**Pathway A Level A1 Reading and Viewing**

**Persuasive text – Constructing sentences with modal verbs (2)**

| **Student information** | This student is 7 years and 9 months old and is in Year 2. They were born in Colombia and did not attend school until they came to Australia 6 months ago. Their home language is Spanish but they also use English at home. |
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| **Task** | Students had been studying Australian animals, habitats and environment in their class Inquiry unit. In EAL, they had 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/s being assessed are in **bold**. |

| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
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| 00:05 – 00:58 | Martin, can you choose an animal?  **A Tasmanian devil.**  Okay. Where are you going to put the Tasmanian devil. Where should that go?  **It should, in the ground.**  In the ground?  **I think so, here.**  In the ground or on the ground?  **On, in the ground, on the ground. On the ground.**  On the ground. Okay. So should it be there or must it be on the ground?  **It must.**  Why must the Tasmanian devil be?  **Because he can found his animals like the kangaroo because the kangaroo needs to walk. He can eat the kangaroo.**  So tell me again, the Tasmanian devil must go on the ground. Can you say that?  **Tasmanian devil must live on the ground.**  Because?  **Because he can found his food.**  He can find food there.  **And he can walk.**  And he can walk around too.  **Like the 'chidna.** | * Recall or repeat familiar or favourite parts of a text using memory or home language resources - stating facts from an information text [(VCEALA041)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA041) | |
| 00:58 – 01:57 | Which one are you going to make? About the Tasmanian devil? Okay.  **Tasmanian devil... must live.**  Must live? Or should live? Which one would you like?  **Must live.**  Okay.  **On the ground.**  On the ground.  **On the ground.**  **Because, I think this is because.**  Because, it depends what comes next. Because,  **He need, he need to eat meat?**  Because it needs to eat meat.  **Eat meat.** | * Understand aspects of simple, familiar texts [(VCEALC031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC031) * Identify familiar words and simple sentences and match them to images [(VCEALC032)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC032) * Understand the direction of English text [(VCEALA034)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA034) * Rely on content words to understand the main idea in a text [(VCEALL045)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL045) | |
| 01:57 – 02:36 | **And walk. Where's walk?**  There's and.  **Walk. Where is walk?**  I can't see walk. What else can he do other than walk?  **Eh**  Why else must he live on the ground?  **Dig?**  Dig? Yeah. Okay.  **And full of stop.**  And a full stop. | * Distinguish English script from non-English script - recognising words written in English [(VCEALA039)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA039) * Use words from classroom vocabulary charts when speaking or writing [(VCEALA040)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA040) * Recognise familiar words and phrases - locating and pointing to familiar words or phrases [(VCEALL046)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL046) * Recognise capital letters, spaces and full stops [(VCEALL052)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL052) | |
| 02:36 – 03:49 | What do you want to say, Wafa?  **It doesn't make sense.**  It's missing something, isn't it? So, goes with, so it can, because,  **So...**  So it can...  **So it can...**  Yeah. So it can.  **And so, it can eat meat and dig.**  Okay, why don't you read that now? Martin?  **The Tasmanian devil must live on the ground so can eat meat and dig.**  So can eat meat and dig?  **Mm. It doesn't make sense**  Why, what's missing Wafa?  **So, you covered this over Martin.**  Okay. The Tasmanian devil must live on the ground so can, so can...  So  **It, can..**  **so it can**  **and eat meat.**  That needs to move over.  **and dig.**  Okay Great. And where should the full stop go?  **Here.** | * Read short, familiar texts - reading some familiar words and short phrases in context [(VCEALC030)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC030) * Recognise and explore different types of texts - engaging with print texts [(VCEALL042)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL042) * Recognise some familiar words (mainly content words) in a supported context, such as shared reading [(VCEALL048)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL048) | |
| 03:49 – 04:35 | Okay, so Martin, what are you going to make the sentence about? The snake? So tell us, yeah tell us what you're going to make the sentence about.  **It. The snake must live on the ground because he can. The snake must live...**  Now must he live on the ground? Is there another place he can live?  **Tree.**  **In the tree.**  **Yeah.**  So...  **On the tree.**  So, should we say must live in the tree or should live in the tree?  **Should.**  Yeah. If there's a choice, should.  **Yeah.**  **Should.**  Okay.  **Thank you.** | * Participate in shared reading activities [(VCEALA037)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA037) | |
| 04:35 – 05:20 | **Should the snake, should live, should live in the ground. Yeah, here on the ground. Yeah but I have, the snake should on the ground.**  Oh, you're missing a word, aren't you? Yeah. Oh, that's a long sentence. Gee, there's a lot of reasons why the snake should live on the ground.  **Okay.**  Great. Can you read that now Martin?  **The snake should live on the ground so it can lie and eat meat and hide from predators.** | * Understand that texts are meaningful - understanding that print texts contain a consistent message [(VCEALA035)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA035) | |

| 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:**   * Continue to read a range of short texts on familiar topics [(VCEALC030)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC030) and show comprehension through a variety of activities [(VCEALC031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC031) * Reread sentences when they don’t make sense [(VCEALA035)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA035) * Explore a variety of text types and talk about their purpose [(VCEALL042)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL042) and features [(VCEALL043)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL043) |
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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. |