments with capitals for proper nouns (incorrect in <i>Happy Birthday</i> and <i>Boy</i> ; correct in <i>Brooklyn</i> ).	
Spelling	R1–R6	R3	Spells a range of high-frequency words correctly (although consistently uses <i>hem</i> for 'him'). Approximations show knowledge of phoneme–grapheme relationships (e.g., <i>toks</i> [talks], <i>tradel</i> [trouble]).	

Prompt 15: Good friends

Exemplar 3: The ultimate friend

ultimate friend

They ultimate friend would be taller than me  
6.10 will do, a lot stronger than me, know every  
martial art, kick boxing, boxing and wrestling could be  
an expert at all of them, be able to be my  
24/7 body guard, be a former US Navy SEAL,  
US British engineer and SAS Soldier, be able to  
do back flips, front flips and things like that  
and always be caring and sharing and getting  
me free wrestling tickets and merchandise.

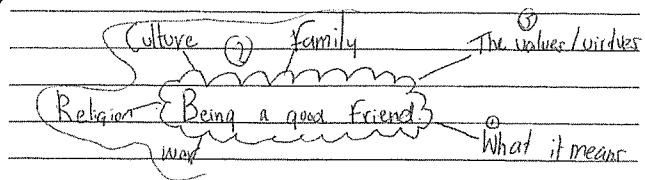
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EO1503

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1503
Ideas	R1–R6	R4	One idea is elaborated. Text begins to show some complexity through references to the wider world (e.g., <i>US Navy Seal</i> ) and values ( <i>careing and sharing</i> ).	
Structure and language	R1–R6	R2	Body contains examples and information to support main idea. No introduction or conclusion. Language features are more appropriate for the purpose <i>to describe</i> than for the purpose <i>to explain</i> .	
Organisation	R1–R7	R3	Text is brief but coherent, and ideas flow.	
Vocabulary	R1–R6	R4	Some precise, technical and subject-specific words are used ( <i>merchandise, ultimate, backflip</i> ). Vocabulary goes beyond simple and everyday words.	
Sentence structure	R1–R6	R3	Text consists of one sentence which has multiple, list-like phrases. Linking of phrases within the sentence is effective and enables the reader to follow meaning.	
Punctuation	R1–R7	R5	Sentence punctuation is correct. Other correct use includes parentheses, commas for lists and capital letters for proper nouns.	
Spelling	R1–R6	R5	Most high-frequency and some difficult words are spelt correctly (difficult words include <i>guard, wrestling, martial, ultimate</i> ). Errors in <i>eingneer, merchindise</i> and <i>careing</i> .	

Prompt 15: Good friends

Exemplar 4: Values and virtues



Being a good friend is something no one finds easy. Some friends are just the most kindest friends, and others take advantage of you. To be a good friend you must be loyal, honest and caring, and your friend will respect you for doing wonderful things and won't ever leave your side.

When you are a good friend you respect your friend's appearance, personality, culture and religion. Whether they are not the same as you, it will mean a lot to you if you respect them and their life. If your friend gets bullied you will stick up for them and help them stay out of trouble. When a friend gets mad at you, be the stronger person and don't fight back, let them sort your or their problems out because they will come back to you after they realise what happens.

A good friend needs to show the acts of

of a friendship and show these virtues:

1- Respect: every friend needs respect.

2- Support: When ~~there~~ <sup>their</sup> down or in trouble, they need someone to be there for them.

3- Honesty: Truth needs to be told, you should never lie.

4- Helpful: When they struggle and last one love.

5- LOVE: when they have lost a member of their community.

If you follow ~~this~~ <sup>these</sup> your friend will ~~respect you and~~ <sup>respect you and</sup> ~~and~~ <sup>and</sup> ~~the same back~~ <sup>for you</sup> ~~and will never forget what you have done for them~~ <sup>and will never forget what you have done for them</sup>. That's how I have my wonderful friends now because they respect me like I do to them and I am going to do this every day.

EO1504

Prompt 15: Good friends

Exemplar 4: Values and virtues

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1504
Ideas	R1–R6	R5	Ideas go beyond the writer’s immediate world, through consideration of abstract qualities such as respect and honesty. Ideas are elaborated.	
Structure and language	R1–R6	R5	Opening statement introduces the topic and attracts reader’s attention. Body shows some development, with information and examples to support main points. There is a short conclusion that rounds off the writing. Language features are appropriate: timeless present tense ( <i>Being a good friend is something no one finds easy</i> ) and a reasoned and authoritative tone. Use of second person pronoun ‘you’ helps to establish a connection with the reader and the universal experience of friendship.	
Organisation	R1–R7	R5	Text is coherent. Experiments with a mix of paragraphing and numbered points.	
Vocabulary	R1–R6	R5	Uses a variety of precise, academic and subject-specific words ( <i>respect, honesty, personality, culture, virtues</i> ). Use of everyday language causes some jarring ( <i>most kindest/like I do to them</i> ).	
Sentence structure	R1–R6	R5	The majority of sentences are correct. Sentences are mostly controlled, and show variety in structure.	
Punctuation	R1–R7	R6	Uses punctuation effectively to assist reader. Most sentence punctuation is correct. Other correct use includes commas for lists and clauses, and colons. Apostrophes are missing or used incorrectly for both contractions and possession.	
Spelling	R1–R6	R5	Spells with few errors and includes some more difficult words ( <i>virtues, religion</i> ). Some errors in commonly misspelt words ( <i>there/they’re/their</i> ).	



# e-asTTle



Community  
facility

## **A community facility**

Think of a facility your community needs. Write to explain to your reader why this facility is needed.

Find three specific exemplars attached.



Prompt 16: A community facility

Exemplar 1: A hall

I think you need a hall because people with no homes or no support may need food so they can have a meal in their day so they can live a happy life just like others. I also think if you have a hall you can meet new friends so you communicate to others and not feel lonely they could have someone to count on. The community can come together and sing songs and feel happy to be there and have a smile on their face. At this hall you can learn about history of New Zealand and other learning. On Christmas eve they can have a feast with friends and family.

E01601

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E01601
Ideas	R1–R6	R4	Ideas are relevant and begin to show some reference to wider world (e.g., community values, loneliness).	
Structure and language	R1–R6	R2	No introduction or conclusion. Body has some supporting examples. Some appropriate language features (e.g., words expressing logical relationships between ideas – <i>because, so, if, also</i> ).	
Organisation	R1–R7	R3	There is some attempt to group ideas (e.g., making friends and bringing the community together). The text is coherent.	
Vocabulary	R1–R6	R3	Uses mostly everyday words and phrases (e.g., <i>someone to count on</i> ), with a few precise words ( <i>communicate, lonely</i> ).	
Sentence structure	R1–R6	R3	Some sentences are correct, and these show variety in structure. Errors in sentences sometimes interfere with meaning (e.g., subject–verb agreement, noun–pronoun referencing).	
Punctuation	R1–R7	R4	Low R4. Most sentences are punctuated correctly (full stops and capital letters). Correct use of capital letters to indicate a proper noun (New Zealand).	
Spelling	R1–R6	R4	Spells a wide range of high-frequency words correctly, including <i>there/their</i> . Spells one or two more difficult words correctly (e.g., <i>communicate</i> ).	

Prompt 16: A community facility

Exemplar 2: A sports stadium

In Kapiti I think we need a sports stadium. Because at the moment we only have a couple of playing fields, and I think that a stadium would give a chance for sports teams to play in front of a crowd, and they would get lots of local support. I also think that if we had a stadium it would attract people from other cities or even countries! Not only could you have sport teams playing there, you could also host events there, like local concerts, galas and more. I think that a lot of people would get a lot of joy out of a stadium because we could have any types of sports ~~there~~ like cricket, rugby, soccer and at half time we could have local dance companies come and even our gymnastics club could come and perform. My last idea is that if we had the stadium it could also put a lot of people in jobs because the stadium would need lots of staff members for it to run. So I strongly believe that Kapiti needs this sports stadium because it would bring our community together!

E01602

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E01602
Ideas	R1–R6	R4	Several ideas with some elaboration. Ideas begin to generalise beyond the personal world of the writer (bring the community together, provide jobs for people).	
Structure and language	R1–R6	R5	Text has an introduction, body and conclusion, although not all are developed. Uses persuasive language to add weight to explanation. Uses words to express logical relationships between ideas ( <i>if, because, also</i> ). Maintains a reasoned tone.	
Organisation	R1–R7	R4	Text has cohesion and shows control over sequencing of ideas, but there is no attempt to use paragraphs.	
Vocabulary	R1–R6	R4	Uses context-specific words to add information ( <i>stadium, perform</i> [perform], <i>galas</i> ).	
Sentence structure	R1–R6	R4	Sentences show variety and are mostly correct. There is an attempt to use more sophisticated structures for effect ( <i>Not only ...</i> ). Incorrect use of the conjunction 'because' to start a sentence ( <i>Because at the moment ...</i> ).	
Punctuation	R1–R7	R5	Sentence punctuation is correct, with one or two minor errors. Also uses commas for lists and to mark clauses, and experiments with exclamation marks.	
Spelling	R1–R6	R5	A wide range of high-frequency words is spelt correctly. Some inconsistencies with common spelling rules (e.g., plural ending -ies). Some difficult words are spelt correctly ( <i>stadium, concerts, galas, community</i> ).	

Prompt 16: A community facility

Exemplar 3: Youth gym

### Community Facility - Youth Gym

I think that Whangarei needs a gym made just for youth. It should be located somewhere central e.g. Bank Street. It is needed because people under the age of 16 are not allowed to go and work out at the Whangarei Gym. The council should pay for this and all the proceeds from the memberships at the gym should go towards helping the council fund other projects. The benefits of this is that the council will have more money (eventually), there will be less teens hanging around and possibly vandalising property, and it gives our youths a chance to stay fit and healthy.

The council will be able to gain a lot of money through this gym because by the time all of the equipment is paid off then all the money that they earn goes straight to them to put towards other projects that may need help funding, such as more motor-ways to help traffic flow faster after work hours. In this way I think it will be much better for the council to take money from the gym rather than tax payers.

There will be a lot less teenage people just hanging around town or in the streets instead of just hanging around and vandalising property. They could be at the gym which I think will benefit a lot of people, not only the people's property.

It also gives teens somewhere to go to stay fit, build muscle or just something to do with friends. Instead of having fat lazy youth hanging around they could go to the gym to lose weight.

In conclusion I think that building a new gym specifically for youths is a great idea, not only does it benefit them but it also benefits a wide range of people within the community and can help the council to fund new stuff. And who doesn't like that?

### Transcript:

I think that Whangarei needs a gym made just for youth. It should be located somewhere central e.g. Bank Street. It is needed because people under the age of 16 are not allowed to go and work out at the Whangarei Gym. The council should pay for this and all the proceeds from the memberships at the gym should go towards helping the council fund other projects. The benefits of this is that the council will have more money (eventually), there will be less teens hanging around and possibly vandalising property and it gives our youth a chance to stay fit and healthy.

The council will be able to gain a lot of money through this gym because by the time all of the equipment is paid off then all the money that they earn goes straight to them to put towards other projects that may need help funding, such as more motor-ways to help traffic flow faster after work hours. In this way I think it will be much better for the council to take money from the gym rather than tax payers.

There will be a lot less teenage people just hanging around town or in the streets. Instead of just hanging around or vandalising property they could be at the gym. Which, I think will benefit a lot of people, not only the people's property. It also gives teens somewhere to go to stay fit, build muscle or just something to do with friends. Instead of having fat lazy youth hanging around they could go to the gym to lose weight.

In conclusion I think that building a new gym specifically for youths is a great idea, not only does it benefit them but it also benefits a wide range of people within the community and can help the council to fund new stuff. And who doesn't like that.

EO1603

Prompt 16: A community facility

Exemplar 3: Youth gym

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E01603
Ideas	R1–R6	R6	The main idea is focused and elaborated. Complex issues are raised (vandalism, community values).	
Structure and language	R1–R6	R5	Opening paragraph introduces the topic and the main supporting points. These are developed through the text, and summarised in the conclusion. Elements of persuasion are used to meet the overall purpose of explanation. The tone is mostly reasoned (use of the smiley face symbol at the end of the text is inappropriate).	
Organisation	R1–R7	R6	Paragraphs support the development of the text. Each paragraph introduces one of the main supporting ideas (making money for the community, fewer teens on the street, health benefits) and develops it with supporting detail. Linking words clarify the relationship between ideas and between paragraphs (e.g., <i>In conclusion</i> ).	
Vocabulary	R1–R6	R5	Uses a variety of precise, academic words ( <i>located, proceeds, benefits, specifcly</i> ). Use of everyday words causes some jarring ( <i>fat lazy youth</i> ).	
Sentence structure	R1–R6	R5	Sentences show variety and most are controlled, with use of some sophisticated structures (e.g., <i>not only ... but also</i> ). Some use of sentences for effect (e.g., <i>And who doesn't like that</i> ). Minor error in subject–verb agreement ( <i>benefits/is</i> ) and tense ( <i>all they money that they earn goes</i> ).	
Punctuation	R1–R7	R6	Sentence punctuation is mostly correct in a longer text. Errors include an incomplete sentence ( <i>Which I think ...</i> ) and a comma used to join two sentences ( <i>great idea, not only</i> ). Other correct punctuation includes parentheses, commas for lists and phrases, a contraction ( <i>doesn't</i> ) and capital letters for proper nouns.	
Spelling	R1–R6	R5	Spells high-frequency words correctly. Correct difficult words include <i>eventually, equipment, vandalising, muscle</i> . Incorrect words are <i>payed, trafic, specifcly</i> .	

# e-asTTle



Planet

## **Caring for planet Earth**

Write to describe one environmental problem and explain what people do to reduce its impact on the planet.

Find four specific exemplars attached.

Prompt 8: Caring for planet Earth

Exemplar 1: The Erfeh

the Erfeh 12. a Frahiel  
planet that's why we  
need to take care of it and  
fortunately there are people who  
make the pollution worse  
but then people who make it  
better and they do stuff  
like recycling, using  
it for things around the house  
such as bin liners, home  
made kites and broken  
window then bad things like  
burning it and letting it  
fly away and then there's  
the Government doing well  
12. going good

Transcript/possible interpretation:

The Earth is a fragile planet that's why we need to take care of it unfortunately there are people who make the [pollution] worse but there is people who make it better and they do stuff like recycling plastic using it for things around the house such as bin liners home made [kites] and [...] broken window then bad things like burning it and letting it fly away and then there's the Government doing [...] is going good

EO0801

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO0801
Ideas	R1–R6	R3	Ideas are related to the topic, with some simple elaboration (e.g., ways of using recycled plastic around the house). Introduces but does not develop the idea of 'government'.	
Structure and language	R1–R6	R3	Simple but effective introduction. Body has some supporting examples. Uses simple present tense throughout, with some action verbs ( <i>taek ker</i> [take care], <i>Brning</i> [burning]) and appropriate linking words ( <i>thats wy</i> [that's why], <i>an fornehle</i> [unfortunately]). The tone is mostly appropriate, with minor lapses (e.g., use of the informal expression <i>do saFF</i> [do stuff]).	
Organisation	R1–R7	R2	Some attempt to group ideas (e.g., good things/bad things). Text has some coherence.	
Vocabulary	R1–R6	R3	A small number of precise words are used ( <i>Reyslekling</i> [recycling], <i>Ben lienrs</i> [bin liners], <i>flie awaey</i> [fly away]), along with everyday words. Uses an adjective ( <i>frahiel</i> [fragile]) to add detail.	
Sentence structure	R1–R6	R3	Low R3. Correct sentences in the first part of the writing show some variety. Sentences begin to run on towards the end of the text; other sentences contain errors such as subject–verb agreement ( <i>ther is pepel</i> [there is people]).	
Punctuation	R1–R7	R1	Punctuation is not used. Apparent full stops are actually dots for the letter 'i' on the line below.	
Spelling	R1–R6	R2	A small number of high-frequency words are spelt correctly ( <i>the</i> , <i>is</i> , <i>but</i> , <i>then</i> , <i>and</i> , <i>like</i> ). Other words are attempted using phoneme–grapheme relationships ( <i>erfeh</i> , <i>reyslekling</i> , <i>pepel</i> ). Some words have all the correct letters, but in the wrong order ( <i>hosue</i> , <i>taek</i> ).	



Prompt 8: Caring for planet Earth

Exemplar 2: Caged chickens

Caged chickens are a problem  
Caged chickens are a problem to the environment because they are very smelly as to where they and what they live in ~~there~~

These cages will properly and hardly ever be cleaned or drained out because these chickens are supposed to be used for laying eggs & not acting like pets getting their cages cleaned nearly every week.

The chickens are very cramped where they live because these cages are only as big as an A4 piece of paper and sometimes there are up to five chickens in one cage and the cages are stacked at least 6 cages high.

Most of the eggs will properly crack because they have nowhere to make a nest or anything to make a nest of.

The chickens that live in cages, eggs don't even last nice because all they properly eat is grain or barley <sup>where as</sup> the free range chickens get to eat all the bugs & worms and get all the nutrients out of them.

And about your health, free range chickens have less cholesterol & saturated fat so you'll have better health.

The only bad thing about free range chicken farms is that the paddocks turn to mud over winter and the chickens feet will properly get sore and they could even break their legs because of all the holes and then when the mud dries out all the holes stay there.

If we stop buying the caged chicken & their eggs the farmers will go out of business and shut down so no more torture for the caged chicken or pain.

As for the free range chickens in the winter they could have barns with STRAW not just concrete so they won't make a mess of the paddocks in the rain and there will be a maximum amount allowed so you would have to have 2-6 barns and the floor ~~rooms~~ of floors will have a THICK layer of straw.

And if the government could build them so so they could still have bacon and eggs for breakfast.

~~If I stop buying caged chicken~~

Do not Buy caged eggs or  
chickens <sup>to save our</sup>

Prompt 8: Caring for planet Earth

Exemplar 2: Caged chickens

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EQ0802
Ideas	R1–R6	R4	Ideas are relevant and show some complexity by extending beyond the writer's immediate world ( <i>And if the government could build them</i> ). There is also an implied idea that humans are responsible for the problem. Ideas have some elaborating details (e.g., some advice is given about what people could do to stop the problem).	
Structure and language	R1–R6	R3	The overall effect is to persuade rather than to explain. There is a brief introduction to the topic in which the problem and reasons for it are identified, and a concluding sentence that draws the writing to a close. Linking words, including conjunctions, are used to show connections between ideas ( <i>because, where as, As for the</i> ). There is some use of the passive voice ( <i>the cages are stacked</i> ), and one instance of nominalisation ( <i>chickens that live in cages/caged chickens</i> ). The tone is sometimes familiar/subjective rather than objective and reasoned ( <i>dont even tast nice; And about your health; Do nat Buy caged eggs or chickens</i> ; use of capitals for emphasis in <i>STRAW and THICK</i> ).	
Organisation	R1–R7	R5	Paragraphs are used. Ideas are grouped logically and ideas within paragraphs flow. Paragraphs are isolated rather than linked from one to the next.	
Vocabulary	R1–R6	R5	Technical and academic vocabulary is used to add information ( <i>Caged, A4 piece of paper, grain or barley, nutience, cholestrol, satcharated</i> ). Descriptive phrases add precision ( <i>at least six cages high; a maximum amount allowed</i> ).	
Sentence structure	R1–R6	R4	Low R4. Correct sentences show variety in structure and length. Attempts at sophisticated structures are not entirely successful (e.g., <i>The chickens that live in cages, eggs don't even tast nice; the chickens are supposed to be used for laying eggs &amp; not acting like pets</i> ). Pronoun referencing within sentences is sometimes incorrect ( <i>Most of the eggs ... they ...</i> ).	
Punctuation	R1–R7	R4	Most sentences start with a capital and end with a full stop. One correct use of a comma for phrasing ( <i>As for the free range chickens, in the winter...</i> ). Two correct contractions.	
Spelling	R1–R6	R4	Spells a wide range of high-frequency words correctly. Some difficult words are spelt correctly ( <i>torture, maximum</i> ). Attempts at difficult words show knowledge of morphemes (e.g, the suffixes 'ment' and 'ly' in <i>enviroment</i> and <i>properly</i> ).	

Prompt 8: Caring for planet Earth

Exemplar 3: Plastic bags

### plastic bags

Pollution is a growing problem in our world today. Fossil fuels and rubbish are destroying our air and killing our wildlife. Plastic bags are one of the many causes of pollution on our planet. Plastic bags are used throughout the world in almost every shop, and they take years to break down and decompose into the earth. ~~so~~ During the time ~~a~~ a plastic bag spends on earth it can cause many problems. These problems such as clogging of drains, killing of wildlife and large amounts of land used to hold the waste plastic until it decomposes. People are now becoming more aware of the ~~high~~ large amounts of plastic bags ~~being~~ that are covering our earth. ~~is~~ To help prevent ~~the~~ further pollution ~~the~~ people now recycle their ~~waste plastic~~ ~~unnecessary~~ plastic bags so they may be used again ~~to~~ which decreases the amount of plastic bags that have been ~~are~~ being ~~of~~ produced. This can be effective to some extent as not everybody in the world feels the same way about the

thought of pollution so not everybody feels the need to recycle. ~~Recycling also~~ ~~Because recycling uses less work~~ uses the same plastic over again this gives the people who work to make the plastic less work so they get less money and <sup>may</sup> find it hard to support themselves or their families. I feel a better solution would be to stop making plastic bags and put the people who work ~~to~~ to make plastic in a job making paper bags. :)

Prompt 8: Caring for planet Earth

Exemplar 3: Plastic bags

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO0803
Ideas	R1–R6	R6	Ideas are complex and explore issues outside the writer’s immediate world (the relationship between environmental, economic and social systems). There is evidence of reflection ( <i>I feel a better solution ...</i> ). Elaboration is provided through examples and evidence to support points. Main idea is focused.	
Structure and language	R1–R6	R5	Effective introduction, which defines key terms. Conclusion is under-developed. Text meets the purpose of the prompt. Language features are appropriate: present tense, some use of passive voice ( <i>plastic bags are used</i> ), and conjunctions to express logical relationships ( <i>so, because</i> ). A reasoned tone is maintained. However, use of a smiley face symbol to end the text is inappropriate.	
Organisation	R1–R7	R4	Ideas are grouped and use of linking words across text allows text to flow logically. No attempt to use paragraphs; however, the reader has a sense of where these begin and end.	
Vocabulary	R1–R6	R5	Uses subject-specific words and some academic words ( <i>decreases, produced</i> ) appropriately to achieve the prompt purpose. Some words are used incorrectly ( <i>unneeded; over again</i> ).	
Sentence structure	R1–R6	R5	Sentences are mostly controlled and show variation in structure. One sentence is incomplete (missing verb in sentence beginning <i>These problems such as ...</i> ).	
Punctuation	R1–R7	R4	Sentence punctuation is mostly correct. Correct use of a comma in a list. Does not have the experimentation with complex punctuation that is required for category R5.	
Spelling	R1–R6	R6	No errors. Spells a range of difficult words correctly ( <i>pollution, effective, decompose</i> ).	

Prompt 8: Caring for planet Earth

Exemplar 4: When you use power

When you use power, what are you thinking about? Do you think that you are possibly adding to the ever-growing problem of Global Warming? Because by not switching off electrical appliances, you are helping Global Warming become a bigger and bigger and bigger problem.

Global Warming is a big problem, especially in places like the Arctic. Once the Arctic used to be a beautiful place with its never ending ice and glistening snow. Now because of Global Warming, it is all different. Animals are dying out, because of ice melting, cracking and sinking into the cold, dark water. Animals can't walk on the ice anymore, to reach their food and are not evolved enough to swim such long distances, therefore starving to death, or drowning. Glaciers come crashing down, not able to stand the heat, destroying animals homes and causing water levels to rise. ~~But~~ Scientists are predicting countries may flood if the rise of water levels continues.

Global Warming is caused by Greenhouse Gases. Greenhouse Gases are harmful fumes that heat up the Earth and are usually from man-made objects such as cars and planes. By driving a car you are releasing Greenhouse Gases into the Earth, therefore adding to the problem of Global Warming. By not switching off electrical appliances or anything that uses electricity, you are also adding to Global Warming.

~~But~~ Helping to reduce the effect of Global Warming is easy. People ride bikes to work and school rather than driving. By taking public transport, like a bus, rather than private transport e.g. a car you ~~man-releasing~~ are not releasing as much. Switching off anything electrical at the wall is so easy and incredibly effective. You are reducing the amount of Greenhouse gases left into the Earth and reducing Global Warming, as well as saving money! It is so simple and easy, yet it makes all the difference.

EO0804

Prompt 8: Caring for planet Earth

Exemplar 4: When you use power

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EOO804
Ideas	R1–R6	R6	Ideas are deliberately selected to engage and influence the reader and are focused and elaborated. Complex issues are raised (e.g., the effects of rises in sea level). Text has a sense of authority.	
Structure and language	R1–R6	R5	Effective introduction that attracts the reader’s attention and focuses on the main idea of the text. Text meets the purpose of the prompt. Language features are appropriate: present tense; words that provide links between ideas ( <i>therefore, because</i> ); active verbs ( <i>flood, rise, swim</i> ). Uses an emotive tone to emphasise the severity of the environmental problem.	
Organisation	R1–R7	R6	Paragraphs are developed with appropriate supporting information and have clear topic sentences. Changes to the order of ideas/paragraphs (i.e., swapping paragraphs two and three) would enhance the coherence of the text.	
Vocabulary	R1–R6	R6	Vocabulary is deliberately chosen to create precise images ( <i>glistening, crashing</i> ) and mood ( <i>cold, dark water</i> ). Some academic and technical vocabulary is also used, as appropriate for curriculum context and prompt purpose ( <i>predicting, reduce, greenhouse gases</i> ). Repetition of ‘walking’ in final paragraph is jarring.	
Sentence structure	R1–R6	R5	Sentence structures and lengths are varied and some are used for effect (e.g., questions to introduce text and engage the reader). Sentences show developing sophistication and control, although experimentation with structure is not wholly successful (e.g., the sentence beginning <i>Animals can’t walk on the ice ...</i> ).	
Punctuation	R1–R7	R6	Sentence punctuation is mostly correct (one missing capital letter). A range of other punctuation is also used correctly (commas for lists and phrases, question marks, an apostrophe for contraction, and hyphens). Use of apostrophes and commas is inconsistent. Capital letters are used incorrectly for Global Warming and Greenhouse Gases. On balance, category R6.	
Spelling	R1–R6	R6	Text contains one or two minor spelling errors ( <i>evolved, of, releasing</i> ). A range of difficult words is spelt correctly ( <i>glistening, appliances, predicting, incredibly</i> ).	





Special  
place

## **A special place in the community**

Think about the places that are special to your community. Choose one of these places. Write to explain to your reader why this place is special.

Find three specific exemplars attached.

Prompt 14: A special place in the community

Exemplar 1: Carvan parck

I think it's in portit  
a carvan park in portit  
because if there was a  
earfkrac and some one  
did have a house but they  
had a carvan They could  
just stay in it. The carvan  
make  
park was reley bzey.

E01401

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E01401
Ideas	R1–R6	R3	Text has one idea with some basic elaboration. The elaboration is provided through explanatory detail.	
Structure and language	R1–R6	R2	The opening statement provides a brief orientation to the topic. Uses a conjunction ( <i>because</i> ) appropriate to purpose (to explain).	
Organisation	R1–R7	R2	High R2. Text has coherence. Ideas in the first sentence are sequenced logically.	
Vocabulary	R1–R6	R2	A small range of everyday words from personal vocabulary, with a few topic-related words ( <i>earfkrac</i> [earthquake], <i>carvan</i> [caravan]).	
Sentence structure	R1–R6	R2	Text is brief but contains a correct complex sentence and a correct simple sentence.	
Punctuation	R1–R7	R2	Some correct use of sentence punctuation in a short text. Some experimentation with contractions ( <i>it's</i> , <i>didn't</i> ).	
Spelling	R1–R6	R2	A number of personal and high-frequency words are spelt correctly. Attempts at more difficult words use phoneme–grapheme relationships ( <i>bzey</i> , <i>earfkrac</i> ).	

Prompt 14: A special place in the community

Exemplar 2: A library

A place that I think is important to the community is a library because if ~~for~~ there was no libraries, kids wouldn't be able to go there after school.

What kids do at library is not to go play with their friends or what ever you think, its way more than that. Kids go there for many reasons like, go to read, get out books, research and do experiments and do home work on the computers.

It is good that libraries are open all week except Sunday but thats all right because Sunday can be a rest day for reading if you want. Its also good to have a library so perints can incorge their kids to go there so they dont have to read the books on their book shelf all over and over again.

That is why I think libraries are important for the community.

EO1402

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1402
Ideas	R1–R6	R4	The text has several ideas with some elaboration. Ideas are beginning to show complexity through relation to the wider world (parents encouraging their children to go to the library).	
Structure and language	R1–R6	R4	Text has a brief introduction and conclusion. The body shows some development, with supporting details and examples. Language features are appropriate to the purpose (to explain): use of present tense, active verbs ( <i>read, research, incorge</i> ), and linking words showing cause and effect ( <i>because if...</i> ). The familiar tone is sometimes distracting ( <i>or whatever you think; way more than that; kids</i> ).	
Organisation	R1–R7	R5	Paragraphs show some focus and there is an attempt to use them appropriately for the prompt (new paragraph for each idea). One paragraph is not marked ( <i>Its also good to have a library so perints can...</i> ). Text is coherent.	
Vocabulary	R1–R6	R3	Text consists of mostly everyday words. A small number of precise, technical and academic words are used to provide detail ( <i>research, experiments, incorge</i> [encourage]).	
Sentence structure	R1–R6	R4	Low R4. Correct sentences are extended and begin to show variety in structure. Other sentences have errors such as subject–verb agreement ( <i>because if their was no librarys</i> ) and missing or repeated words.	
Punctuation	R1–R7	R5	Sentence punctuation is correct (one run-on sentence '... <i>What kids do ... its way more than that ...</i> '). Uses commas for lists and also uses a comma correctly for phrasing. Misses the apostrophe to show contraction in <i>its</i> . Apparent random capitals (e.g., <i>Week, Community</i> ) may be due to handwriting style. On balance, low R5.	
Spelling	R1–R6	R4	Most high-frequency words are correct. Achieves close approximations of more difficult words. Some error is due to over-generalisation (e.g., of the ending -ent in <i>important, wouldent</i> ).	

Prompt 14: A special place in the community

Exemplar 3: Waitangirua Mall

P1 Waitangirua mall is a special place for my community. Its surrounded by shops, skatepark, courts, playground and a local bar. Its very popular around the area i live in especially to the kids. Its the only place in our community where we ~~have a good time~~ can have a good time, yet feel safe. A lot of the adults in my community go to Hill 16, which is the bar up at the mall. Its I think that thats brilliant, to go up the road and yet still have a good time knowing that you're not far from home (which prevents unsafe driving).

P2 In my community its surrounded by a lot of ~~people~~ <sup>young</sup> kids, and i think that the mall is a distraction to them for doing the things they do, so i ~~think~~ <sup>reckon</sup> if we did not have the Waitangirua mall, they'd get bored & possibly do things that are regretfull

EO1403

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1403
Ideas	R1–R6	R4	Ideas are relevant and begin to show some complexity, through reference to the wider world and general principles (e.g., prevention of unsafe driving).	
Structure and language	R1–R6	R4	Introduction and body are developed. Includes appropriate language features: present tense, conjunctions expressing causal relationships (If we did not have the Waitangirua Mall...). The tone is reasoned, although rather informal (e.g., reckon/kids).	
Organisation	R1–R7	R4	High R4. Intended paragraphs are difficult to distinguish, due to layout (new paragraphs not indented). Text is coherent.	
Vocabulary	R1–R6	R4	A variety of precise, academic words appropriate to the topic (surrounded, distraction), with everyday words and phrases (kids, brilliant, have a good time). Some error in word form, caused by over-generalisation (regretfull).	
Sentence structure	R1–R6	R4	Most sentences are correct. Sentence structures are varied but not consistently controlled. Errors include noun–pronoun referencing (e.g., In my community it's surrounded – unclear what it's refers to) and incorrect prepositions (e.g., a distraction to [for] them).	
Punctuation	R1–R7	R5	Sentence punctuation is correct. Other correct punctuation includes commas (for clauses, lists and phrasing) and parentheses. Inconsistencies and errors in contractions (its, your'e, thats).	
Spelling	R1–R6	R5	High R5. High-frequency words are spelt correctly. Some difficult words are spelt correctly (distraction, especially, surrounded). Text does not have the range of difficult words needed for a category R6.	