**Pathway A Level A1 Reading and Viewing**

**Persuasive text- Constructing sentences with modal verbs (1)**

| **Student information** | This student is 7 years and 2 months old and is in Year 2. They came to Australia from Saudi Arabia 3 years and 4 months ago as a pre-schooler. When they started school the following year, they attended a new arrivals program for 15 months (including remote learning during COVID lockdowns) before enrolling in a mainstream class. They speak Arabic at home. |
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| **Task** | Students have been studying Australian animals, habitats and environment in their class Inquiry unit. In EAL, they have been using modal verbs to discuss the different habitat features that make a habitat important for each animal. In this task, students used cards to construct compound sentences using modal verbs. The sentence parts were organised into groups to support sentence construction. The students completed the task with a familiar teacher.  The words spoken by the student being assessed are in **bold**. |

| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
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| 00:05 – 01:51 | Okay, so we've got four animals. Let's make some sentences about them now.  **Oh.**  No, right over to the side. 'The platypus.'  **Because... It... Oh. It can.**  What's the matter?  **It can eat fish.**  Mhmm.  **It can eat fish and swim. Swim. Swim.**  It's one of the green… words. It's a verb.  **Swim.**  You're scanning those well.  **Swim. Swim.**  Good reading. Swim. Okay. And what goes on the end of, ah, and a full stop. Well done.  **The platypus must live in the water because it can eat fish and swim.** | * Read short, familiar texts aloud, such as own writing or a text used in class, with prompts from the teacher [(VCEALC030)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC030) * Understand aspects of simple, familiar texts showing comprehension through appropriate activities [(VCEALC031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC031) * Identify familiar words and simple sentences [(VCEALC032)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC032) | |
| 01:51 – 02:35 | The platypus must live in the water because it can eat fish and swim, or, what's the other conjunction? The other joining word we could put there.  **Um, um... 'Look?'**  Instead of 'because,' what else could we use?  **Eh, eh, 'choose?'**  **'So?'**  Does that sound better? The platypus must live in the water so it can eat fish and swim.  **Yeah, I like it.**  Yeah, I think that sounds... mm, that sounds better. Okay.  **And full stop.**  And a full stop. | * Participate in shared reading activities [(VCEALA037)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA037) * Recognise and explore different types of texts [(VCEALL042)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL042) * Recognise capital letters, spaces and full stops [(VCEALL052)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL052) | |
| 02:35 – 04:31 | What do you want to say Wafa?  **Uh, it doesn't make sense.**  Can you read what's there?  **The Tasmanian devil must live on the ground because… because it can eat meat.**  It's missing something, isn't it? Now should it be because it can or because it...  **Has to?**  Because it has to. Yeah, well...  **Umm. Must live.**  So instead of so it can…  **Because.**  Yeah, because. And what gets, what has to come after 'because?'  **It can**  No, so it can because… because… it has to or because it needs to. They mean the same thing, don't they? It has to. It needs to. They mean the same thing. They must...  **Oh, must live in a tree because it can...**  Not because it can. So it can. Because it has to or because it needs to.  **Because needs to. So we need this.**  No, that goes with so. So it can… because it needs to.  **Eat gum leaves**. | * Understand the direction of English text [(VCEALA034)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA034) * Understand that texts are meaningful - understanding that print texts contain a consistent message [(VCEALA035)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA035) * Recognise common or learnt words in class texts [(VCEALL045)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL045) * Recognise familiar words and phrases [(VCEALL046)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL046) | |
| 04:31 – 05:22 | Great. Is there anything else it needs to do in the tree?  **And sleep on the tree, but we don't.**  **And…**  What are you looking for? Can you help her, Martin? And sleep, thanks.  **You can do one more.**  **Slip**.  You can do one more.  **Oh, you have one more and.**  **And climb.**  Oh, do you think that makes a good sentence Wafa? Great. And you've got to put one more card in. Well done. A full stop. | * Recognise some familiar words in context [(VCEALL048)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL048) | |
| 05:22 – 05:55 | Okay, good sentence. Can you read that to me?  **The koala must... The koala must live in a tree because it needs to... ... needs to eat gum leaves and slip. It said slip.**  It doesn't say slip, so...  **Sleep and climb.** | * Identify some sounds in words - attempting to pronounce new words by using the most common sound for each letter and sounds for familiar letter groups [(VCEALL050)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL050) | |

| This student’s performance in this task suggests that they are working within the range of Level A1 in Reading and Viewing. The assessing teacher will need to consider a range of student samples in order to determine whether this student is at the beginning of A1, consolidating A1 or at the A1 standard in Reading and Viewing.  At **beginning Level A1,** students:   * do not seem to recognise English print   **and/or**   * show little interest in environmental print and books and have a very limited attention span during shared reading activities   **and/or**   * may recognise their home language, if it has a written form, and may recognise that English print is different from their home language.   At **consolidating Level A1,** students**:**   * can recognise and name some letters * show interest in print and recognise some environmental print including their name * show an interest in books and focus on illustrations * demonstrate reading-like behaviour such as holding a book, sitting and looking at a book, turning pages and looking at pictures * watch and listen as texts are read aloud to them but may not join in * rely on peer or teacher support to complete structured activities.   At [**Level A1 Standard achievement**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-a-early-immersion/curriculum/f-10) students:   * read and engage with a wide range of short, simple, repetitive texts, including shared recounts and fictional and everyday texts. These texts may be in print or visual form. * read in context some familiar words, phrases, numbers and signs * complete simple, structured activities such as sequencing sentences and pictures * show early understanding that texts are written and structured for a variety of purposes * recognise some common letters and letter patterns * name some letters of the alphabet and know the sounds commonly related to some letters and letter groups * recognise some basic features of texts, including text directionality and page order, and understand the function of titles and images * hold and manipulate books appropriately * when listening to texts read aloud, they listen for key words and for repetition of words and phrases * focus on images and other visual features that assist them to understand texts. | **Possible next steps for this student’s learning:**   * Read texts a number of times to build accuracy and fluency [(VCEALC030)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC030) * Practise strategies for identifying familiar words and reading simple sentences [(VCEALC032)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC032) * Read a range of texts and, with support, explore the basic features of different text types [(VCEALL043)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL043) * Continue to practise common letters and letter patterns, and with teacher support, use them to decode unfamiliar words [(VCEALL051)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL051) |
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| **Pathways and transitions considerations**  A student who has achieved the A1 standard will continue on Pathway A to Level A2 of the EAL curriculum.  At the end of Year 2, all students who are working within the A1 range or who have achieved the A1 standard will transition to Pathway B in Year 3. |