APHETRA

Worked example

Lion Rescue

Explain the rescue proposal · independent check, about 20 minutes

A learner reads notes from a classic story, *The Wonderful Wizard of Oz*, and writes one paragraph: why a rescue plan could work, and what is still uncertain. The first feedback finds one content focus. This is an example with one content focus, not yet revised.

Read the three steps in order

1	**The practice pages** The task, the background and the story notes on one page; the answer page with its short note.	pages 2–3
2	**The handwritten answer** The paragraph and its short note, with a typed copy.	page 4
3	**First feedback** Student feedback, a parent report and a language review, with one content focus.	pages 5–7

The example ends here

The feedback asks the learner to make one link clear. The paragraph has not been revised yet, so there is no second draft and no second feedback.

Typed copies keep the learner's own words and line breaks. The parent pages are in English with Simplified Chinese.

APHETRA

Independent check · About 20 minutes
Explain the rescue proposal · Page 1 of 2

Explain the rescue proposal

What you will write

One paragraph. Your reader knows what has happened so far but is not sure the rescue plan makes sense. Explain why the plan could work and what is still uncertain. Use only these notes. Choose your own wording and order.

These notes stop before the rescue is tried. Do not use what happens later in the book.

Background

In this story, animals can talk. Lion, Scarecrow and Tin Woodman are friends travelling together. The scent of the poppies makes people and animals fall asleep, and a sleeper who is not carried away may never wake up. Scarecrow (made of straw) and Tin Woodman (made of tin) are not affected.

Story notes

> **Rescue preparations in *The Wonderful Wizard of Oz***
> Lion lies asleep in the poppy field, too heavy for Scarecrow and Tin Woodman to lift. The Queen of the Mice says thousands of mice can be called. Scarecrow asks for their help, each bringing string, and asks Tin Woodman to build a cart to carry Lion. The cart is ready as the mice begin arriving.

Adapted by APHETRA from L. Frank Baum, *The Wonderful Wizard of Oz*, chapters 8–9. Text: Project Gutenberg 55, gutenberg.org/ebooks/55.

Keep this page. Write your answer on page 2.

APHETRA

Independent check · About 20 minutes
Explain the rescue proposal · Page 2 of 2

Explain the rescue proposal

What you will write

One paragraph, as described on page 1. Use only the notes on page 1.

Your paragraph

Note (one or two lines): Which sentence did you place on purpose? What does it connect to?

Blank continuation pages do not need to be uploaded.

Before you hand in

- ☐ Can your reader see how the parts of the plan work together?
- ☐ Is it clear who “he”, “they” and “it” are?
- ☐ Have you said what is still uncertain?

The handwritten answer

The paragraph and the note, written on page 2 of the practice pages.

Your paragraph

The lion is asleep in the poppy field. Scarecrow and Tin Woodman cannot lift him because he is too heavy. The Queen of the Mice can call thousands of mice. I think Scarecrow's plan could work because the mice can pull together. Tin Woodman has made a cart to carry the lion, and the mice are starting to arrive. We do not know if they will save him because this record stops before they try. Scarecrow also asks each mouse to bring string.

Note (one or two lines): Which sentence did you place on purpose? What does it connect to?

I put the string at the end because it is another thing the mice need for the rescue.

Typed copy

The same words, line by line. Spelling and line breaks are the learner's own.

Your paragraph

1 The lion is asleep in the poppy field. Scarecrow and Tin Woodman
2 cannot lift him because he is too heavy. The Queen of the Mice can
3 call thousands of mice. I think Scarecrow's plan could work because
4 the mice can pull together. Tin Woodman has made a cart to carry
5 the lion, and the mice are starting to arrive. We do not know if
6 they will save him because this record stops before they try. Scarecrow
7 also asks each mouse to bring string.

Note

1 I put the string at the end because it is another thing the mice need
2 for the rescue.

Student feedback

Explain the rescue proposal

First feedback

What your reader can follow

Your reader can follow the problem, why the plan could work, and why the result is not known yet.

> “I think Scarecrow's plan could work because the mice can pull together.”
>
> Your paragraph, lines 3 to 4

This gives a reason the plan could work, without saying it has already succeeded.

> “We do not know if they will save him because this record stops before they try.”
>
> Your paragraph, lines 5 to 6

You make clear why the result is still unknown.

One thing to work on

> “Scarecrow also asks each mouse to bring string.”
>
> Your paragraph, lines 6 to 7

Your next step

Your last sentence says each mouse brings string, but not why the mice need it. Make that link clear. Put it wherever it fits best.

Quoted words are copied from your handwriting without correcting them.

Parent report 家长报告

Explain the rescue proposal

First feedback 第一轮回馈

The paragraph is readable, and a reader can follow the problem, why the plan could work and why the result is not known yet. There is one content focus: the last sentence adds the string but does not say why the mice need it. The paragraph has not been revised yet.

这段文字可读，读者能跟上问题、计划为什么可能行得通，以及为什么结果还不知道。本轮有一个内容重点：末句补上了绳子，却没有说明老鼠为什么需要绳子。这段文字还没有修改。

What the paragraph shows 这段文字呈现了什么

References 指代	Shown. “him”, “he”, “they” and “the mice” can be followed. 已呈现。“him”“he”“they” 和 “the mice” 都能追踪。
A reason the plan could work 计划可行的理由	Shown: “could work because the mice can pull together” (lines 3 to 4). “Could work” does not claim the rescue has happened. 已呈现：“could work because the mice can pull together”（第 3 至 4 行）。“could work” 没有说救援已经发生。
What is still uncertain 仍不确定之处	The limit sentence follows the boundary given in the notes: “this record stops before they try” (lines 5 to 6). 限制句照着材料给出的边界来写：“this record stops before they try”（第 5 至 6 行）。
The last sentence 末句	Its purpose is not stated: the string is added with “also”, but what it is for is not said (lines 6 to 7). 用途没有交代：用 “also” 补上绳子，但没有说绳子做什么用（第 6 至 7 行）。

The one content focus 唯一内容重点

> “Scarecrow also asks each mouse to bring string.”
>
> Paragraph lines 6 to 7 正文第 6 至 7 行

“Also” adds the string as one more preparation, but the paragraph does not say why the mice need it, so the parts of the plan are not yet linked. The note says the mice need the string, but the paragraph itself only adds it with “also”. A note cannot count as the link. Putting the sentence last is not a problem in itself; the missing link is.

“also” 只是把绳子加作另一项准备，正文没有说明老鼠为什么需要绳子，所以计划的各个部分还没有连起来。说明里写了老鼠需要绳子，但正文本身只用 “also” 把它加上。说明不能算作正文里的联系。句子放在最后本身不是问题，问题在于缺少这层联系。

How a parent can support 家长可以怎样支持

Ask the writer to read the last sentence aloud and say what the string is for in the plan. Let them decide how to show that in the paragraph, and where. Do not supply the link, a sentence or an order.

可以请写作者把末句读出来，说说绳子在计划里有什么用。怎样在段落里写出来、放在哪里，由写作者自己决定。不要替其说出这层联系，也不要提供句子或指定顺序。

Parent language review 家长语言检查

Explain the rescue proposal

Language check 语言检查

The paragraph and the note were checked. No definite grammar or spelling errors were found in the checked text. The handwriting is clear, so there are no uncertain readings.

已检查正文和说明。在检查过的文字中，没有发现确定的语法或拼写错误。字迹清楚，没有辨读不确定的地方。

Forms checked and allowed to stay 已经检查并可保留的形式

“The lion is asleep” / “lift him because he is too heavy”

The sentences and references are clear; lower-case lion works as an ordinary noun.

句子和指代清楚；小写 lion 可以作为普通名词使用。

“cannot lift” / “can call thousands of mice” / “could work because …”

The verb forms, plural mice and the reason link work here.

此处的动词形式、复数 mice 及原因连接都可用。

“has made” / “are starting to arrive” / “asks each mouse to bring string”

The forms show a finished preparation, arrivals starting and a request. String can name a material without a plural ending.

这些形式分别表示准备已完成、抵达正开始及提出要求。string 可表示材料，不必加复数词尾。

“We do not know if … because … before they try”

The clause links and references can be followed.

从句连接及指代都可以跟随。

Note: “I put the string at the end because …”

A complete, clear sentence.

说明是一个完整、清楚的句子。

Language checks are separate from the content focus and do not add a task.

语言检查与内容重点分开，不另加任务。