**Pathway A Level A2 Reading and viewing**

**Imaginative text - Reading The Very Hungry Caterpillar**

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| **Student information** | This student is six years and three months old and has been in Australia for four months. She is from the Philippines and speaks Filipino at home. She attended school for one year in the Philippines, where she had a little exposure to English. She has been in a Foundation class in an English language school for four months in Australia. She will exit into a mainstream school in a few weeks after completing this assessment task. |
| **Task** | As part of larger units of work on ‘Food’ and ‘Minibeasts’, the student was asked to complete a computer-based task following a reading of *The Very Hungry Caterpillar* by Eric Carle. In the task the student matches days of the week, pictures of food, numbers sentences and stages of the butterfly’s life cycle. The student also read the instructions to complete these tasks.  The teacher was using the task to assess the student’s ability to respond to a familiar text with limited support as well as the student’s use of cues and strategies to decipher unknown words. The teacher wanted to know the extent to which the student could:   * demonstrate her understanding of a familiar text * retell the main events of the story she had read * recognise familiar words in new or different contexts.   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:** |
| 0:06-2:15 | Now we’re going to do some work on the computer, okay? And what I want you to do, on each page there’s going to be a little caterpillar and he’s going to ask you to do some things. I want you to read the question, okay? And then we’re going to do it. So to turn pages you need to click. Good girl. What is the caterpillar saying?  **“Hi, I am the very hungry caterpillar. I need your help to retell my story. Please drag and place the food I ate next to the correct day of the week.”**  What does the caterpillar want you to do?  **Put the food on the days correctly.**  Okay, so what is the first day?  **Monday.**  What did he eat on Monday?  **Oh.**  Good girl. What is the next day?  **Mm, Tuesday. Two pears.**  Good girl. What’s the next one?  **Wednesday.**  What did he eat Wednesday?  **Three plums.**  And what’s next?  **Thursday. Four oranges.**  Are they oranges?  **Oh…**  What are they?  **Strawberry.**  Strawberries. Good girl. What’s the next day?  **Friday.**  What did he eat Friday?  **Oranges.**  They look like oranges. What about Saturday?  **Mm, leave.**  Did he eat the leaf on Saturday? What did he eat before the leaf?  **Lots of food.**  What happened when he ate lots of food?  **He had a stomachache.**  That’s right, and then what did he eat?  **Um, leaf.**  Good girl. Are they all right?  **Yeah.** | * Use knowledge of letters and sounds to read a new word or locate key words [(VCEALL132)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL132) * Understand how different types of images in texts contribute to meaning [(VCEALA116)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA116) | |
| 2:16-3:22 | Well done. Can you go to the next page? Now what’s the caterpillar saying?  **“Oh no, we have my food in, in the right order, but the sentence are all mixed up. Help me match to correct sentence to Monday, Tuesday, Wednesday and Thursday.”**  What does the caterpillar want you to do now?  **Put the, put the sentence to the foods that he ate.**  Okay, so what is the first day?  **Monday.**  So what sentence do you need?  **Mm, this one**  How do you know it’s that one?  **Because it says ‘Monday’.**  Good girl. Can you take it up? What do you need next?  **Tuesday.**  Where’s Tuesday’s sentence? Good girl, well done. | * Focus on both content and functional words to understand the main idea in a text [(VCEALL126)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL126) * Recognise that full stops and question marks separate text [(VCEALL133)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL133) | |
| 3:23-4:21 | Okay, next page. Now what is the caterpillar saying?  **“I am so full I think I ate too much food. Help me figure out how much food I ate each day. Come and match the correct number to the food.”**  So what do you have to do here?  **Click the number and put it behi… beside the foods.**  Okay, so on Monday what did he eat?  **One apple.**  Okay, where’s number one?  **Whoops.**  Good girl. What comes next?  **Tuesday.**  What did he eat on Tuesday?  **Two pears.**  Good girl. What’s next? | * Relate most letters of the alphabet to sounds [(VCEALL131)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL131) | |
| 4:22-5:37 | And what does the caterpillar say now?  **“Now that we have my story in order I have one last taks for you. Can you remember the order of how I grew and change in the story? On the next page move the pictures to the corrects page in my life cycle.”**  What does the caterpillar want you to do?  **Um…**  You can go to the next page.  **Click the pictures in the rectangle correctly.**  Okay, so what goes in this rectangle?  **The egg on the leaf.**  The egg on the leaf. Then what happens next to the egg?  **The caterpillar.**  The caterpillar comes out of the egg. Then what happens to the caterpillar?  **Cocoon.**  He builds a cocoon. And what comes out of the cocoon?  **Butterfly.**  Well done. Can you go to the next page?  **Yeah. “Thank you for all your, of your help.”**  Well done Rosanel, you’re finished. | * Understand how different types of images in texts contribute to meaning [(VCEALA116)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA116) | |

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| **Overall, this student can also:**   * Understand a small range of simple, familiar texts [(VCEALC112)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC112) * Understand information in texts read and viewed in class [(VCEALC113)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC113) * Read familiar texts with some fluency [(VCEALL135)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL135) * Read familiar phrases and sentences with fluency [(VCEALL128)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL128) * Recognise a small range of familiar words in different contexts [(VCEALL129)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL129) * Use knowledge of letters and sounds to read a new word or locate key words [(VCEALL132)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL132) * Understand and use the basic features of different texts [(VCEALL124)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL124) * Use knowledge of context, text structure and language to understand literal and inferred meanings [(VCEALC114)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC114) * Use knowledge of letters and sounds to read a new word or locate key words [(VCEALL132)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL132) * Understand that the purpose of a text is reflected in its form [(VCEALA117)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA117) | **Possible next steps for this student’s learning:**   * Reading, understanding and responding to common instructions in other areas of the curriculum, for example, in Science or Maths [(VCEALL046)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL046) * Discussing familiar texts to develop inferential understanding of texts [(VCEALC114)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC114) * Relating a similar personal experience to the character, such as growing up [(VCEALA122)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA122) * Describing the similarities and differences between the character and own experiences for example between the human life cycle and a minibeast life cycle [(VCEALA122)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA122) |
| This student’s performance in this task suggests that she is working within the range of Level A2 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 A2, consolidating A2 or at the A2 standard in Reading and viewing.  At **beginning Level A2** students:   * recognise some words in English and make some attempts to read unknown words using initial sounds * continue to use early decoding skills but they are not yet able to predict from language context alone because of their developing English proficiency * are mostly reliant on illustrations and teacher support to establish meaning in a text and may not understand everything that they read * can follow and read short, simple texts along with the teacher and class in shared reading activities.   At **consolidating Level A2** students**:**   * are beginning to apply their developing reading skills with more confidence and independence * recognise some common genres and their features * can identify key information in a text with some support from the teacher but comprehension of unfamiliar topics will be more limited * begin to recognise that information can be represented in visual forms * are beginning to rely less on teacher support when reading individually but still benefit from reading well known texts about familiar topics with support from the teacher.   At[**Level A2 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-a-early-immersion/curriculum/f-10)students**:**   * read and respond to a wide range of familiar texts. These texts may be print or digital texts, including visual, multimodal or interactive texts. * predict, ask questions, retell and talk about texts read and viewed in class * read a range of topic-related classroom texts, with support * can read familiar texts with some fluency * read back their own writing or own sentences recorded by another * use texts purposefully, following simple procedural texts and finding basic information in texts * discuss simply the events in texts and characters’ feelings and actions * identify the purposes of familiar text types including classroom texts, simple stories and factual texts * use their developing knowledge of context, sound–symbol relationships, word patterns and text structure to read simple familiar and unfamiliar texts * interpret simple images and identify the layout of a range of text types. | **Pathways and transitions considerations:**  A Foundation student who is working within the range of A2 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 A of the EAL curriculum in all language modes.  A Foundation student should consistently demonstrate the final achievement standard in Pathway A (Level A2) in all three language modes before they transition to the English curriculum.  They 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.  They 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.  They 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 increase, for example in Years 3 and 4. |