**Pathway C Level C1 Reading and viewing**

**Informative text - Reading about Australia (2)**

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| **Student information** | The student is from Burma and her first language is Karen. She is fifteen years and four months old and has been in Australia for one year. She has been attending an English language school in Australia for eleven months. She had learned to read and write Karen in a refugee camp in Thailand but had limited education prior to coming to Australia. |
| **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:** |
| 0:06-1:06 | Okay, we’re going to do the same thing as you did for your countries for Australia. Now you’ll need a ruler and a pen. Please take one. Perhaps Moo can you read the instruction?  **Miss have and the information.**  Excellent. Can you read that sentence?  **The high, the highest mountain in Australia is Mt Kosko.**  Yeah, that’s not bad. Can you see the picture? That’s about Mt Kosciusko. Beautiful. When was this picture taken? Was it in summer or spring?  *I think autumn.*  Again?  **Autumn.**  Read what’s underneath the picture. Just check Moo. Can you read the sentence here?  **Mm. This one miss?**  Mount…  **Mt Kosko in winter.**  Excellent, so which season was it?  **Winter.**  Beautiful. | * Locate directly stated information in a text or illustration [(VCEALL578)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL578) | |
| 1:07-1:25 | Right, now we have question two: Look at the instruction. Would someone like to read the instruction?  **Yeah.**  Would you like to try it?  **Yeah.**  Yeah? Mm-hm.  **Are they, are they citizen, true or false? Draw a circle around true or false.**  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) * Read with understanding a range of simple texts based on predictable language structures and vocabulary [(VCEALC570)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC570) | |
| 1:26-1:47 | There were actually two sentences, aren’t there?  **Mm.**  Alright Moo, can you read the two sentences please?  **Two of Australia’s biggest city are Sydney and Melbourne. To…**  Lovely reading. Go ahead.  **Together they have an population of about nine million people.**  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) * Read with understanding a range of simple texts based on predictable language structures and vocabulary [(VCEALC570)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC570) * Understand simple punctuation when reading [(VCEALL586)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL586) | |
| 1:48-2:19 | So can you read number five?  **The hasta temp…**  Temperature.  **…temperature in Brisbane in April is 26 degrees.**  Good, so what city are we looking at for number five? Is it Melbourne?  **No, Brisbane.**  Brisbane. Can you find Brisbane in the table? Okay, and the month?  **April.**  Good, so is this true or false?  **True.**  Good. | * Demonstrate understanding by performing a task [(VCEALC569)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC569) * 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) | |
| 2:20-2:47 | Can you find Darwin and Melbourne in the table?  **Yeah.**  Good, and what month are you looking at?  **January.**  Good. In Darwin in January what’s…?  **Thirty-two.**  Good, and in Melbourne?  **Twenty-six.**  Yeah, so is it hotter in Darwin than in Melbourne in January? True or false?  **True.**  Lovely. | * Locate directly stated information in a text or illustration [(VCEALL578)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL578) | |
| 2:48-3:11 | Now number eight. Can I read it? In 2006 some people from the Philippines came to live in Australia. Where in the text do we find that information?  **Mm.**  Beautiful. Can you see Philippines in the graph?  *There.*  Good. | * Attempt to read familiar and unfamiliar texts with fluency [(VCEALC567)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC567) * Locate directly stated information in a text or illustration [(VCEALL578)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL578) | |
| 3:12-5:04 | And number nine. Moo, can you just read that? During, during…  **During, during that year most me… What it say?**  Yeah, do you want to have a try?  **Mm hm. Me…**  Mm, looks like that, doesn’t it? Let’s see, does anyone else know? Most… This word here. Yeah. Mew, do you want to have a try? No? Have a look at the word. Do you remember what it means? What does it mean? Most…  **Most migrates.**  Good try. Most migrants… Migrants. People who come to Australia from other countries, like us to live. Right? Remember this graph is about people who come from other countries to live in Australia in 2011, is it? Was it 2011?  **No, it was 2006.**  Fine, good. Okay, so UK, and remember, we talked about United Kingdom, yeah? Can you see the UK on the graph?  **Yeah.**  Beautiful. Most migrants. So more than any other country. Is that the biggest part on the graph?  **Yeah.**  What colour is the UK?  **Blue.**  Good. Is that bigger than the other ones?  **Yeah.**  Yeah? So what do you think? True or false? We’re up to this one, number nine here.  **I think true.**  Beautiful. | * Locate directly stated information in a text or illustration [(VCEALL578)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL578) * Demonstrate understanding by performing a task [(VCEALC569)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC569) * Attempt to read familiar and unfamiliar texts with fluency [(VCEALC567)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC567) | |

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| **Overall, this student can also:**   * Attempt to read familiar and unfamiliar texts with fluency [(VCEALC567)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC567) | **Possible next steps for this student’s learning:**   * Developing ‘word walls’ to display new vocabulary, supported by visuals [(VCEALL583)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL583) * Asking open-ended questions to encourage the student to provide more information in response and demonstrate their understanding of the text [(VCEALC571)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC571) |
| 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. | **Pathways and transitions considerations:**  A Year 9 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. |