**Pathway B Level B2 Reading and Viewing**

**Persuasive text - Plastic Bags Should Be Banned (1)**

| **Student information** | This student came to Australia 5 years and 3 months ago from Somalia. They studied in a new arrivals program for 6 months before entering mainstream school. They are 10 years and 4 months old and in Year 4. They speak Somali at home. |
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| **Task** | As part of a focus on persuasive texts, the students have been practising reading with appropriate phrasing and expression to make a convincing oral argument. In this task, the students identify some of the language features of a persuasive text with teacher support, highlighting words or groups of words that carry important meaning and will therefore need to be emphasised. They then practise reading aloud, using the highlighted text to guide their use of intonation.  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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| 00:005 – 01:21 | Okay, Sadik and Asmhan. We are going to read an argument today. A persuasive text, and it's going to try to persuade us that plastic bags should be banned. We’ve been talking about some of the things that we find in persuasive texts and we're going to look for those in this text because when we read it aloud, we have to put an emphasis on those words that are really important- that do a, an important job. Because when people are listening it helps them to understand what are the important words, and it helps us to convince them. All right, so we're going to be looking for some sequencing words to help our listeners organise it in their heads. We're going to be looking for some sensing verbs and modal verbs and they're the ones that tell the readers what we think. We're going to use some emotive words. We're going to find some emotive words because they're the ones that change the way that the person who's listening feels about the subject. And that's what we're trying to do. We're trying to change them so that they think and feel the same way that we do. And we're also going to look for any words that make our emotive words stronger or weaker. | * Use resources to support reading and understanding, such as group discussions [(VCEALC345)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC345) | |
| 01:21 – 02:00 | Can you read the first paragraph?  **Many people use plastic bags for shopping and millions are giving out, given out every in supermarket. I firmly believe that plastic shopping bags should be banned. They, they end up as land... out, or water pollution and plastic bags are dangerous to sea creatures. When bags go to landfill drums, they stay there for years.** | * Read texts that contain compound and complex sentences [(VCEALL364)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL364) * Read some common words or familiar phrases [(VCEALL367)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL367) * Apply knowledge of letter–sound relationships to read new words with some support [(VCEALL368)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL368) * Adapt speed when reading an unfamiliar text [(VCEALL370)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL370) | |
| 02:00 – 02:23 | Let's look for some of the features that we find in persuasive texts. So, when we practise reading out loud, again, we can put the emphasis on the words that are really, really important. Okay. Sadik, can you see a sequencing word in the second paragraph?  **Secondly.**  Secondly, perfect. That tells us it's the second argument. | * Understand and use a range of learnt metalanguage to talk about text - identifying learnt features of language in a text [(VCEALL363)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL363) | |
| 02:23 – 03:01 | Let's change colours again. We're going to look for some emotive words. Now in the second paragraph it tells us that they look really bad. There's one word in there that tells us that they look really bad when they're blowing around in the parks and stuck in fences.  **During. No, no, no.**  Yeah. What? What does it say?  **It says plastic bags make our cities and parks look ugly.**  So, what's the negative word?  **(Together) Ugly.**  What's one that if they look bad? Yeah. Ugly. | * Identify characteristics of the language of the text, such as features of intonation and emphasis [(VCEALL360)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL360) | |
| 03:01 – 03:32 | And at the end of that paragraph there's a sentence that tells us what happens when you are burning the paper bags, something bad happens  **You can...um…**  Have a look. What are the words that tell us that this is a bad thing that comes off the plastic bags when you burn them? What were those things?  **They can burn?**  In the last sentence of this paragraph, it starts here. If plastic bags are burned.  **They release poisonous gases.** | * Contribute to group activities on shared texts - listening to group discussion, contributing relevant ideas and negotiating responses to the group activity [(VCEALC351)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC351) * Identify the main idea in short texts using guide questions – finding key words [(VCEALC346)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC346) | |
| 03:32 – 04:51 | And we are going to practise reading this, putting some emphasis on those words because that helps the person who's listening to know which the important words are.  **Firstly, thousands of bags are left to blow around in the streets. They get caught in trees in the parks and tangled up in fences. Plastic bags make our cities and parks look ugly. Some bags also blow into drains and block them or fly around in the water… waterways.**  Excellent.  **Also, plastic bags should be banned because they are hard to get rid of. When plastic bags are buried in landfill, they can take thousands of years to break down. If plastics… if plastic bags are burnt, they release poisonous gases into the air. Plastic bags are very bad for the environment.**  Oh, I liked that last sentence. Very bad for the environment. Fantastic reading. We're done. | * Modify intonation when reading aloud, to differentiate questions, exclamations or dialogue - using appropriate pauses and emphasis when reading aloud [(VCEALL373)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL373) | |

| This student’s performance in this task suggests that are working within the range of Level B2 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 B2, consolidating B2 or at the B2 standard in Reading and Viewing.  At **beginning Level B2** students**:**   * read short familiar texts independently and read unfamiliar texts with considerable teacher support and encouragement * respond personally to texts, expressing opinions simply about texts they have read often relying on the teacher’s reading and interpretation as a model for their own response * recognise the main purposes of factual and fictional texts and begin to identify some differences between the topic, structure and presentation of factual texts * continue to develop their reading strategies and use their developing knowledge of sound–symbol relationships and letter patterns, sight vocabulary and knowledge of English grammar.   At **consolidating Level B2** students:   * read familiar texts with increasing confidence and continue to require teacher support to read unfamiliar texts with known words and predictable patterns * use organisation features (for example, headings, diagrams) to locate information in factual texts, with teacher support * are able to draw on their developing proficiency in English to comprehend and predict meaning but are still quite dependent on language developed through speaking and listening in English and may rely on key words for understanding * attempt to self-correct but may do so inconsistently * are able to complete simple tasks about texts however they may be able to demonstrate their understanding of texts more competently through oral rather than written language responses.   At[**Level B2 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)students:   * read familiar and unfamiliar texts containing predictable structures and familiar vocabulary. These texts may be print or digital, including visual, multimodal and interactive. * follow simple written instructions and questions * identify the basic purposes of simple texts, and recognise the basic stages of common text types * use their developing vocabulary and their knowledge of sentence structure and English letter–sound relationships to predict and self-correct * modify intonation to differentiate questions, exclamations or dialogue when reading aloud * follow simple time and logical relationships between events and ideas expressed by common cohesive devices * sequence sentences from known texts or a text on a familiar topic or experience * use simple strategies to assess text difficulty and to choose new texts to read. | **Possible next steps for this student’s learning:**   * Continue to read simple, unfamiliar informative, imaginative and persuasive texts, with decreasing support [(VCEALC345)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC345) * Continue to learn about the purpose and structure of a range of common text types, and practise identifying informative, imaginative and persuasive texts [(VCEALA352)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA352) [(VCEALL360)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL360) * Learn and use an expanding range of metalanguage to talk about text [(VCEALL363)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL363) * Modify intonation when reading aloud, to differentiate questions, exclamations or dialogue with decreased teacher support [(VCEALL373)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL373) |
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| **Pathways and transitions considerations**  A student who has achieved the B2 standard will continue on Pathway B to Level B3 of the EAL curriculum.  At the end of Year 6, all students who are working within the B2 range or who have achieved the B2 standard will transition to Pathway C in Year 7.  Under very limited circumstances, a Year 6 student may continue on Pathway B in Year 7 and 8 if:   * there is continuity in the school program from primary to secondary, for example, a middle years EAL program in a F-10 school * it is developmentally appropriate for the individual learner. |