**Pathway B Level BL Reading and viewing**

**Informative text - Reading about sea animals (1)**

|  |  |
| --- | --- |
| **Student information** | The student is eleven and eight months old and was born in Kenya. Her home language is Oromo which is a language spoken mainly in southern Ethiopia, and also in parts of Kenya and Somalia. She has had four years of interrupted schooling and cannot read or write in her home language. She has been in Australia for ten months and attended an English language school for nine and a half months. |
| **Task** | The class has been learning about sea creatures. They learned about the topic from posters, a big book, short documentaries from the internet and from reading a variety of class texts. There was also a rockpool incursion at the school. The students have learned the relevant vocabulary for naming and describing the animals and their habitats. They have worked on recognising vocabulary and writing simple sentences using the target vocabulary.  In this reading task the student was consolidating her understanding and showing the teacher what she had learned in the unit. In particular the teacher was assessing how well the student could:   * identify the written labels for the animals * use the technical terminology to describe the animals * understand and read familiar sentence structures, such as *This is... It has… It lives in the … It eats…* * read familiar texts with fluency.   The words spoken by the student being assessed are in **bold**. The words spoken by other students are in *italics* and the teacher’s words are in normal font. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
| 0:06-1:43 | This is a little, a short sentence, and it’s a short description that we were talking about before that fits with each of these animals. So if you can read we’ll have turns. We’ll have Meratu first, you can read, and then you try and match it with the animal.  **Okay. It has big wings.**  Excellent. Now where does that go Meratu?  **Here.**  Mm? Do you think that’s got wings, the dolphin?  **Mm…. Oh, here.**  Meratu?  **It has a long…**  *…tail.*  **…tail.**  Which of these animals has the long tail? Some animal that hasn’t got the sentence.  **Whale. This one.**  Yes, put it there. I think it goes there.  **It has fins and a tail.**  Good.  *When…*  **Where…** | * Demonstrate reading-like behaviour [(VCEALL210)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL210) * Acquire information from simple images, with teacher direction and support [(VCEALC186)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC186) | |
| 1:44-3:34 | Meratu, can you read the first page?  **Lobster…**  Lobster.  **…it has a hard tail. Sh…**  Shell.  **Shell. Shark, it has fins and a tail. Ray, it has leg, big wings. Cr… fins.**  Can you help her Lazarus, do you think?  *Jellyfish….*  **Jellyfish has…**  Good.  **Jellyfish, it has t… te… ten…**  Very good, very close. Tentacles. Where are the tentacles on the jellyfish? Tentacles, these things are tentacles Lazarus. These are tentacles, see, those things like that. They look like legs.  **It has a long b… bod…**  Body.  **…body like a snake.**  **Crab, it has pinc… res, pincres.**  Pincers.  **Pincers.**  That’s a hard word, pincers. | * Recognise the letters of the alphabet [(VCEALL208)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL208) * Attempt to self-correct [(VCEALL211)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL211) | |

|  |  |
| --- | --- |
| **Overall, this student can also:**   * Read simple, familiar texts with assistance [(VCEALC184)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC184) * Understand and explore the basic layout and conventions of simple texts [(VCEALL200)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL200) * Recognise some common words or phrases [(VCEALL206)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL206) | **Possible next steps for this student’s learning:**   * Creating a bilingual word list of technical vocabulary, with support [(VCEALL207)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL207) * Reading simple sentences with longer descriptive phrases [(VCEALC184)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC184) * Reading different texts that contain familiar, learned vocabulary [(VCEALL207)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL207) [(VCEALC185)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC185) * Completing simple sentences describing each sea animals using the words from their word lists, such as *Lobsters have a shell* and *A lobster has a shell* [(VCEALL203)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL203) * Recognising the difference between plural and singular nouns [(VCEALC184)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC184) * Creating and recording her own read-along e-book on an app, with support [(VCEALL203)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL203) [(VCEALL199)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL199) [(VCEALL213)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL213) |
| This student’s performance in this task suggests that she is working within the range of Level BL 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 BL, consolidating BL or at the BL standard in Reading and viewing.  At **beginning Level BL** students**:**   * are new to English and new to literacy   **and/or**   * may have little or no experience of formal learning and do not have literacy strategies already acquired through developing literacy in a home language   **and/or**   * may be reluctant to participate in reading activities   **and/or**   * may recognise their home language in writing, if it has a written form, and may recognise that English print is different from their home language * will be able to draw on general learning skills and strategies that they have used to function effectively in their home communities, for example observing, memorising, classifying.   At **consolidating Level BL** students:   * show an interest in books and focus on illustrations * show interest in print and recognise some environmental print including their name * can recognise and name some letters * are starting to build a bank of English words they recognise, such as environmental print * read some short, familiar texts that have been well-introduced in class * demonstrate reading-like behaviour such as holding a book, sitting and looking at a book, turning pages and looking at pictures * watch and listen as texts are read aloud to them but may not join in * rely on peer or teacher support to complete structured activities.   At[**Level BL Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10#level=BL)students:   * read a wide range of familiar, short, simple, repetitive fictional and everyday texts, and complete basic structured activities based on them. These texts may be print or digital, including visual, multimodal and interactive. * retell a simple and familiar story, and sequence a process with sentences and pictures * show early understanding that texts are written for a variety of purposes * show beginning understanding of the letter–sound relationships of English * read some familiar words and phrases in context, and recognise, name and know the sounds related to all letters and some common letter groups * recognise that meaning is carried by intonation, and they listen for key words and for repetition of words and phrases in texts read aloud * focus on illustrations and other non-written features when reading * use word lists and simple dictionaries to assist them to read new words. | **Pathways and transitions considerations:**  A Year 6 student working within the range of Level BL 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 B of the EAL curriculum in all language modes. |