RITA: WRITTEN DESCRIPTION

Task: Write a description about this picture.

Write 3 paragraphs
(1) Write an introduction
(2) Describe what is happening in the picture
(3) Finish the description

Write 50 -100 words

My name is Rita. I wrote a story about my friends what we doing on Saturday.

Every Saturday I have good time with my friends. We going in the park and we enjoy in the park there are trees and road. It is a sunny day.

Mia and Jo are swimming. Tom is riding on bicycle. Kicha is fishing next to the trees. Next to the he we are playing. Alesandra is sleeping next to the trees on grass. Mark and Selviya are climbing on the trees.

We all have a fun day. We enjoy in park and we all enjoy talking and joking.
### Evidence for Scaling

**RITA: WRITTEN DESCRIPTION**

<table>
<thead>
<tr>
<th>Language</th>
<th>Key features and examples</th>
<th>Examples of evidence demonstrated by student</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genre:</strong> Language for achieving different purposes</td>
<td><strong>level of scaffolding</strong></td>
<td>• independently written in response to written instructions provided on task sheet with accompanying visual stimulus, following range of activities to develop vocabulary related to the task</td>
<td>3</td>
</tr>
</tbody>
</table>
| schematic structure | organisates the text:  
  • rhetorical questions: *What are the best strategies?*  
  • conjunctions: *First, Next, Finally, In addition*  
  • noun group in place of conjunctions: *Another reason, One of the main arguments, The principle cause of the increase*  
  • phrases and dependent clauses of cause: *As a result of the rain, Struggling to survive, Despite his poor health*  
  • phrases and dependent clauses of time, place, manner: *Born in 1898, When we had finished, With great care*  
  • non-finite clauses: *Selecting a topic*  
  • topic words: *Antarctica, Pollution*  
  • action verbs (in procedures): *Slice, Boil*  
  • existential subject to introduce new information: *There*  
  • interpersonal elements: *Personally, Obviously, In fact, It is apparent*  
  • layout: subheadings, diagrams, pictures | • orientation, description of actions, evaluation | |
| builds cohesion: | • reference items: *my, it, they, him, the, this, these, all of the above, such examples* | • time, place, manner: *Evere Sudrda (Every Saturday)* | |
|   | • vocabulary patterns  
  - synonyms / antonyms  
  - words that go together: *lodge complaint*  
  - word sets: *gene, inherit, hereditary, dominant, recessive*  
  - classification: *teeth - canines, molars, premolars, incisors*  
  - composition (whole-part): *tooth - enamel, dentine, pulp, nerve*  
  • conjunctions to join sentences: *Next, So, Therefore, Hence, Conversely* | • topic words: *Mia and Joe* | |
| joins clauses to expand information: | • linking conjunctions: *and, or, so, and then* | • interpersonal: *My nem (name)* | |
|   | • binding conjunctions: *because, if, since, when, so / so that, whenever, though* | • reference items: *My, a, we, I, the, it, he (him), we, all (all)* | |
|   | • relative clauses: *The Suez Canal, which was completed in 1869, …* | • vocabulary patterns  
  - synonyms/antonyms: *Have gud tom (a good time)enjoy*  
  - composition: *park - trees, wadre (water), grass* | |
|   | • non-finite clauses: *The team, having seen the results, felt… Having seen the results, the team…, To improve the final product…* | • projections: *Scientists claim that exercise prolongs life.* | |
Language Key features and examples | Examples of evidence demonstrated by student | Scale
--- | --- | ---
**Field: Language for expressing ideas and experiences**

- **noun groups:**
  - numbers, describers, classifiers, qualifiers: television, a book, the pencil, all day, the children in the water, the children living in the city, The medical discovery that has had the most impact

- **comparatives:**
  - funnier, slower, more beautiful, best

- **nominalisations:**
  - likelihood, growth, development, beauty, risk, government, capability, potential

- **verbs:**
  - action: subtract, peered, scanned, demolish
  - mental (sensing): knew, believe, understood, enjoyed, hated
  - saying: said, laughed, shouted, stated, asserted
  - relational: are, became, has, consists of, represents, means
  - verbal groups: wanted to improve, tried estimating
  - phrasal verbs: fell in with the wrong crowd, look it up, put up with, put off, put out

- **causal relations:**
  - verbs: led to, brought on
  - nouns: the result of the floods, the cause of the injury
  - phrases: because of the heat, in spite of the rain
  - dependent clauses: because the weather was bad, owing to the cyclone threat, if the cyclone hits, in order to end the suffering

- **circumstances and clauses:**
  - when: in 1614, when he arrived
  - where: at the sign, standing on stage
  - how: carefully, with great care, like a leopard
  - with whom / what: with his friend, with their belongings

- **metaphors:**
  - get it off your chest

- **technical vocabulary:**
  - digest, high sugar levels, niacin

- **quoting and referencing:**
  - direct speech: The police officer said, “There were no injuries.”
  - reported speech: The manager of the team said that they were...
  - referencing: Scientists believe that…, According to the weather bureau…, Studies have shown…

- **My nem (name), a story, My frends (friends),
  Evere Sudrda (Every Saturday), gud tam (a good time),
  the park, (a) trees and wadre (water), a suny
dey (sunny day), a bacecyl (bicycle), the trees, a
fun day, grass

- action: wrat (wrote), daeng (doing), goin (going),
  are swimming, is riding, is fishing, are playing, are
climing (climbing), is sleeping
  - saying: toking (talking), joking
  - relational: have, a (are), is
  - verbal groups: enjoy toking (talking) and Joking

- when: on Sudrda (on Saturday), Evere Sudrda
  (Every Saturday)
  - where: in the park, nexst (next) to the trees, on
  (the) grass, on bacecyl (a bicycle), on (in) the trees
  - with whom / what: wet My, frends (with my friends)
### Evidence for Scaling

#### RITA: WRITTEN DESCRIPTION

<table>
<thead>
<tr>
<th>Language</th>
<th>Key features and examples</th>
<th>Examples of evidence demonstrated by student</th>
<th>Scale</th>
</tr>
</thead>
</table>
| Tenor: Language for interacting with others | speech functions:  
- statements, questions, offers, commands | series of simple statements expressed with some accuracy | 2 / 3 |
|  | subjectivity / objectivity:  
- subjective: *In my opinion*  
- objective: *The response of the prime minister* | frequency: *Evere SuBdRa* (Every Saturday) | |
|  | modality:  
- certainty: *possibly, it suggests, tend to, might be able to, I am sure, will*  
- obligation: *necessarily, must, demand, they forced*  
- frequency: *tendency, typical, always*  
- inclination: *like, willing, preference* | feelings, attitudes: *we all have fun, we enjoy in park, we all enjoy toking (talking) and joking, have gud tam (have a good time), a fun day* | |
|  | interpersonal meaning:  
- feelings, attitudes: *It’s beautiful, very, rude, just, only, luckily, unfortunately, importance, outstanding*  
- idioms, colloquialisms, euphemisms, humour  
- culturally specific references: *dressed in black*  
- names to refer to people | names: *Mia, Jo, Kicha, AlesAndra, Mark, Selviya* | |
|  | appropriateness of tenor | text shifts in tenor from personal to objective description and back to personal, reflecting the three distinct stages in the student’s text recount, description, recount | |
## Evidence for Scaling

### RITA: WRITTEN DESCRIPTION

<table>
<thead>
<tr>
<th>Language Mode: Language for creating spoken and written texts</th>
<th>Key features and examples</th>
<th>Examples of evidence demonstrated by student</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>tenses:</strong></td>
<td>• primary: past, present, future</td>
<td>• primary - present: is, have, enjoy, is riding, is fishing, are playing, is sleeping, are climbing</td>
<td>3</td>
</tr>
<tr>
<td><strong>passive voice:</strong></td>
<td>• secondary: other tenses eg was sleeping, wanted to go, haven’t played, was going to have to play</td>
<td>• past: wrote - continuous form used instead of simple present: doing (doing) goin (going)</td>
<td></td>
</tr>
<tr>
<td><strong>foregrounding:</strong></td>
<td>• active: The heavy rainfall led to some minor flooding.</td>
<td>• time, place, manner: Every Sudrda (Every Saturday)</td>
<td></td>
</tr>
<tr>
<td><strong>coherence:</strong></td>
<td>• passive: Minor flooding was caused by the heavy rain.</td>
<td>• human: I, We (my friends and I), Mia and Jo, Tom, Kicha, AlesAndra, Mark and Selviya</td>
<td></td>
</tr>
<tr>
<td><strong>print conventions:</strong></td>
<td>• referencing: According to the statistics, As shown in the data</td>
<td>• existential: It (This Saturday)</td>
<td></td>
</tr>
<tr>
<td><strong>appropriate foregrounding</strong></td>
<td>• abstract elements: The destruction of the habitat</td>
<td>• interpersonal: My nem (name)</td>
<td></td>
</tr>
<tr>
<td><strong>handwriting:</strong></td>
<td>• conjunctions including those in second place: Success, on the other hand, ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>foregrounding of human elements appropriate for a simple description</strong></td>
<td>• phrases and dependent clauses of cause</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>coherence:</strong></td>
<td>• human elements: specific We, general People</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>print conventions:</strong></td>
<td>• action verbs: Draw</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>handwriting:</strong></td>
<td>• existential subject to introduce new information</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>foregrounding of human elements appropriate for a simple description</strong></td>
<td>• interpersonal elements</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>coherence:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>handwriting:</strong></td>
<td>• paragraphs linked through consistency of field, text loses coherence through lack of explicit time relationship between the general first paragraph and the specific second paragraph</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>print conventions:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>handwriting:</strong></td>
<td>• time, place, manner:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>multimedia / multimodal:</strong></td>
<td>• spelling: link to pronunciation and visual patterns, spelling common and uncommon words, using prefixes and suffixes</td>
<td>• spelling: common words, spelt correctly, errors linked to pronunciation wodre, nexst, frends</td>
<td></td>
</tr>
<tr>
<td><strong>print conventions:</strong></td>
<td>• punctuation: capitals, fullstops, question marks, commas, speech marks, apostrophes, semicolons, dashes, links to intonation</td>
<td>• punctuation: some full stops, capital letters for names and at the beginning of sentences but also capital letter in wrong place eg: abat My frends, AlesAndra</td>
<td></td>
</tr>
<tr>
<td><strong>multimedia / multimodal:</strong></td>
<td>• abbreviations: cm, 2nd, eg</td>
<td>• second paragraph closely linked to the visual stimulus</td>
<td></td>
</tr>
<tr>
<td><strong>print conventions:</strong></td>
<td>• links between gestures, visual images, sound, light, layout, tables, spoken text and print text</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>