**Pathway B Level B1 Reading and Viewing**

**Persuasive text – Everyone Should Learn How to Swim**

| **Student information** | This student was born in China and speaks Chinese as their home language. They had age-equivalent schooling in Iran and have been in Australia for 5 months. They are in Year 5 and currently in their first term of a new arrivals program. |
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| **Task** | The students recently participated in an excursion to the beach as part of a wider unit of work about the beach, in which they learned about sea creatures and the marine environment as well as beach and water activities and water safety. In the task, the student was asked to read an unseen persuasive text, Everyone Should Learn How to Swim*,* then sort and sequence sentences to reconstruct the text. Two students worked together to complete the task in a familiar environment.  The teacher is assessing the student’s ability to:   * use key words to locate information * read aloud in order to demonstrate their reading skills * sequence ideas within a paragraph * use knowledge of persuasive genre to organise sentences into a whole text.   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 – 00:22 | **(together) First is ... title.**  Good ... and after the title?  **(together) Introduction**  Good! ... and then we have?  **(together) Series of arguments.**  Good.  **(together) And conclusion.**  And the conclusion. | * Participate in simple group activities on shared texts, with some support [(VCEALC270)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC270) * Understand the purpose and basic organisational features of simple text types [(VCEALL280)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL280) | |
| 00:22 – 00:34 | We need to find the title.  **Title.**  **This is the title.**  What's the title.  **(together) Everyone should learn how to swim.** | * Use some of the terminology of reading [(VCEALL282)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL282) | |
| 00:34 – 01:36 | Very good. The introduction…  **Introduct...**  ... will tell us the three arguments that will be in our persuasive text.  **This is the first one...**  Very good. Can you find a sentence that has those three reasons?  **Three reasons.**  **Here.**  Do you want to read it for us, Jamie?  **I beli- believe that everyone should learn how to swimming because it w- will ... will... will help to keep you safe. It is good for you ...**   **Health.**  **... health, and the- it is a fun activity to do.**  Where are we going to put that one, Jamie?  **This ...**  Where does it go?  **Um, here.** | * Read sentences that use basic subject, verb and object patterns, where content and vocabulary are familiar [(VCEALL283)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL283) * Read some familiar words and phrases [(VCEALL286)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL286) * Build a vocabulary that draws on words of interest, topic words and sight words [(VCEALL287)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL287) | |
| 01:37 – 02:37 | Now…  **Now ...**  We need our ...?  **(together) Series of arguments.**  How many paragraphs are we going to have here?  **(together) Three.**  Three paragraphs. How are you going to find the first one?  **Firstly ...**   Is this argument finished?  **Nope.**  **No**  **No. If- I think if this ...**  Can you read it for us, Jamie?  **So it is important to learn this ski- skill, as it co- could save your... leef.**  **Life.**  So we have firstly, it will help to keep you safe. What was the second argument?  **(together) It's good for your health.**  Can you find the second argument? Okay. What was the third, or the last, argument?  **Finally ...**  **Finally, it is a fun activity.** | * Understand the purpose and basic organisational features of simple text types [(VCEALL280)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL280) * Understand the sequence of key words, phrases or ideas in a familiar text [(VCEALL281)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL281) | |
| 02:39 – 03:46 | Now, we need to put these sentences into the arguments.  **I think, I think ...**  **[crosstalk]**  **Finally ...**   Finally, learning to swim can be a lot of ...  **(together) Fun.**  Can you find some examples of swimming being fun?  **Is…is this ...?**  **Uh…**  Can you read your sentence, Jamie?  **There are many activities you can do with friends in the water like surf- surfing, kayaking and watersports.**  Okay.  **Um-**  Why did you choose this one?  **Because this is about ... mm, the swimming is so fun.** | * Use knowledge of base words to read new forms - attempting to read new forms of familiar words, and self-correcting using knowledge of base words and common morphemes, such as ‘walk, walked, walks’ [(VCEALL285)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL285) | |
| 03:46 – 04:33 | Very good.  **In Australia, many people drowned last year because they didn't know how to swim.**  So this is an example that should go with one of our series of arguments. We have keeping safe, good for your health, and a lot of fun. Which paragraph does this belong to?  **I think it's this, because when I read this…**  What's this paragraph about, Jamie?  **It's about swimming safe.**  Being safe.  **Being safe.**  Does this example talk about why it's important to be safe?  **Yes.**  **Because they didn't know how to swim.** | * Understand a range of simple texts based on predictable language structures and vocabulary - demonstrating understanding of simple factual or fictional texts by performing a task [(VCEALC264)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC264) * Provide responses to texts [(VCEALC268)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC268) | |
| 04:33 – 04:45 | We need to find the conclusion.  **Conclusion ... is this.**  What do you think?  **Is this.**  Why did you choose that one, Jamie?  **Because it's in ‘clusion**  **It has in conclusion.** | * Understand the purpose and basic organisational features of simple text types [(VCEALL280)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL280) | |

| This student’s performance in this task suggests that they are working within the range of Level B1 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 B1, consolidating B1 or at the B1 standard in Reading and Viewing.  At **beginning Level B1** students**:**   * show interest in print and recognise some environmental print including their name, can recognise and name some letters * 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 **consolidating Level B1** students:   * show beginning understanding of the sound–symbol relationships of English * read some familiar words and phrases in context, and recognise, can name, and know the sounds some common letters and letter groups usually make * focus on illustrations and other non-print features when reading * retell a simple familiar story, and sequence a simple familiar process with sentences and pictures * show early understanding that texts are written for a variety of purposes * read a wide range of familiar, short, simple, repetitive, fictional and everyday texts, and complete simple, structured activities based on them * recognise that meaning is carried by intonation, and they listen for key words and for repetition of words and phrases in texts read aloud * use word lists and personal dictionaries to assist them to read new words.   At [**Level B1 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)students:   * read short familiar texts, based on simple language structures and features, common vocabulary and familiar contexts * retell simply, predict likely outcomes, sequence ideas, and complete basic comprehension activities. These texts may be print or digital, including visual, multimodal and interactive. * show understanding of the basic purposes of texts, and choose texts appropriately * read and gather basic information from simple, accessible texts, with support * combine their basic knowledge of English letter–sound relationships, their developing oral and sight vocabulary, their beginning knowledge of the conventions of text organisation, and their emerging knowledge of English grammar as they read * use appropriate intonation and phrasing when reading aloud, showing an understanding of the text’s meaning and the function of basic punctuation * show a beginning understanding of the purposes of text organisational features such as headings, labels, diagrams and contents pages. | **Possible next steps for this student’s learning:**   * Continue to read a range of short texts and use key words to understand and talk about the main ideas [(VCEALC265)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC265) * Continue to participate in simple group activities on shared texts, with some support, and practise constructing brief comments or responses to questions [(VCEALC270)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC270) * Identify and compare differences between text types [(VCEALL279)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL279) * Continue to build independence in reading familiar texts, and ability to understand the sequence of key words, phrases or ideas [(VCEALL281)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL281) * Continue to build vocabulary drawing on words of interest, topic words and sight words [(VCEALL287)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL287) |
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| **Pathways and transitions considerations:**  A Year 5 student working within the range of Level B1 in any one language mode is not ready to transition to the English curriculum regardless of their proficiency in the other two language modes. This student will continue on Pathway B of the EAL curriculum in all language modes. |