**Pathway C Level C1 Reading and viewing**

**Informative text- Reading about Australia (1)**

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| **Student information** | The student is twelve years and eight months old and comes from Thailand. She has completed seven years of schooling in Thailand and speaks, reads and writes Thai well. She has been in Australia for nine months and has been attending an English language school for seven months. |
| **Task** | The class has been working on a unit of work on multiculturalism and countries around the world. The students read about a Russian emigrant and used that text to compile a list of facts about Russia. The students then used ten headings to research facts about their own countries and compiled a ‘fact file’ text about their country of origin which they also presented as a poster. These were used to deliver oral presentations to the class.  In this task the student is reading an information text about Australia. The student is asked to read the instructions and the information sections in the text. She is asked to locate where in the text certain information is provided, evaluate true or false statements, and answer comprehension questions with some teacher support. The teacher is evaluating how well the student understands the layout and conventions of the text such as, the title, subheadings and tables. The teacher also wants to know how well the student can read aloud, understand specific words and phrases and relate what she reads to other contextual support in the classroom to support her understanding of the text.  In particular the teacher is observing how well the student can:   * extract specific information from simple charts and tables * find information presented in the text * indicate her understanding of basic information presented in the text through a variety of tasks, including evaluating true or false statements, answering questions using information in the text, or locating information in the text * gain meaning using headings and captions * draw on background knowledge to perform text-related tasks * identify the purpose of a task in written instruction * show an understanding of simple coordinating conjunctions and recognises and can follow simple imperatives * identify key vocabulary in instructions * use visual support to interpret meaning.   The words spoken by the student being assessed are in **bold**. The words spoken by the teacher is in normal font and the words of other students are in *italics*. |

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| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
| 0:06-0:24 | So we’ve got the instruction. What do you think you have to do here?  **Cut.**  Good, and after you cut?  *Pray.*  **Put…**  Do you think you have to write it?  **No.**  No? So we cut them?  **Yeah.**  Mew?  **Cut that and put in the paper.**  Excellent. | * Demonstrate understanding by performing a task [(VCEALC569)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC569) * Identify the basic purposes and audiences of different print and digital news media texts [(VCEALA573)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA573) | |
| 0:25-0:53 | You said the story was the same as the one that we looked at on Wednesday. All the words are the same, all the sentences are the same, but there is one sentence that is new. Can anyone find that sentence? You.  **The Australia dollar is used in Australia.**  Beautiful, and beautiful reading.  **Thank you miss.**  Good job. | * Locate directly stated information in a text or illustration [(VCEALL578)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL578) | |
| 0:54-1:41 | Look at the word under ‘population’. Kim, can you read that word?  *Error.*  Good. Excellent. Mew, can you read that number?  **Seven million, seven hundred thousand square kilometres**  Beautiful. Okay, so have a look at area. You’ve matched it with a number. Mew, can you read that number please?  **Seven million, seven hundred thousand square kilometres.**  Oh, can you read it again?  **Seven million, seven hundred thousand square kilometres.**  Excellent, beautiful. | * Pronounce a range of words comprehensibly based on knowledge of vocabulary and letter–sound relationships [(VCEALL585)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL585) | |
| 1:42-2:42 | Alright, let’s go back here, so highest mountain, you finished that, and longest river.  *Moss.. river.*  Again?  *River.*  Mew?  **Murray River.**  Good. Can you read the first sentence? Kim or Mew? Mew? Mm hm.  **Australia is a contenit.**  Beautiful. And the next one, number six? Mew, can you read it?  **In January it is hottest in Darwin than in Melbourne.**  Lovely. Alright, now last one. Mew would you like to read it?  **In 2006 more people came to Australia from China than from India.** | * Demonstrate awareness of basic sentence and question patterns [(VCEALL580)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL580) * Pronounce a range of words comprehensibly based on knowledge of vocabulary and letter–sound relationships [(VCEALL585)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL585) | |

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| This student’s performance in this task suggests that she is working within the range of Level C1 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 C1, consolidating C1 or at the C1 standard in Reading and viewing.  At **beginning Level C1** students**:**   * can recognise the basic conventions of written texts in English, such as start and end of books, titles and paragraphing * participate in shared reading activities by attending to the main reader, and may use their finger to track text as they listen * attempt to draw on support from other resources to help them with the written text, such as sounding out words or using a bilingual dictionary * are confident at attempting text that appears on computer screens and are able to recognise the letters on a keyboard.   At **consolidating Level C1** students:   * have begun to get the basic gist of short texts on familiar topics, although they have difficulty discussing what texts mean beyond the basic literal level * have begun to use the conventions of texts, such as titles, illustrations, and sub-headings, to help them gain meaning * are aware of punctuation and they attempt to modify their reading aloud accordingly although they may require reminders and guidance and might still make mistakes.   At[**Level C1 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10)students:   * read and comprehend a range of short, simple, familiar factual or fictional texts developed by the teacher. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts. * understand a range of basic print instructions and questions in context. * discuss texts at a literal level, and show some inferential understanding * demonstrate an understanding of basic text structure, reading for different purposes, and using titles and chapter headings to make predictions about texts * read new texts with support, combining their developing knowledge of English sound–symbol relationships, their developing oral and sight vocabulary, their beginning knowledge of the conventions of print text organisation in English, and their emerging knowledge of English grammar * read some common letter combinations and make logical attempts at reading new words * use appropriate stress, intonation and phrasing when reading known texts aloud, showing an understanding of the function of basic punctuation. | **Possible next steps for this student’s learning:**   * Practising using comparatives and superlatives in written activities about the same topic [(VCEALL562)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL562) * Developing a ‘word wall’ with the key vocabulary from this topic and providing students with opportunities to practise saying and using the words [(VCEALL583)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL583) |
| **Pathways and transitions considerations:**  A Year 7 student who is working within the range of Level C1 in any one language mode is not ready to transition to the English curriculum regardless of their proficiency in the other two language modes. This student will continue on Pathway C of the EAL curriculum. |