**Pathway B Level B2 Reading and Viewing**

**Persuasive text - Plastic Bags Should Be Banned (2)**

| **Student information** | This student is 9 years and 6 months old and is in Year 4. They came to Australia from Saudi Arabia 3 years and 4 months ago and attended a new arrivals program for a year (including remote learning during COVID lockdowns) before enrolling in a mainstream school. They speak Arabic 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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| 00:05 – 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 – 01:59 | Okay, so let’s have a look at the first argument. Asmhan, can you read that one for us?  **Yes. Thousand. Wait. Firstly, thousands of bags are left to blow around the…wait. Around in the street they get catch… wait, catched…Caught in trees in the parks, and…**  **Tangled.**  Tangled.  **Tangled up in fences.** | * Begin to read texts that contain compound and complex sentences with support [(VCEALL364)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL364) * Use knowledge of sentence structure to predict words or self-correct [(VCEALL366)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL366) * Read some common words or familiar phrases [(VCEALL367)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL367) * Adapt speed when reading an unfamiliar text - clarifying, if the meaning breaks down, by pausing, rereading and/or reading on [(VCEALL370)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL370) | |
| 02:00 – 02:48 | Okay, let's change colours again. We're going to look for some emotive words. Words that give us positive feeling or a negative feeling. Now the next sentence tells us two bad things that can happen when the sea creatures eat the plastic bags.  **Choke.**  Choke is one. Yes. Choke means that it gets stuck in their throat and Asmhan, can you tell me the other one? What's the other one? They can choke or?  **Suffocate…suffocate.**  Suffocate. Suffocate means they can't breathe. All right. Put the lids on your textas 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. | * Begin to understand some learnt metalanguage to talk about text with support [(VCEALL363)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL363) | |
| 02:48 – 03:45 | Asmhan. Last one. Okay.  **Do you want to help make our environment cleaner? There is no need to use plastic shopping bags when cloth, cloths and pa… paper bags can carry our shopping just as well. Cloth and paper bags are better because they can be used over and over again. These bags are much better for the environment.**  Excellent, great intonation Asmhan. I love the way you said bags are much better. Well done. Fantastic reading. | * Self-correct pronunciation [(VCEALL371)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL371) * Modify intonation - 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 they 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) * Learn and use an expanding range of metalanguage to talk about text [(VCEALL363)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL363) * Continue to build knowledge of phonemes, and practise using strategies such as breaking words into syllables and phonemes to read new words with some support [(VCEALL368)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL368) * Continue to practise modifying intonation when reading aloud 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. |