

# Purpose: Instruct

This section describes the *key characteristics* of the “instruct or lay out a procedure” purpose.

## Using the Scoring Rubric

The progress indicators in the scoring rubric have been developed to help teachers understand and evaluate their students’ progress and achievement in writing. Teachers are asked to make a “best-fit” judgement as to the level at which their student’s writing most predominantly sits for each of the seven content areas: *Audience Awareness and Purpose, Content/Ideas, Structure/Organisation, Language Resources, Grammar, Spelling, and Punctuation.*

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## Deep Features

### ***Audience Awareness and Purpose:***

This purpose usually involves describing how something may be accomplished through a sequence of actions or steps to tell someone how something is done. There are several common types of text associated with this function, namely recipes, appliance manuals, assembly instructions, games’ rules, etc.

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### ***Content/Ideas:***

Texts intended to instruct or to outline a procedure contain information statements, often imperative or command and declarative or stating, which tell another person how something may be achieved. Elements of this purpose include a goal statement or often a title that provides information for the reader about the nature of the procedure to be outlined. It identifies the product to be made or the process to be carried out. There is information about materials, though this is not required for all procedural texts, which tells the reader what resources may be required to complete the procedure. This is usually ordered. Then the description of the sequence of steps required in order for the reader to achieve the goal is laid out. Advice or background information may be included at any time as a means of clarifying the procedure.

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### ***Structure/Organisation:***

The text is generally organised around a process from beginning to end. The focus is on actions and human action or agency. Content is structured according to the prescribed sequence of events required to complete the task. A time sequence is employed to tell reader the order of the steps. Text organisers such as titles, headings, or subheadings may be used to orient or organise reading.

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### ***Language Resources:***

Precise, descriptive language is employed to clarify aspects of the procedure (e.g., action verbs, adverbials, and adjectivals add detail and clarity about what is needed and what is to be done). Pronoun use or omission refers to reader in a generalised way (e.g., “First you break the egg” or “Break the egg”). Many action verbs are employed to describe processes to be done by the reader (e.g., whisk, cut, deal, transfer, twist). Precise verb choices reflect the desire to clarify meanings for the reader (e.g., trim rather than cut). The verbs used are commonly in simple present tense. The mood choice is often imperative (i.e., command-like statements tell the reader what to do). However, declarative or stating statements may be used to contextualise the action or give advice to the reader. Time and sequence relationships when instructing or laying out a procedure are generally indicated by the use of time conjunctions (e.g., first, then, next, after, while you are waiting) or numbering. Some cause-and-effect conjunctions may be present (if this, then that).

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## Surface Features

### ***Grammar:***

This dimension of text refers to accepted patterns in language use rather than with grammatical choices made by writers to achieve particular purposes. Here we refer to aspects of grammar such as subject-verb agreement, the use of complete verbs/verb groups, and the appropriate and consistent use of tense-choices for verbs. It is a student’s ability to control language patterns at this level of text that is judged here.

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### ***Spelling:***

Spelling is considered separately and is related to increasing skill and knowledge about high-frequency words (HFW), simple spelling patterns, complex spelling patterns, and the spelling of irregular or technical vocabulary. The judgement of spelling is made in the context of the student’s text but evidence to support the judgement needs to be considered carefully.

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### ***Punctuation:***

This dimension of text refers to the degree of control a writer shows over punctuation. This control ranges from showing an awareness of sentence punctuation to being able to use complex punctuation effectively. Again scorers are required to locate evidence to support their judgements about a student’s competence.

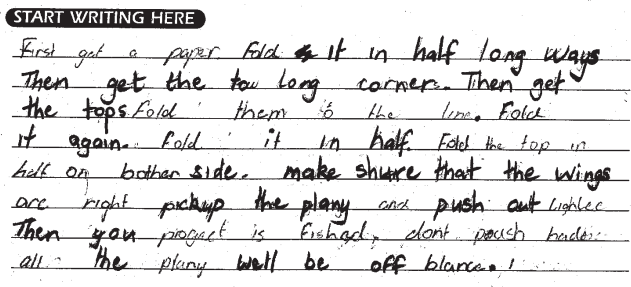
**Scoring Rubric, Purpose: INSTRUCT**

|                                       | <b>Level 1<br/>(Proficient)</b>  | <b>Level 2<br/>(Proficient)</b>   | <b>Level 3<br/>(Proficient)</b>  | <b>Level 4<br/>(Proficient)</b>   | <b>Level 5<br/>(Proficient)</b>   | <b>Level 6<br/>(Proficient)</b>   |
|---------------------------------------|--|---|--|---|---|---|
| <b>Audience Awareness and Purpose</b> | <p>Writer writes primarily for self.</p> <p>Attempts to instruct the audience about a simple procedure</p> <p>Assumes shared knowledge with the audience</p>   | <p>Writer <b>recognises</b> they are writing for an audience other than self.</p> <p><b>Instructs</b> the audience about a simple procedure.</p> <p>Assumes <b>shared</b> knowledge with the audience.</p>  | <p>Writer shows <b>some awareness</b> of purpose and audience through choice of content, language, and writing style.</p> <p>May rely on context and requires <b>some audience inference</b> to follow the instructions.</p>                           | <p>Writer <b>shows awareness</b> of purpose and audience through choice of content, language, and writing style.</p> <p>Requires little audience inference to follow <b>simple</b> instructions.</p>  | <p>Writer shows awareness of purpose and <b>targets</b> the audience through <b>deliberate</b> choice of content, language, and writing style.</p> <p>Requires little audience inference to follow <b>complex</b> instructions.</p>   | <p>Writer takes, experience, background, purpose, motivation, needs (including psychological and emotional) of audience into account through deliberate choice of content, language, and writing style.</p> <p>Shows <b>empathy</b> for intended audience's ability to follow the instructions to completion in the real world.</p> |
| <b>Content/Ideas</b>                  | <p>Writing includes one or more domain elements appropriate to purpose, from a personal perspective, e.g., headings, materials, actions.</p> <p>May include information unrelated to the task</p> <p>A simple task can usually be completed from the information provided.</p> | <p>Includes <b>some</b> domain elements appropriate to purpose, e.g., headings, materials, actions.</p> <p>May include <b>some</b> statements unrelated to the task.</p> <p><b>A task can usually</b> be completed from the information provided.</p> | <p><b>Includes most</b> domain elements for procedure, e.g., headings, materials, actions.</p> <p>Relates <b>most</b> content and detail to the task.</p> <p><b>A task can be</b> completed from the information <b>from</b> information provided.</p> | <p><b>Generally makes</b> comprehensive, precise use of domain elements, e.g., elaborated sub-steps, diagrams and/or illustrations.</p> <p>Relates <b>all</b> content and detail to the task.</p> <p><b>A complex task may</b> be completed because enough precise, accurate content is provided.</p> | <p>Makes <b>comprehensive, precise</b> use of domain elements for procedure.</p> <p><b>Uses detail</b> to provide rationale and accurate advice on method and/or procedure and to give support.</p> <p><b>A complex task can</b> be completed because enough precise, accurate content is provided.</p> | <p>Targets advice at foreseen difficulties. Provides a running commentary or rationale to give psychological and emotional support.</p> <p>Selects or excludes details <b>judiciously</b> for effect (not over-detailed).</p> <p>Includes conditional steps.</p>  |
| <b>Structure</b>                      | <p>Some semblance of organisation may be evident.</p> <p>May use a simple ordering device, e.g., numbers.</p>  | <p><b>Semblance</b> of organisation is evident e.g., sequenced content.</p> <p><b>May use</b> a simple ordering device, e.g., numbers.</p>  | <p>Organises and sequences content <b>adequately</b>.</p> <p><b>Uses</b> ordering devices.</p>   | <p><b>Organises</b> and sequences content.</p> <p>Uses ordering devices <b>appropriately</b> and may experiment with combinations of organisational methods.</p>  | <p>Uses a <b>clear, logical, coherent</b> structure.</p> <p><b>Uses</b> ordering devices with <b>deliberation</b> and may use combinations of organisational methods.</p> <p>Uses a <b>variety</b> of appropriate methods used to organise material effectively.</p>                                    |   |

|                                  | <b>Level 1<br/>(Proficient)</b>   | <b>Level 2<br/>(Proficient)</b>   | <b>Level 3<br/>(Proficient)</b>  | <b>Level 4<br/>(Proficient)</b>  | <b>Level 5<br/>(Proficient)</b>  | <b>Level 6<br/>(Proficient)</b>  |
|----------------------------------|---|---|--|--|--|--|
| <b>Structure<br/>(continued)</b> | Uses simple linking and/or sequence language to connect ideas, "first", "then".   | Uses <b>simple</b> linking and/or sequence language to connect ideas within and across sentences, e.g., "first", "next", "then", "when".  | <b>Uses</b> linking and/or sequence language to connect ideas within and across sentences.<br><br>Attempts sectioning or paragraphing where appropriate  | <b>Sustains</b> appropriate and varied linking and/or sequence language.<br><br><b>Uses</b> sectioning or paragraphing where appropriate.  | Sustains appropriate and varied linking and/or sequenced language <b>effectively</b> .<br><br>Uses paragraphs with main ideas and supporting details, where appropriate.   |  |
| <b>Language Resources</b>        | Uses some simple, command-like statements.<br><br>Uses some topic-specific language to instruct. Uses mainly high frequency words<br><br>Shows some understanding of pronoun use as appropriate<br><br>May record actions from a personal perspective<br><br>Uses mainly simple sentences, with some variation in beginnings. | Uses <b>command-like statements</b> with some elaboration.<br><br>Uses <b>some</b> topic-specific language.<br><br>Shows <b>some</b> understanding of pronoun use, as appropriate.<br><br>Uses <b>some</b> language appropriate to purpose and audience.<br><br><b>Uses</b> Simple and compound sentences, with some variation in beginnings. May attempt complex sentences appropriate to purpose. | Uses some features of procedural language, e.g., imperatives, passive voice, data.<br><br><b>Uses</b> topic-specific language.<br><br>Uses language appropriate to <b>describing</b> materials and actions, e.g., action verbs, adverbs, adjectives.<br><br>Largely <b>controls</b> pronoun use.<br><br>Uses language that is <b>generally</b> appropriate to purpose and audience.<br><br>Uses a <b>variety</b> of sentence structures, beginnings, and lengths appropriate to purpose. | Uses <b>most</b> features of procedural language.<br><br>Uses language appropriate to <b>clarifying</b> procedure e.g., action verbs, adverbs, adjectives.<br><br>Uses language <b>appropriate</b> to purpose and audience.<br><br>Uses a variety of sentence structures, beginnings, and lengths appropriate to purpose <b>for effect</b> . | Uses features of procedural language.<br><br>May <b>adjust</b> language to both instruct and advise.<br><br><b>Uses</b> language <b>concisely</b> .<br><br>Uses a variety of sentence structures, beginnings, and lengths appropriate to purpose for <b>effect and impact</b> . May use an imperative in conclusion. | Makes <b>controlled, consistent</b> use of appropriate register. Uses adjectives and/or positives richly to motivate and support completion of instructions. |

|                    | <b>Level 1<br/>(Proficient)</b>  | <b>Level 2<br/>(Proficient)</b>  | <b>Level 3<br/>(Proficient)</b>  | <b>Level 4<br/>(Proficient)</b>  | <b>Level 5<br/>(Proficient)</b>  | <b>Level 6<br/>(Proficient)</b>  |
|--------------------|--|--|--|--|--|--|
| <b>Grammar</b>     | Attempts to use basic grammatical conventions when writing simple and compound sentences, e.g., consistent tense | Uses most basic grammatical conventions correctly when writing simple and compound sentences e.g., consistent tense, subject-verb agreement, consistent pronouns correct use of prepositions). | Uses most grammatical conventions correctly when writing simple, compound, and <b>some</b> complex sentences.                              | Uses most grammatical conventions correctly when writing simple, compound, and complex sentences.  | Uses almost all grammatical conventions correctly when writing simple, compound, and complex sentences.  | Sustained control of sentence grammar evident throughout piece.<br><br>Control enhances communication. |
|                    | Errors may interfere with meaning.   |  | Errors <b>no longer</b> interfere with meaning   |  | Uses the conventions of grammar with few intrusive errors.   |  |
| <b>Punctuation</b> | Shows some simple sentence indication, e.g. capital letters, full stops.   | Uses most simple sentence indication i.e., caps, full stops, question marks.   | Uses simple <b>correct</b> sentence indication i.e., caps, full stops, question marks.   | <b>Uses consistent</b> correct sentence indication i.e., caps, full stops, question mark, exclamation.   | Uses the conventions of punctuation with few intrusive errors.   |  |
|                    | Errors may interfere with comprehension.   |  |  | Errors do not interfere with comprehension.  |  |  |
|                    |  | Attempts some other <b>basic punctuation</b> e.g., caps for proper nouns, commas in lists, speech marks, apostrophes for contraction.  | Uses some other <b>basic punctuation correctly</b> e.g., caps for proper nouns, commas in lists, speech marks, apostrophes for contraction | <b>Mostly uses accurate complex punctuation</b> e.g., commas, colons, hyphen, ellipsis, apostrophe of possession, and the punctuation for dialogue | <b>Uses complex punctuation accurately</b> e.g., apostrophes, colons, hyphens<br><br>Some success with using commas, semicolons for embedded, parenthetical, and conditional phrases or clauses. |  |
| <b>Spelling</b>    | Spells some high frequency words (Lists 1-3) correctly   | Spells most high frequency words (Lists 1-4) correctly.  | Spells most high frequency words (Lists 1-6) correctly.  | Few errors within high frequency words (Lists 1-7).  | Demonstrates a good understanding of spelling patterns with few intrusive errors.  |  |
|                    | Begins to use some common spelling patterns, e.g., "and", "band", "hand"   | Understands frequently used spelling patterns (e.g., changing y to ies, double consonant when adding ing).   | Understands <b>most</b> spelling patterns including <b>some</b> complex patterns (e.g., plurals using ch,sh,x,o).                          | Understands most spelling patterns including <b>most</b> complex patterns e.g., soft 'g' or 'c', keep the 'e' manageable.                          |  |  |
|                    | Attempts to spell words by recording dominant sounds in order.   | Approximate spellings show knowledge of consonant sounds, blends, and vowel sounds.  | Has some success with multi-syllabic (hygienic), irregular (yacht), or technical words.  | Uses complex multi-syllabic irregular or technical words.  | Sustains control of complex multisyllabic, irregular, or technical words.  | Sustains control of complex multisyllabic, irregular, or technical words.                              |

## Annotated Examples for Instruct Purpose

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| <p><b>Audience Awareness and Purpose 2B</b><br/>Recognises the purpose of writing – attempts to instruct the reader and gives basic information about how something may be accomplished in steps, using the imperative form to “tell” the reader. The procedure is difficult to understand because so much shared knowledge is assumed (he does not even tell us what we are about to make until halfway through!).<br/><b>To score higher than 2B</b> Needs to develop more knowledge of the ways in which this purpose may be accomplished in text. Needs to learn to interpret the needs of an audience to produce a text that can stand alone.</p>   |  <p><b>START WRITING HERE</b><br/>First get a paper. fold it in half long ways<br/>Then get the tow long corners. Then get<br/>the tops. Fold them to the line. Fold<br/>it again. fold it in half. Fold the top in<br/>half on bother side. make shure that the wings<br/>are right pickup the plany and push out lighlee<br/>Then you proget is fished, dont push hade.<br/>all the plany will be off blance.</p>  |
| <p><b>Content/Ideas 2B</b><br/>Only some elements of procedure present (no title or goal statement, no headings, no list of materials). Steps in the procedure are outlined, but are simple and unelaborated. Many instruction statements present and some advice statements. Some topic-related information is present (“wings”). No tangential information is present, but the procedure relies heavily on context and reader inference.<br/><b>To score higher than 2B</b> Needs to demonstrate knowledge of procedure elements of goal-statement, materials list, show ability to use headings, and develop a more comprehensive and elaborated set of steps in the procedure. (In summary, more content material and more domain elements are needed to get above this very basic level.)</p>   | <p>First get a paper fold it in half long ways Then get the tow (two) long corner(s). Then get the tops fold them to the line. Fold it again. fold it in half. Fold the top in half on bother (both) side. make shure that the wings are right pickup the plany (plane) and push out (it) lighlee (lightly). Then you (your) proget (project) is fished (finished). don't push hade (hard) all (or) the plany will be off blance (balance)</p>   |
| <p><b>Grammar 2B</b><br/>Poor punctuation makes it hard to make sense of this student's sentences, but we can tell that s/he has good control of clause pattern in written English (SVO/C). Only simple sentences are used and there are errors in many (run-on sentences or sentences with missing conjunctions). Tense is consistent but errors in sentences are too frequent to score higher.<br/><b>To score higher than 2B</b>, this writer needs to learn to control simple and compound sentences. He needs to learn when to stop a sentence and when to use conjunctions to join “chunks of meaning”.</p>  | <p><b>Structure/Organisation 2B</b><br/>Understands that procedures are about sequencing steps to the achievement of a goal. The procedure steps have a sequence to them and some sequencing conjunctions are used to help structure, but there is no overall ordering or grouping in the text globally. There is no evidence to support a judgement that the writer knows how to group and order across a text, because so little is written.<br/><b>To score higher than 2B</b> This writer would need to show evidence of ability to organise the text globally and use a wider variety of conjunctions and text connectives to help with sequence.</p>   |
| <p><b>Language Resources 2B</b><br/>Command-like statements are present (mainly imperative mood). Shows evidence of an emerging understanding that the procedure should both instruct and advise (“Then your project is finished” &amp; “Don't push too hard or the plane will be off balance”). Present tense is used appropriately. Conjunctions are limited to the use of “first” and the repetition of “then”. Very limited use of descriptors (“a paper”) but shows some emerging knowledge of the use of adverbials of place (telling the reader how and where to do things – e.g., “to the line”, “on both sides” &amp; “long ways” (good)).<br/><b>To score higher than 2B</b> This writer must learn to add detail and precision to the instructions by using adjectives, adjectivals and adverbials (e.g., developing the use of prepositional phrases). More varied and effective use of text connectives needed.</p> | <p><b>Language Resources 2B</b><br/>Command-like statements are present (mainly imperative mood). Shows evidence of an emerging understanding that the procedure should both instruct and advise (“Then your project is finished” &amp; “Don't push too hard or the plane will be off balance”). Present tense is used appropriately. Conjunctions are limited to the use of “first” and the repetition of “then”. Very limited use of descriptors (“a paper”) but shows some emerging knowledge of the use of adverbials of place (telling the reader how and where to do things – e.g., “to the line”, “on both sides” &amp; “long ways” (good)).<br/><b>To score higher than 2B</b> This writer must learn to add detail and precision to the instructions by using adjectives, adjectivals and adverbials (e.g., developing the use of prepositional phrases). More varied and effective use of text connectives needed.</p> |
| <p><b>Punctuation &lt;2B</b><br/>If we read to this child's idea of a sentence, we can see that most sentence punctuation is not correct (many missing capitals and full stops). Only 4 out of 8 sentences are punctuated appropriately. No evidence of the use of other basic punctuation.<br/><b>To score higher than &lt;2B</b> Needs to demonstrate consistent use of sentence punctuation.</p>  | <p><b>Punctuation &lt;2B</b><br/>If we read to this child's idea of a sentence, we can see that most sentence punctuation is not correct (many missing capitals and full stops). Only 4 out of 8 sentences are punctuated appropriately. No evidence of the use of other basic punctuation.<br/><b>To score higher than &lt;2B</b> Needs to demonstrate consistent use of sentence punctuation.</p>  |
| <p><b>Spelling 2B</b><br/>Content vocabulary is limited, so there is little evidence to work with. Many HFW (lists 1–4) are spelled correctly (get, paper, fold half, long, then the tops, them, side, make). Some good phonetic approximations – “proget” but others display a need to focus on syllabification (“fished” for finished, “blance” for balance) and simple spelling rules (“plany” for plane).<br/><b>To score higher than L2B</b> Needs to work on building HFW resources and learning to use syllabification to promote accuracy in spelling.</p>   |  |

**START WRITING HERE**

Salad:

INGREDIENTS 1) Fresh salad from the Super-market. 2) Tomatoes.

3) Capsicum (Green, Red or orange to give colour)

4) Water. WHAT YOU NEED: Knife, chopping board, WHAT YOU NEED: Bowl, fridge, etc.

HOW TO MAKE IT:

1) First get the salad and take off all of the leaves that aren't good.

2) Rinse the lettuce or salad in water. You might want to do the same with the capsicum and tomatoes.

3) Start peeling or cutting off the tomatoes into slices or small squares.

4) Now do the same with the capsicum. Be careful you don't cut yourself.

5) Put the salad into a bowl and the capsicum and mix them. This should give more colour.

6) If you want to top it all off get some oranges and squeeze some orange juice in to have more flavor.

7) Now you could either put it in the fridge or either serve with other foods.

8) Last but not least ENJOY!

**Audience Awareness and Purpose 4B**

This writer interprets the needs of her readers and directs her language towards them ("you might want to do the same with the tomatoes", "now you could either" last but not least – ENJOY!", "Be careful you don't cut yourself". The procedure is elaborated and stands alone.

**To score higher than 4B** This writer would need to demonstrate an awareness of the precision required in giving instructions. For example, she list equipment but does not incorporate its use into the procedure by telling the reader what to use and when. She does not specify amounts to be used in the recipe. When we take account of the familiar nature of the procedure, little inference is needed.

**Content /Ideas 4B**

Good use of procedure elements (title/goal statement, headings, steps, instruction and advice statements and reflections). The writer shows some reasonably well-developed knowledge about how to elaborate a procedure, but more precision is needed to ensure clarity for readers. Only appropriate content is included.

**To score higher than 4B** The procedure needs to have more detailed content material included. For example, what makes a leaf "not good"?

**Language Resources 4P**

This writer makes consistent use of topic specific language throughout this procedure (rinse, chop, slice, mix, squeeze, etc). Imperative mood choice (commands) predominates but declarative (statements) are used to advise the reader and give additional information (good).

**To score higher than 4P** This writer needs to work more on building a precise and detailed account of the procedure to be followed. She could do this by adding more detail through increasingly precise selection of adjectives, adjectivals and adverbials of manner (e.g., chop roughly, carefully slice, large ripe tomatoes, etc.).

**Structure/Organisation 4A**

This writer has organised the content throughout this piece by use of headings (ignoring the fact that water is a "need" not an "ingredient"). Within the procedure steps, numbers are used to show order but also used as conjunctions and text connectives, which serve to connect the text and add to sequence (use of numbers and "first", "now", "last but not least"). Also note the sophisticated use of first position dependent clauses to link ideas and preface an instruction ("If you want to top it all off, GET...").

**Grammar 4P**

Good control of simple ("Start cutting the tomatoes into slices or small squares") and compound sentences ("First get the salad and take off all the leaves that aren't good"). Some good use of complex sentences with multiple dependent clauses ("If you want to top it all off get some oranges and squeeze some orange in to have more flavour"). Has maintained consistent tense.

**To score higher than 4P** This writer needs to clearer about how to use balanced construction such as either/or, if/then, etc.

**Spelling 4B**

Few errors. All HFW spelled correctly. Common spelling patterns show good control. Errors are good approximations ("ingredients", "squeeze" and the American "flavor", which is not penalised), but there is little in the way of technical, multi-syllabic or irregular spelling in this piece (lettuce is good, as is capsicum).

**To score higher than 4B** This writer needs to demonstrate that she can spell technical, multi-syllabic or irregular words.

**Punctuation 3P**

Sentence and other basic punctuation – mostly correct (! commas in lists, brackets, apostrophe for contraction). A number of misplaced or missing capital letters appear in the first section. Some examples of more complex punctuation include the correct use of colons and the correct use of a hyphen.

**To score higher than 3P** This writer needs to demonstrate more facility with complex punctuation, i.e., more examples of use. Fewer errors would make her score higher.

Dear Mrs Kingi x

Thank you very much for volunteering to look after our property while we are in the South Island. I have included a list of instructions of what we would like you to do while we are away and also a list of emergency contact numbers.

### Instructions

#### • Pets

As you know we have a dog, a cat and a guinea pig. We have arranged for Max to stay in a kennel for the two weeks we will be away however we thought it best for Chelsea and Cola to remain at home.

Chelsea needs to be fed twice daily; once in the morning and once in the evening. In the morning she prefers meat - this can be found in the pantry. There are two packets of Whiskas singles, which should be more than enough for the time we are away. In the evening she prefers the dried food which can be found in the container under the sink - about half a cup is adequate - if you should run out of food feel free to buy more and we will pay you back.

Cola, our guinea pig, lives in his cage on the back lawn. He eats about two lettuce leaves a day - which can be found in the fridge in the supermarket bag.

#### • Plants

\* Mum's tomato plants in the green house need a litre of water every day (more if it is hot).

\* The pot plants in the living room need approximately 200ml each every second day.

\* The cactus in the sun room needs 500ml once a week.

\* Lawns - it would be great if you could get your son to do our lawns if they start to look chabby (Tell him we would pay him for it) foreseen diff.

#### • Rubbish

\* Tuesday is rubbish day and there will be enough for one load to go out this week. Don't bother putting it out next week because there will not be enough.

#### • Mail

We have put the mail and newspapers on hold from the 13th to the 29th however if we receive any junk mail, circulars etc please clear them away from the mailbox.

#### • Access

The alarm has been set for the upstairs so please keep the cat from going up there. The key we have given you fits the back door (it sometimes sticks a little so you have to push hard).

### Audience Awareness and Purpose 6B

Directly considerate of the audience (Mrs Kingi) with calm simplicity in tone and language selections.

### Content/Ideas 6B

Excellent range (according to instructions). Mostly common sense advice and guidance - good coverage of possible difficulties..

### Structure/Organisation 6B

Well sectioned - use of subheadings is appropriate and helpful.

### Language Resources 5A

Vocabulary is a good mix of casual and formal (hence the Level 5A), which keeps the friendly tone yet is technically accurate for the needs of plants and pets. Selection of sentence forms is appropriate, especially where cautions or clarifications call for subordinate structures.

### Grammar 6B

Good control; the several lapses do not impact on clarity of meaning.

### Punctuation 6B

Minor difficulties but the punctuation is accurate.

### Spelling 6P

Accurate spelling for a precise and appropriate set of words.

To Mrs (Rangi)

There are several tasks which require your constant attention so I have ordered ~~the~~ according to their level of priority.

Firstly, feed the fish and the cat. The cat is called Fluffels and eat a different type meal each day. Upon the first day of feeding, you may choose to serve her either crunchy biscuits or single meat packs. If you decide when you decide which meal you will serve, make sure that you serve the alternative meal the next day. eg. if you serve some bread biscuits one day, serve ~~as~~ the meat on the next.

All the cat food is located on the shelf directly above the refrigerator in the kitchen. Cosmic bowl our fish, Cosmic, however requires fish food located under which is underneath the fish tank in the cabinet. Like Fluffels, you will only need to feed him once. Grooming and maintenance of the pet is a must. Fluffels requires 10 minutes of exercise a day, this can be anything from playing with string to giving her toys to play with.

He also requires a bath at least every 4 days. The tub is located in the store room garage and the soap and towels are underneath the washing basin.

Towels are in the ~~the~~ garage under the wardrobe. Cosmic needs his tank cleaned every three days. This should ~~be~~ done by using the ~~water~~ underwater fish

tank cleaner located underneath the tank.

Remember to take Cosmic out before ~~the~~ going out cleaning the fish tank.

The second priority is the watering of plants, the hose is located on the side of the garage. Make sure that the pot plants are dealt with delicately. Every 3 weeks call the lawn mower, his number is in ~~the~~ the phone book underneath the coffee table.

Thirdly, make sure that the mail is collected. Sort the mail as so: send any circular into the paper recycling box located on the sofa in the garage and keep any ~~any~~ mail on top of the entertainment set located in the lounge.

It is also important that the windows are open as the pet need fresh air. Only open the highest window as the Fluffels ~~has~~ repeated jumped through the lower levelled windows. If there is rain ~~to~~ however please close the window. If you are ~~in~~ the alarm that

If you are experiencing any problems at all you will need to call the phone number you will need to be written in the family telephone book, located ~~at~~ underneath the coffee table.

When operating the television, do not turn off the satellite television as we have temporarily

tuned it off, if the satellite television is turned on, we will automatically be charged the monthly fee. ~~Yes~~

You do not need to worry about the neighbors wondering what you are doing in our

house while we are gone as we have informed ~~to~~ the other other surrounding neighbors of your occupation in our house.

#### Audience Awareness and Purpose 5A

Changed name (to Mrs "Rangi"). Clear guidelines to needs and explanations of supplies or actions. Tone not comfortable initially. Direct address used. Reads more like an employment job description than information to help a neighbourly volunteer.

#### Content/Ideas 6P

Fluffels has food each day, but the fish is fed, "like Fluffels" once - confused. Confused about the satellite television situation. Full details of expectations.

#### Structure/Organisation 6A

Initially not paragraphed, but organised overall by topics rather than by specific pet. Sequence of ideas appropriate.

#### Language Resources 6A

Severe formality initially. Some harsh word selections - "occupation in our house".

#### Grammar 6B

Several gross errors, agreement of number and tense. Wrong word class on several occasions.

#### Punctuation 6P

Good.

#### Spelling 5A

USA "neighbors". Minor errors do not affect meaning.



Mrs Kingi,  
We thank you for offering to maintain our house, pets, pool etc. while we are away on holiday. Below are some instructions for you and your husband. The gold key is to the back door and the silver key is to the pool pump room.

**\*Alarms :**

• We don't have any - so don't worry about that. But please keep an eye on the house.

**\*Mail :**

• Please collect our mail daily for us.

**\*Pets :**

• Our kitten - OJ, may need a lot of attention. Please restrain him from going outside. He needs to be feed twice a day @ 8:00am, and around 5:00pm. His Kitty litter needs to be cleaned daily. Put the rubbish in the black rubbish bin and the Kitty litter is in the laundry (The food is on the bench with a spoon, you may use the fridge - Kitten food that is!) His Kitty litter is cleaned daily.  
• Our skinks - there are 7 - are kept in the garage (no key needed). All they need is fresh water and little pieces of fruit. (aprox 7 grapes etc. per day, you may cut up other fruit). Fruit in the Fruit bowl.

**\* Gardens :**

• If you could just water our aloe-vera plant at the back door.  
• You can bring in the cherry tomatoes and put them in the blue bowl - next to the Kitten food. Help yourself to them - really!

**\* Pool :**

• A big job but your husband can handle it. The pool needs to be vaccumed once a week - you'll only need to do it twice!  
• If you could scoop any leaves out when you vacuum the pool, that would help.  
• The key to the pool pump room (the silver key) opens the door. Inside the room is all the equipment you will need. (as you have your own pool, you know how everything works.)  
• You are welcome to swim in the pool and use our water toys/objects, like the boards etc.

**\* Rubbish :**

• The green rubbish bin has the rubbish in it, ready to put out for Thursday.  
• The paper rubbish is in the box.  
• The green recycling bin (with bottles in it) is outside the back door.  
• Could you please put all of our rubbish out on Thursday.

Thanks again, we really appreciate your help. We hope it's not too much trouble. If anything goes wrong just call my mobile phone.  
The best of luck,  
Annabelle - & family!

**Audience Awareness and Purpose 5P**

Minimal recognition and gratitude for the offer. Condescending suggestion that your husband can handle it. Direct address includes recognising the personal situation of Mrs Kingi - as you have your own pool... Contact details at the end are considerate.

**Content/Ideas 5P**

Sufficient details for the tasks to be completed. One task described twice! Clarifications read as after-thoughts. Help yourself to them - really!

**Structure/Organisation 5B**

Introduction - subheaded and bulleted points - conclusion. Well-organised sequence. Several sentences have odd additions which sit uncomfortably.

**Language Resources 5P**

Direct and simple language. Sentences are generally well-controlled, but the addition of tags and appositive statements challenges the sentence control.

**Grammar 6B**

Sound control of the selection and construction of expressions - minor issues with handling the mechanics of these decisions.

**Punctuation 5B**

Several concerns with confused dash and comma combinations, including the use of capital letters (although handwriting may be the issue).

**Spelling 5P**

Slips up with several straightforward words.

**To achieve Level 6** The writer would need to edit and increase the precision and sequence of details for each element. Edit the sentences for better control of subordinate or coordinate expressions.

## Selected glossary of terms for the ‘to instruct’ purpose

**Purpose:**

- to describe how something may be done through a series of steps or actions and
- make it possible for the reader to understand and duplicate the procedure being described.

| Terms   | Explanation   | General example   |
|---|---|---|
| <b>Writing style directed to audience</b>                     | <i>The writer interprets the needs of the readers and directs the language towards them.</i>  | <i>You might want to do the same thing with the tomatoes. Be careful you don't cut yourself.</i>  |
|   | <i>Recognising the personal situation of the reader.</i>  | <i>Mrs Kingi, as you have your own pool...</i>  |
| <b>May adjust language to both instruct and advise</b>        | Making a suggestion as opposed to giving an instruction. Advice may be included to clarify the procedure.   | <i>Season to taste (in a recipe).<br/>Don't push too hard or the plane will be off. Balance (in a set of instructions).</i>   |
| <b>Topic - related information</b>                            | Refer to topic specific words and language that relate particularly to the procedure.   | <i>rinse, chop, slice, mix, squeeze<br/>pulse, paramedic, patient, respirator, CPR</i>  |
| <b>Use of specialised/ task appropriate language</b>          | Consistent use of topic specific language throughout the task. Procedures use precise action verbs specific to the task, e.g., <i>dice</i> or <i>slice</i> instead of cut.  | tennis: <i>slice, backhand, smash, deuce</i> , directions: <i>clockwise, turn 180 degrees, easterly</i><br>asthma: <i>puffer, nebuliser, Ventolin</i>   |
| <b>Evidence of instruction-like statements</b>                | These are sentences that are commands or imperatives, where the subject of a command is often left out, but it is understood as 'you'.  | <i>Cut the paper into squares.<br/>Rub the butter in.</i>   |
| <b>Concise use of language</b>                                | Adding more detail through selection of adjectives, adverbials and adverbials of manner (the how).  | <i>large ripe tomatoes, lukewarm water, cut along the dotted line, carefully slice, trim rather than cut</i>  |
| <b>Simple statements</b>                                      | A statement is a sentence that tells or informs. A goal statement is often included or a title that identifies the product to be made.  | <i>How to make a paper plane.</i>   |
| <b>Command-like statements</b>                                | We use commands to get things done and to obtain goods or services. The structure of a command is simple – we drop the subject and the auxiliary and use the main verb.   | <i>Place the mixture in the oven.<br/>Answer the phone.</i>   |
| <b>Use of descriptors to describe materials and actions.</b>  | Words or phrases used to add more description to the subject, verb or object of a sentence.   | Telling the reader how and where to do things: <i>go to the line, paint it on both sides, fold the paper long ways</i>  |
| <b>Action verbs</b>   | <b>Action verbs:</b> are generally the more physical actions that can be observed.  | <i>slice, put, glue, add, mix, cut, read, make, blow, fly, run, rub, slip, take</i>   |
| <b>Imperatives</b>  | Sentence for commands or instructions.  | <i>Hold this! Take the second left. Pour the oil in.</i>  |
| <b>Adverbs/ Adjectives to describe materials and actions.</b> | <b>Adverbs</b> add detail and weight to the instruction. They give extra meaning to a verb, an adjective, another adverb or a whole sentence. Adding -ly to an adjective forms many adverbs, but there are many that do not end in -ly. | In many cases, adverbs tell us:<br><b>how</b> (manner): <i>slowly, carefully, lightly, quickly</i><br><b>where</b> (place): <i>here, away, outside</i><br><b>when</b> (time): <i>now, tomorrow, later</i><br><b>how often</b> (frequency): <i>often, never, regularly</i><br><b>why</b> (reason): <i>because, so, in order to</i> |
|   | <b>Adjectives</b> build up information around the noun. They answer the question: which, whose, how many, what like or what type?   | <b>Describing materials:</b> <i>cotton, plastic, newsprint paper, blue paper, dotted line, racing bike, flat tyre, frothy milk, boiled water, two times</i>   |
| <b>Use generalised other</b>                                  | <i>The reader is referred to in a generalised way by the omission of a pronoun.</i>   | <i>First you break the egg or Break the egg.</i>  |
|   | <b>Second person:</b> the person(s) being addressed.  | <i>you</i>  |
|   | <b>Third person:</b> what is being spoken about.  | <i>he, she, it, they</i>  |
| <b>Compound 'run-on' sentences</b>                            | A <b>run-on sentence</b> consists of two or more main clauses that are run together without using the proper punctuation.   | <i>The boy showed us his tickets someone gave them to him. Make sure that the wings are right pickup the plane and push it out lightly.</i>   |
| <b>Simple sentences</b>                                       | Simple sentences have a single clause. They have one main idea expressed as subject, verb and object.   | <i>Start cutting the tomatoes into slices.<br/>Follow the path to the forest.</i>   |
| <b>Complex sentences</b>                                      | Complex sentences contain at least one clause that does not make sense without the other clause(s), i.e., the rest of the sentence.   | If you want to top it all off get some oranges and squeeze some orange juice in to have some flavour. Alternatively, put all the ingredients in a blender.  |
| <b>Complete sentences</b>                                     | A sentence that is capable of standing alone and contains a <b>subject</b> and a <b>predicate</b> . Refer to the grammar pages for more information.  |   |