

Stage B3 **beginning** **example 1**

The student
Year Level: Year 5
Background: born in Poland
Language: Polish
Schooling: began school in Prep in Victoria

The task
The students had examined the structural organisation and linguistic features of arguments. They had read models of the text type and discussed key features of the texts. They had jointly constructed an argument with the teacher before writing their own argument on a topic of their choice.

The text shows that the student:

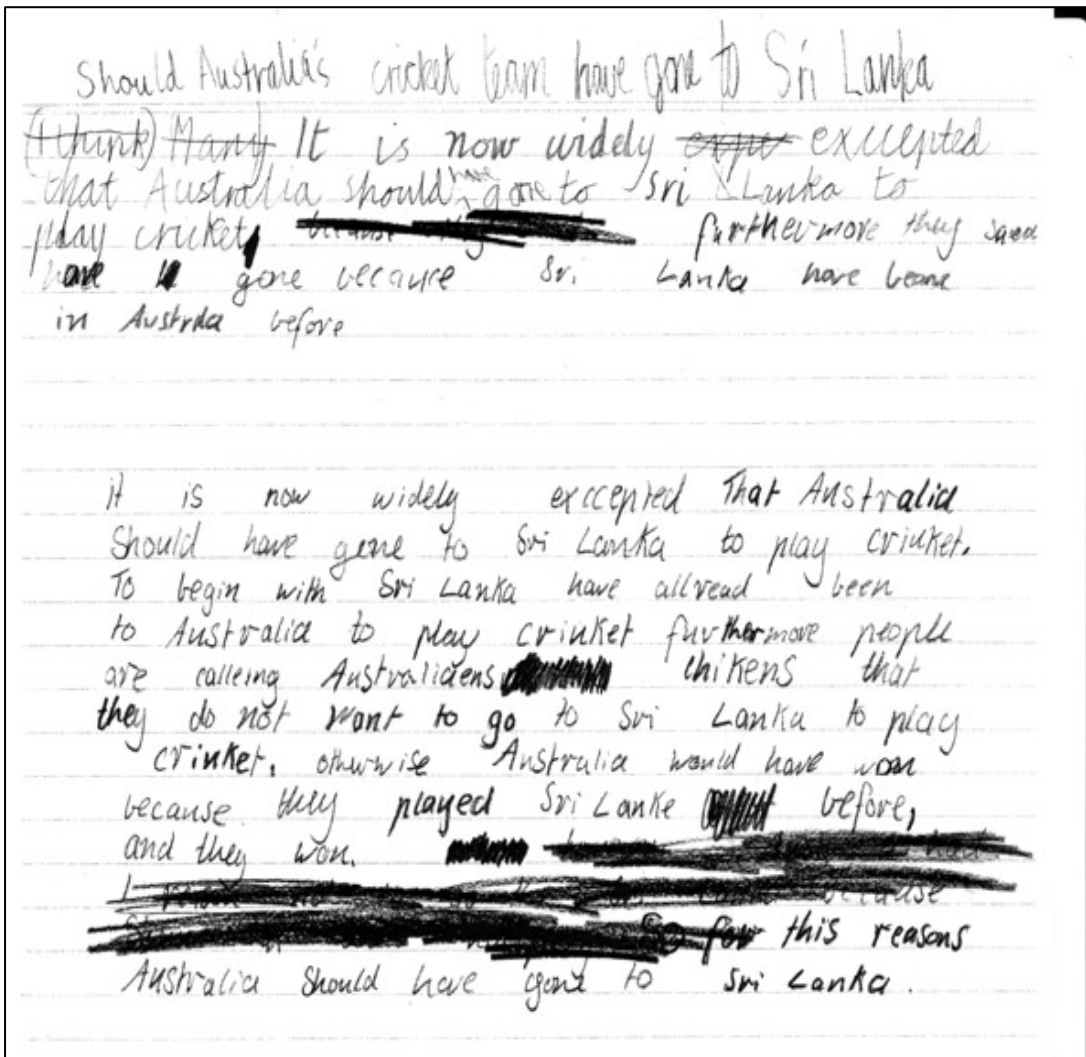
uses own experiences and perspectives to elaborate and support a viewpoint

maintains appropriate tense

uses some colloquial language e.g. chickens

uses connectives to sequence and link ideas

spells many words accurately but still evidence of invented spelling



This text is an example of a student at B3 beginning. The student presents and supports his viewpoint. He uses a number of connectives as modelled in the classroom to sequence and link his ideas, e.g. 'to begin with', 'furthermore', 'otherwise'. He also uses 'strong' modal verbs to provide some depth of feeling about the topic, e.g. Australia **should** have gone. The use of the colloquial term, 'chickens' is not in keeping with the formal tone of the remainder of the text, although is expressive of the writer's opinion. The appropriate tense is maintained throughout the text. Note that the second paragraph is a scaffolded redraft of the first.