**Pathway B Level B3 Reading and Viewing**

**Informative text – How do volcanoes erupt?**

| **Student information** | The first student is 11 years and 5 months old and is in Year 6. They experienced some interruption to their schooling in Somalia before coming to Australia 4 years and 8 months ago. They attended a new arrivals program for a year before enrolling in a mainstream school. They speak Somali at home.  The second student came to Australia 2 years and 10 months ago from Sudan, where their schooling was interrupted. They attended a new arrivals program for 12 months before enrolling in a mainstream school, where they are now in Year 5. Their home language is Arabic. |
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| **Task** | The students have been learning to read and write explanations in class. In the task, the students first read and discuss an explanation of how a volcano erupts. Then the students order pictures of the process and match jumbled sentences with the pictures to create a comic strip explanation. The task was completed in a familiar environment.  The teacher is assessing the students’ ability to:   * access, interpret and evaluate information from a print text * understand main ideas in a text and extract specific details * interpret and explain information from a range of images in text * understand the cohesion of ideas between and within paragraphs.   The words spoken by the students being assessed are in **bold**. |

| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
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| 00:06 – 00:49 | Ahmed and Abdirahman, today we're going to read a text about how a volcano erupts.  So, first thing I'd like you to do is to turn your paper over, and have a read of that text, and see if there's any information in there that you already know. And see if there's any information in there that's new.  **(Together)** **Okay**.  Okay. Was there any information in there that you already knew?  **Yes**.  Abdi, what did you already know?  **That extreme heat below the Earth's crust melts rock.**  Mm-hmm. Okay. Ahmed, is there anything else that you already knew?  **Yeah, I knew that it rises and becomes harder.**  Mm-hmm.  **And then it explodes at the summit of the volcano.** | * Access, interpret and evaluate information from a range of print and digital texts, including visual, multimodal and interactive [(VCEALC424)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC424) * Discuss a text by relating ideas in the text to personal experiences or previous learning - explaining how understanding of ideas in a text is supported by previous learning [(VCEALA438)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA438) | |
| 00:49 – 01:24 | Good. Good. Was there anything in that explanation that was new, that you hadn't heard before?  What was new, Ahmed?  **The gas bubbles.**  Ah, yeah, that's right. Do you understand why the gas bubbles would make the explosion bigger? What does it remind you of Abdi?  **Like when you get boiling water, yeah, it starts like... the bubbles start coming out, yeah, and 'cause it's too hot and it's because of extreme heat.**  Yeah, that's right. | * Discuss a text by relating ideas in the text to personal experiences or previous learning - explaining how understanding of ideas in a text is supported by personal experience [(VCEALA438)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA438) | |
| 01:24 – 02:51 | So, I've got some pictures here that illustrate different parts of the process and I want you to use the text to put the pictures in order along this strip of paper, okay? So, you'll need to read the text and see if you can put the pictures in order. What's that one showing Abdirahman?  **It's the magma going up.**  Yeah. What's different about that picture?  **This picture here and that picture, you can see…**  What's different from this one, from this picture? What else is happening in this picture?  **This one?**  Mm-hmm.  **Oh, well, this one here, it hasn't fully, like, erupted.**  Mm-hmm.  **But this one, it's beginning to actually erupt.**  And what else is in there, apart from the magma?  **In here, the gas bubble.**  **The lava.**  Yes. There's gas bubbles in there. And what else is being collected in that magma?  **Ash, rock.**  Yeah, ash and rock.  **And lava.**  So is that... Where does it say that in the text, about it collecting the ash and the rock?  **Here, the lava collects rocks and ash on its way up the vent.**  Okay, so you think that one might come next, all righty. | * Interpret and explain information from a range of images in text [(VCEALC426)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC426) * Discuss texts with some understanding of meaning beyond the literal level, moving towards the inferential level - drawing a simple conclusion based on a factual text [(VCEALC429)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC429) | |
| 02:51 – 03:43 | Now, there are some captions here. They're not exactly the same as the words in the text, so you're going to have to read them and decide which of the pictures they go with.  **Okay.**  All right? Some of it's similar to the text and some of it is different. So let's have a look at these.  **This one.**  Yes.  **As all of these rises up becoming hotter, gas bubbles form and become unstable.**  **And become unstable.**  Okay.  **Yeah, it has...**  Let's put that there. And why have you put it there?  **Because**  **The gas bubble... Because, like, the gas bubble, they start becoming, like, unstable.**  Mm-hmm. Mm-hmm. And what can you see in the diagram that shows you that they're rising up?  **Like it's-**  **There are arrows.**  The arrows. Good. | * Understand the connection between text purpose and structure - sorting and sequencing labels for the stages of different learnt texts, such as procedures and explanations [(VCEALA431)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA431) * Understand the cohesion of ideas between and within paragraphs [(VCEALL441)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL441) * Follow the meaning of complex sentence patterns [(VCEALL443)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL443) | |
| 03:43 – 04:56 | When it says, Because of this, what does it mean? Because of what?  **Because**  What is it that makes the magma rise up?  **The pressure.**  Mm-hmm. What is it? What does it say in the first sentence?  **Extreme heat.**  Uh-huh. And what happens…when it melts? What do we know about the magma? What does it tell us about the magma in that first sentence?  **(Together) It's lighter than rock.**  Ah, so then because of this because it's lighter, it rises up, okay. So, see if you can find another sentence to place.  **Eventually the gas bubbles explode. This pushes the magma up through a gap in the Earth's crust called a vent.**  Okay.  **So it's here.**  It's here. Excellent. All right, we can see the vent and we can see the gas bubbles exploding.  **Because they're not stable, they're unstable.**  That's exactly right. Well done. You're doing a great job. What do you think comes next? | * Understand main ideas in a text and extract specific details [(VCEALC425)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC425) * Contribute actively to group activities on shared texts [(VCEALC430)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC430) | |
| 04:56 – 06:11 | **We know this is the last one because it says ‘finally’.**  Okay, excellent.  **So we're gonna put it here.**  Save that one. Is that… Hang on, where does this one go, first?  **This one.**  Right, why are you putting this one here?  **Because it says it can also cause damage to jet engines in aeroplanes, like the jet that's coming down.**  That's exactly right. And that shows you the big shadow. I've got a question. I've got a brain teaser for you. Why do you think it says ‘finally’ here in the middle of this text? Why do you think it says ‘finally’ Abdirahman?  **Because the magma is finally, like, it rised up and it's finally exploded.**  **And it's finally erupting.**  Yes.  **This is all about it on the way and then this is when it comes out of the volcano.**  Good. And what are the last three pictures and captions talking about?  **What it can do…**  Exactly.  **after it erupts.**  Exactly. It's talking about the results. Yeah. Usually, we'd expect to see finally at the end, wouldn't we?  **Yes**.  Okay. So it kind of tells us that we've finished the process and now we're talking about the results. Well done. | * Understand and use the appropriate metalanguage to talk about the structures and features of a text - locating features that help to structure a text, for example highlighting and labelling pronouns or conjunctions [(VCEALL442)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL442) | |

| This student’s performance in this task suggests that they are working within the range of Level B3 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 B3, consolidating B3 or at the B3 standard in Reading and Viewing.  At **beginning Level B3** students**:**   * read a range of familiar and unfamiliar texts, however teacher guidance in the selection of texts is necessary to limit the incidence of densely written information and language complexity * compare the organisational structures of different text types * are able to identify key information from factual texts on familiar topics but need teacher guidance to paraphrase and summarise the main ideas * may show limited comprehension because of their developing vocabulary and knowledge of English grammar.   At **consolidating Level B3** students:   * read fictional and subject-specific texts of increasing complexity but still require contextual support and more time than non-EAL students to comprehend language and concepts * make simple inferences and understand the gist of texts but may not be able to identify or recall specific details in more complex texts.   At[**Level B3 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)students:   * read for a range of purposes and identify main ideas and specific information in classroom texts. These texts may be print or digital, including visual, multimodal and interactive. * demonstrate understanding of the main storyline and most key information when retelling, paraphrasing, and answering questions * compare some details in texts * demonstrate some awareness of how information is organised in English texts * recognise the cohesive devices connecting ideas and the organisation of information in a text * use appropriate metalanguage to talk about the structure and features of a text * recognise how relationships are signalled by an increasing range of conjunctions * integrate a number of strategies to help them read new texts * use accessible English dictionaries to check the meanings of new words and use contents pages, indexes, glossaries and headings to find information. | **Possible next steps for this student’s learning:**   * Continue to practise reading, interpreting and evaluating information from a range of print and digital texts, including visual, multimodal and interactive [(VCEALC424)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC424) * Read a diverse range of text types, and discuss their purpose and organisational features [(VCEALL440)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL440) * Continue to build understanding of the appropriate metalanguage, and practise using it to talk about the structures and features of different texts [(VCEALL442)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL442) |
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| **Pathways and transitions considerations:**  A student in Year 3 - 6 who has achieved the B3 standard consistently in all three language modes will transition to the English curriculum when they are:   * capable of meeting the learning expectations in the English curriculum at the level taught to their peers, and without substantial language support * sufficiently proficient in understanding and using academic language to participate in learning activities across the curriculum * capable of understanding and using the academic English of the curriculum in subsequent years without substantial language support, when the cognitive and linguistic demands of the curriculum increase.   At the end of Year 6, students who are working within the B3 range transition to Pathway C in Year 7. Students who have achieved the B3 standard may transition to Pathway C or the English curriculum, depending on what is developmentally appropriate for the individual learner. |