**Pathway B Level B3 Reading and viewing**

**Imaginative text - Retelling Peter and the Wolf**

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| **Student information** | This student was born in Australia. She is eleven years and five months old and the main language spoken at home is Greek. She spent Foundation and two months of Year 1 in an Australian school then continued schooling in Cyprus, where the language of instruction was Greek, until halfway through Year 5. Since her return she has been in Australia for one year and seven months. She is currently in Year 5 and has not attended an English language school or centre. |
| **Task** | Students have studiedmulticultural stories and read picture books and radio scripts in learning activities such as modelled, shared and independent reading. They watched a movie of *Hansel and Gretel,* listened to *Peter and the Wolf* on CD, and viewed the *Hansel and Gretel Opera* during a school incursion. They made puppets and retold both stories using the puppets. Students completed cloze activities and tasks to identify the structure of a narrative. Students discussed characters and answered oral and written comprehension questions and examined sound-letter patterns.  For this task, the student read jumbled sentences from a new version of a familiar story of *Peter and the Wolf*. She then sequenced those sentences to retell the story, describing the main parts of the narrative and answered oral comprehension questions about the plot.  The teacher was assessing:   * the student’s ability to comprehend a fictional text * the student’s ability to draw inferences from the text to discuss characters * the student’s ability to understand the main storyline and key points from a text to answer questions.   The student being assessed is having a conversation with her teacher. The words spoken by the student being assessed are in **bold**. |

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| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
| 0:06-2:42 | You’ve read the story of Peter and the Wolf before. This is a different type of story in a different way. It is the story of Peter and the Wolf, okay? I’d like you to read it and then I’m going to ask you answer some questions, okay?  Okay, can you just read that last paragraph for us out loud?  **The wolf jumped about but he could not get loose. Then Peter heard some shooting. Some hunters came into the garden. “Don’t shoot,” Peter cried. “We have caught the wolf.”**  Well done, that’s terrific reading. What do you think ‘quacking’ might mean?  **His um, duck sound.**  Duck sounds. How did you know that? How did you work that out?  **Because it’s the sound of the word.**  And you’ve heard a duck quack?  **Yeah.**  Okay, that’s clever thinking. Mm, so what was that story all about that you’ve just read about Peter and the Wolf? What was it about?  **It’s about the wolf, he ate the duck, and that’s all.**  Is that all that happened in the story? The wolf ate the duck. Anything else happen in the story?  **He um, he, the hunters came…**  Okay, so what…?  **…and tooked his, the wolf to the zoo. Um, Peter went out to say, “Hello,” to the um, bird.**  When did that happen?  **At the beginning.**  The beginning of the story. So what was the problem of that story?  **The problem is, I think Peter, he tied wolf, the wolf.**  He tied the wolf. Why did he want to tie the wolf?  **So the wolf can’t, the wolf can’t, because he’s dangerous.**  Because he’s dangerous, so you think that’s the problem, the wolf being dangerous? Okay. What about if you, on this piece of paper here, could you draw the beginning, the middle and the problem, and the ending of the story, just to show the different parts? You know how we’ve talked about parts of a story? Okay, here’s the pencil. Let’s go. | * Understand main ideas in a text and extract specific details [(VCEALC425)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC425) * Use knowledge of sentence structure to predict words and self-correct [(VCEALL445)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL445) | |
| 2:43-4:27 | Wow, look what you’ve drawn. You’ve drawn the beginning, the problem, the middle and the ending. Can you tell me about the different parts of the story?  **The beginning Peter said, “Hello,” to the bird. At the problem, um, the duck and the bird was fighting. In the middle Peter did a lasso to the wolf. At the denning [sic] and denning…**  At the ending.  **…ending the wolf, they took the wolf to the zoo.**  Okay, so before you talked about the problem you said that the wolf came along, where’s the wolf in this picture in your problem?  **Um…**  You said the wolf was dangerous.  **Yeah, oh.**  Where is he? Is he hiding somewhere perhaps?  **Yeah, he was hiding.**  He was hiding. Alright, so what’s the problem going to happen in this part of the story if the wolf is hiding and we’ve got the duck and the cat? Remember what you read, what happened?  **Um, the wolf went closer and closer to, and he, he got the duck.**  He got the duck. Ah, that would be a big problem. Okay, who is the most important character in this story?  **Peter.**  And who are the other characters?  **Bird, cat, duck, the wolf and the grandfather.**  There are lots of characters. | * Understand main ideas in a text and extract specific details [(VCEALC425)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC425) * Understand and use the appropriate metalanguage to talk about the structures and features of a text [(VCEALL442)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL442) | |
| 4:28-6:28 | Well done. Why do you think Peter wanted to catch the wolf?  **Because the wolf is dangerous for everyone.**  What would you do? Would you do something like Peter did?  **Yeah, this tricks.**  Sorry?  **Trick, to tricked him.**  You’d like to trick him? How would you trick him? Would you do the same thing?  **Um, call um, call the hunters.**  That’s a good plan. Mm. Can you describe Peter? What do you think, what’s he like?  **He likes um…**  Not what he likes, but what is he like as a character? How would you describe him?  **He’s happy, smile, brave.**  What makes him brave?  **Makes him, the wolf.**  What about the wolf? What do you mean?  **Um…**  He looks very brave there, doesn’t he, and looks very happy. What’s making him brave there?  **He got, he got the rope and he’s happy.**  So he’s happy? What do you think is going to make him brave?  **Um, to bring, they’re going to him bring to zoo.**  Okay, that’s a plan. Good, well done. I think you read that story very well. Congratulations. | * Discuss texts with some understanding of meaning beyond the literal level, moving towards the inferential level [(VCEALC429)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC429) * Express a personal response to a small range of imaginative texts [(VCEALC428)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC428) | |

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| This student’s performance in this task suggests that she is 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:**   * Using a structure and sentence stems to retell a story, for example, *in the beginning…then…* [(VCEALL441)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL441) * Creating a character map with vocabulary to describe the characters and their actions [(VCEALC428)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC428) * Using the character map to support her responses to open-ended questions about the characters [(VCEALC429)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC429) * Elaborating on what the student might do as the main character by rewriting the story with an alternative complication or resolution, either independently or with a partner [(VCEALC457)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC457) [(VCEALC378)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC378) [(VCEALC298)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC298) \*This is a writing activity. Depending on the student’s proficiency in writing, the student may be working at Level B1, B2 or B3 in writing. |
| **Pathways and transitions considerations:**  Assuming that this Year 5 student is consistently demonstrating the final achievement standard in Pathway B (Level B3) in the other two language modes, she will need to demonstrate that she is also consistently working at the achievement standard in Reading and viewing in order to transition to the English curriculum.  She will need to be equally capable across all three language modes to be able to meet the learning expectations in the English curriculum at the level taught to their mainstream peers, and without substantial language support.  She will need to be sufficiently proficient in understanding and using the academic language across the learning areas to participate in learning activities across the Victorian curriculum.  She will also need to be able to understand and use the academic English of the curriculum in subsequent years without substantial language support, when the cognitive and linguistic demands of the Victorian curriculum increases. |