**Pathway B Level B2 Reading and Viewing**

**Persuasive text - Understanding persuasive elements in a film (2)**

| **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** | Students have viewed and discussed the short animation film, Piper. They have been learning in class about text structure and cohesive devices. In this activity, students sort sentences into a text organiser under headings to create a film review. Students discuss with their teacher the structure of the text and the words that helped them to sequence the sentences correctly. This is the first time the student has seen this text.  The teacher is assessing the student’s ability to:   * demonstrate an awareness of how ideas are organised in a text * sort the sentences into the correct sequence using the text organiser as a guide * recognise cohesive devices that help to order the points and examples.   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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| 00:06 – 01:05 | We've been talking about the different devices that the filmmakers used to tell the story because there are no words in the story, are there?  **(Together) Yeah.**  Yeah. Today we're going to look at somebody else's review of Piper and they're talking about the same three devices that we talked about. So, the person who wrote this review has talked about those three things and you can see there's a text organiser here. We've got a space for the introduction, and remember the introduction introduces us to the film and talks about what points we're going to make through the film. So it'll introduce these three things. Then we've got some sentences about contrast, some sentences about music and sounds, and some sentences about perspective and then there's a conclusion at the end. I've given you a little bit of a hint because I've got a separate box for each sentence, so you can see how many sentences you need. | * Read simple, unfamiliar informative, imaginative and persuasive texts, with support [(VCEALC345)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC345) | |
| 01:05 – 02:00 | Sadik, do you want to choose one to put on?  **Yeah. This one.**  Okay. Read it for us.  **One example of contrast is when Piper gets hit by waves. The first time he runs back to his nest, shaking with fright, but, in contrast, later, Piper buries himself in the sand when a wave comes and then jumps around happily.**  Good! So where do you think that part belongs? What's it talking about? Is it talking about contrast, or music and sounds, or perspective?  **Oh, contrast.**  Contrast. Okay. Is it the topic sentence or do you think it's one of the examples?  **(Together) One of the examples**.  Why do you say that?  **Because it says, "one example".**  Okay. All right. Pop it in there. | * Understand the purpose and organisational features of common text types [(VCEALL361)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL361) * Understand the relationships between events or ideas in a text [(VCEALL362)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL362) * Read texts that contain compound and complex sentences [(VCEALL364)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL364) * Modify intonation when reading aloud, to differentiate questions, exclamations or dialogue [(VCEALL373)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL373) | |
| 02:00 – 02:26 | **In conclusion, in this film, contrast, sounds and music, and perspective let us experience the events with the little seagull.**  So where do you think that one might go?  **In conclusion.**  Okay. In the conclusion?  **The first one.**  Why do you put it, why are you putting it in the conclusion?  **Because it says, In conclusion.**  Excellent. Good clue. | * Identify the structure of a small range of texts - sorting and sequencing [(VCEALA352)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA352) * Understand and use a range of learnt metalanguage to talk about text [(VCEALL363)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL363) | |

| 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 practise reading a wide range of simple, unfamiliar informative, imaginative and persuasive texts, with decreasing support [(VCEALC345)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC345) * Read a range of text types, identifying and discussing their purpose and structure [(VCEALA352)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA352) * Continue to develop a broad range of metalanguage to talk about text [(VCEALL363)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL363) |
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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. |