Big bad wolf is good

Wolf was sad because no one wanted to ride in him. When Wolf saw the baby kangaroo, Wolf brought the baby Kangaroo to the kangaroo house. Kangaroo is be happy because Wolf rescued kangaroo.

Solution

Everyone can ride in the jeep.

Conclusion

Everyone lived happily ever after.
### ESL Scope and Scales Moderated Evidence: Middle Years Band

#### Evidence for Scaling

**DJENE: WRITTEN NARRATIVE**

<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>level of scaffolding</td>
<td>• written following extensive explicit teaching of narrative writing and relevant language features including modeling, and activities to practice structure and language, students had written a plan which teacher had responded to before writing their narrative</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>schematic structure</td>
<td>• title, complication, resolution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>organises the text:</td>
<td>• topic words: Wolf, Everyone</td>
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<tr>
<td></td>
<td>• rhetorical questions: And what is the main factor in global warming?</td>
<td>• layout: subheadings</td>
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<tr>
<td></td>
<td>• conjunctions: First, Next, Finally, In addition</td>
<td></td>
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<tr>
<td></td>
<td>• noun groups in place of conjunctions: Another reason, One of the main arguments, The principle cause of the increase</td>
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<tr>
<td></td>
<td>• phrases and dependent clauses of cause: As a result of the rain, Struggling to survive, Despite his poor health</td>
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<tr>
<td></td>
<td>• phrases and dependent clauses of time, place, manner: Born in 1898, When we had finished, With great care</td>
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<tr>
<td></td>
<td>• topic words: Antartica, Pollution</td>
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<td></td>
<td>• action verbs (in procedures): Slice, Boil</td>
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<tr>
<td></td>
<td>• existential subject to introduce new information</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• layout: subheadings, diagrams, pictures</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>builds cohesion:</td>
<td>• reference: no one (no-one), him (his), the, every one (everyone)</td>
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</tr>
<tr>
<td></td>
<td>• reference items: my, it, they, him, the, this, these, all of the above</td>
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<tr>
<td></td>
<td>• vocabulary patterns</td>
<td>binding: because</td>
<td></td>
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<tr>
<td></td>
<td>- synonyms / antonyms</td>
<td></td>
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<tr>
<td></td>
<td>- words that go together: make complaint</td>
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<tr>
<td></td>
<td>- classification: teeth - canines, molars, premolars, incisors</td>
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<tr>
<td></td>
<td>- composition (whole-part): tooth - enamel, dentine, pulp, nerve</td>
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<tr>
<td></td>
<td>• conjunctions to join sentences: Next, So, However, Therefore, Hence</td>
<td></td>
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<tr>
<td></td>
<td>joins clauses to expand information:</td>
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<tr>
<td></td>
<td>• linking conjunctions: and, or, so, and then</td>
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</tr>
<tr>
<td></td>
<td>• binding conjunctions: because, if, since, when, so / so that, whenever, though</td>
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<tr>
<td></td>
<td>• relative clauses: The Suez Canal, which was completed in 1869,….</td>
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<tr>
<td></td>
<td>• non-finite clauses: The team, having seen the results, felt…. Having seen the results, the team…. To improve the final product, ...</td>
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<td></td>
<td>• projections: Scientists believe that exercise prevents disease.</td>
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| 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 | wolf, him (his) jeep, the jeep, the baby kangaroo, the kangaroo house, kangaroo | 3 |
| | nominalisations:  
- likelihood, growth, development, beauty, risk, government, capability | solution, conclusion (conclusion) | |
| | 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 | action: ride, saw, bring, lived  
relational: was be (was)  
verbal group: whont (wants) to ride | |
| | 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, in order to end the suffering | dependent clauses: because no one whont (wants) to ride in him (his) jeep, because wolf bring the baby kangaroo | |
| | circumstances and clauses:  
- when: in 1614, when he arrived  
- where: at the sign, standing on stage  
- how: carefully, with a fine brush, like a leopard  
- with whom / what: with his friend, with their belongings | when: ever after (after)  
where: in him (his) jeep, to the kangaroo house, in the jeep  
how: happily | |
| | metaphors:  
- get it off your chest | | |
| | technical vocabulary:  
- digest, high sugar levels, niacin | | |
| | direct and reported speech:  
- direct: The police officer said, “There were no injuries.”  
- reported: The manager of the team said that they were… | | |
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| **Tenor:** Language for interacting with others | **speech functions:**  
- statements, questions, offers, commands | statements expressed in mostly simple and two complex sentences with limited accuracy | 3 / 4 |
| | **subjectivity / objectivity:**  
- subjective: *In my opinion*  
- objective: *The response of the army* | inclination: *whont (wants) to* | |
| | **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 | *bad, good, sad, no one (no-one) happy (happy), happily ever after (after)* | |
| | **interpersonal meaning:**  
- feelings, attitudes: It’s beautiful, very, rude, just, only, luckily, unfortunately, important, amazing  
- idioms, colloquialisms, humour  
- culturally specific references: dressed in black  
- names to refer to people | language choices reveal in a simple way some feelings and motivations of characters, in an attempt to create reader empathy | |
| | **appropriateness of tenor** | | |
## ESL Scope and Scales Moderated Evidence: Middle Years Band

### Evidence for Scaling

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| Mode: Language for creating spoken and written texts | **tenses:**  
  - primary: *past, present, future*  
  - secondary: other tenses eg *was sleeping, wanted to go, haven't played, was going to have to play*  
  
  **passive voice:**  
  - active: *The heavy rainfall led to some minor flooding.*  
  - passive: *Minor flooding was caused by the heavy rain.*  
  
  **foregrounding:**  
  - abstract elements: *The destruction of the habitat*  
  - phrases and dependent clauses of cause  
  - phrases and dependent clauses of time, place, manner including consecutive phrases of time, place: *In Canberra in 1975*  
  - non-human elements: *The lathe, Koalas*  
  - human elements: specific *We, general People*  
  - action verbs: *Draw*  
  - existential subject to introduce new information  
  - interpersonal elements: *In my opinion, Clearly*  
  
  **appropriateness of foregrounding**  
  
  **coherence:**  
  - introduction, topic sentences and conclusion, and the links between them  
  
  **print conventions:**  
  - handwriting: *letter formation, spacing, direction*  
  - spelling: *link to pronunciation and visual patterns, spelling common and uncommon words, using prefixes and suffixes*  
  - punctuation: *capitals, fullstops, question marks, commas, speech marks, apostrophes, semicolons, dashes, links to intonation*  
  - abbreviations: *cm, 2nd, eg*  
  
  **multimedia / multimodal:**  
  - links between gestures, visual images, physical objects, sound, light, layout, tables, spoken and written text | primary  
  - past: saw, lived  
  - present instead of past: *whont (wants), bring, rides*  
  - inaccurate past: *was be (was), is be (was)*  
  
  secondary  
  - inaccurate: *whas be ride (was riding)*  
  
  non-human: *Wolf, Kangaroo, Everyone*  
  
  foregrounding of characters appropriate for a very early narrative  
  
  title and opening sentence which provides complication predicts narrative text, this and the foregrounding of the characters provides a simple coherence  
  
  handwriting: legible with reasonable letter formation, tight line spacing causes some difficulties for reader  
  
  spelling: accurate spelling of common words, errors based on sound and visual patterns: *whont (want), whas (was), happi (happy)*  
  
  punctuation: capitals for headings and sentence beginnings, fullstops used appropriately | 3 |