



Transactional Writing: Argument

LEVEL 1i 1ii 1iii 2 3 4 5

Goldilocks

THE LEARNING CONTEXT

The teacher told the story of Goldilocks and the three bears to her students, who then dramatised the story using mime, narration, and role play. They were encouraged to voice their thoughts.

They were then asked to think, pair, and share their responses to the question, "Should Goldilocks have gone into the bears' house?". They were to justify their opinion by responding, "Yes, because " or "No, because ". Their responses were listed, with the teacher asking further questions and encouraging them to elaborate on their ideas.

They then drafted their responses, and the reasons for them. While the students were writing the teacher roved around and conferenced with individuals.

Teacher-student conversations

With Cassandra the teacher discussed replacing "of went" with "have gone".

Teacher: I see you've finished your piece. Do you need to say anything else?

Cassandra: No.

Teacher: Well, read it again just to make sure your readers will know what you think.

After this conversation the teacher noted Cassandra beginning to revise. She added the words, "not her house" and the final sentence, "It wasn't her house to wreck."

Teacher: I like your strong ending – that makes it really clear.

INTEGRATING READING AND WRITING

Reading programmes provide opportunities for students to experience a range of texts through a variety of approaches. Written texts also provide correct models of writing. Interaction during guided and shared reading can be planned to meet the needs of students by focusing on aspects pertinent to them, such as the use of capital letters and full stops for sentences.

Cassandra would benefit from exploring simple sentence constructions and punctuation in close reading sessions.

WHERE TO NEXT?

To move Cassandra towards the next learning step, the teacher might help her to focus on:

Ideas

- exploring ways to include more supporting evidence.

Sentences

- writing a simple sentence correctly.

Punctuation

- using full stops and capital letters consistently.

Editing skills

- revising to make meaning clear, and proofreading for spelling.

These skills could be explored in modelled and shared writing sessions. The teacher could give specific feedback when conferencing, and Cassandra could set and attain relevant goals.

CURRICULUM LINKS

English in the New Zealand Curriculum

Level 1: Writing Functions

Transactional Writing: Students should write instructions and recount events in authentic contexts.

Levels 1 and 2 Writing Processes

Exploring Language: Students should explore choices made by writers, and identify and use the common conventions of writing and organisation of text which affect understanding.

Thinking Critically: Students should identify and express meanings in written texts, drawing on personal background, knowledge, and experience.

English in the New Zealand Curriculum, pages 35-36

REFERENCE

Ministry of Education. (1994). *English in the New Zealand Curriculum*. Wellington: Learning Media.



Transactional Writing: Argument

LEVEL 1i 1ii 1iii 2 3 4 5

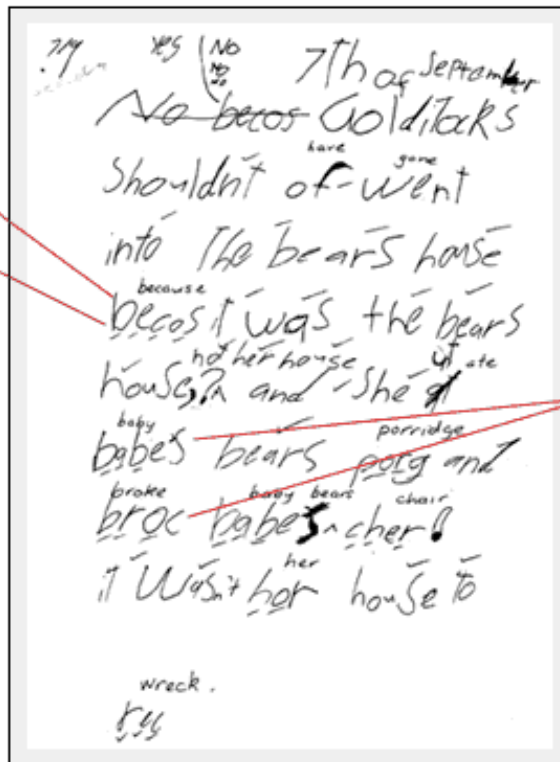
Goldilocks

WHAT THE WORK SHOWS: Greer is able to make and substantiate a personal statement and opinion as a response to a story. She can relate her situation to a fictional context.

Student's second draft

Deeper features

- Ideas**
Suggests some reasoning in ideas.
- Sentences**
Attempts compound sentences.
- Vocabulary**
Attempts to use some content words and high-frequency words.



Surface features

- Grammar**
Pays careful attention to word order.
- Punctuation**
Understands the use of capital letters but needs support.
- Spelling**
Spells many high-frequency words correctly.
- Identifies dominant sounds in words, and records some of these accurately.
- Layout**
Leaves spaces between words.
- Shows a strong sense of directionality.

Goldilocks Shouldnt of went into the bears house becos it was the bears house, not her house and She ut babe's bears porg and broc babe's cher! it wasn't hor house to rec

[Goldilocks shouldn't (have gone) into the bears' house because it was the bears' house, not her house. She ate baby bear's porridge and broke baby bear's chair. It wasn't her house to wreck.]



Transactional Writing: Argument

LEVEL 1i 1ii 1iii 2 3 4 5

Goldilocks

Student's second draft

^{7/19}
^{accident} ^{YES} ^{NO} ^{NO} 7th of September
~~No~~ ^{becos} Goldilocks
^{have} ^{gone}
 Shouldnt of-went
 into The bears house
^{because}
 becos it was the bears
^{not her house} house, and she ^{it ate}
^{baby} babes bears ^{porridge} porrg and
^{broke} broc ^{baby bears} babes ^{chair} cher
 it Wasnt ^{her} her house to

 wreck.
 8/16