**Pathway B Level B2 Reading and viewing**

**Informative text - Connecting text to self (2)**

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| **Student information** | This student was born in Thailand and the main language spoken at home is Burmese. He is eleven years and ten months old with a history of disrupted schooling in refugee camps. He has been in Australia for two years and spent six months in an English language school and about three months in another primary school prior to his current setting. He is currently in a Year 5 mainstream class. |
| **Task** | The class has previously participated in three literacy lessons. At the beginning of each literacy session, the teacher reads a picture storybook and models text-to-self connections. During guided readings, students have been encouraged to volunteer their own connections to the text. In this task, the student was asked to choose a part of the story to which he had a connection. He reread this choice to the group explaining the reason for his choice and then independently completed a T-Chart to show his understanding as a personal response.  The teacher was assessing:   * the student’s ability to express a personal response to a text by making connections to their personal experience * the student’s ability to express a personal point of view about a character’s actions and speculate on their own experience in a similar situation * the student’s ability to read fluently some common words and familiar phrases * the students’ ability to read compound sentences.   The words spoken by the student being assessed are in **bold**. The words spoken by other students are in *italics* and the words of the teacher are in normal font. |

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| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
| 0:06-1:37 | Hi, for our reading workshop this morning boys, we’re going to be looking at Bubble Buster again. I would like you to re-read the text to yourself. As you’re reading I want you to mark, using the sticky notes, any text-to-self connections that you might have. So when you’re reading if you find something that reminds you of something in your life or something that you’ve done before, something that has happened to you before. We’ve talked about text-to-self connections over the last couple of weeks. So mark it with a sticky note and then keep reading to get to the end of the book. When you’re ready I’d like you to complete the T chart here to show your text-to-self connections that you made when you were reading. And here on this side it says the author said. Here. And on this side, this reminds me of. You have a choice. You can draw pictures on both sides. You can write, copy what the author said and then draw a picture, or you can write and write. How you record your text-to-self connections are up to you, okay? You may read the book to yourself and then if you finish you can go, you don’t have to wait for me. You can go on with this when you are ready and I’m going to ask each of you to read a section of the text to me. You can choose perhaps your favourite part of the text to me, okay? Are there any questions?  *No.*  Anything you don’t understand? No? Cool. |  | |
| 1:38-3:11 | **“I starting off pool party, he’s good, good jump and about, he’s good speed and mark about.”**  Remember if you, don’t wait for me to pick up any of those.  **“He’s jump on hole…”**  That’s right, remember?  **“Bubble holes.”**  It’s her name, so on the end of the word the y makes an…  **“Holly.”**  Well done. Good fixing.  **“Bubble up say, dah say…”**  What’s that one? The seal…  **“Seal will eat…himself as it speak called…”**  Yeah, a c…  **“Close.”**  Across.  **“across the pool.”**  Okay.  **“Well, well say Buster but Hol, Holly was not amu…”**  Yeah. Break it up. So that’s right.  **“a-muse.”**  Amused.  **“Amused.”**  Do you remember what that word means?  **Angry.**  Yeah, that’s right, angry. Look, that’s right. She’s not amused, she’s not happy.  **Hers…**  She’s angry. | * Understand the relationships between events or ideas in a text [(VCEALL362)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL362) * Use knowledge of sentence structure to predict words or self-correct [(VCEALL366)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL366) * Adapt speed when reading an unfamiliar text [(VCEALL370)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL370) | |
| 3:12-3:54 | Ha De Za, would you please explain to us what your text-to-self connection was, like why you chose this page?  **I chose the number 10 because is happen in my life…**  What…  **In my country, my friend do the bubble and I pop every time.**  Every time?  **Yeah.**  Can you tell us how did your friend feel about this?  **He’s angry about that.**  Did you get…  **Sometime he tell my mum.**  Oh, so he was cross? He told your mum?  **Yeah.**  Thank you. Did you want to tell us anything else?  **No.**  No? Thank you very much. Well done. Good job. |  | |
| 3:55-4:39 | I notice you’ve chosen this page. Can you tell me what’s happening in this picture?  **Bubble Buster, oh, the Buster he’s popped a bubble, and he’s want to do that, her says, oh, he says I give to her, he break.**  How do you feel about this character?  **Her sister angry.**  She was angry. How did he feel?  **Happy.**  Yeah, how, but was he sorry that he’d broken her toy? No? And what part of the story did this happen in?  **Eleven and ten.**  So was it the beginning of the story?  **Yeah.** | * Express a personal response to an imaginative text or elements of the text [(VCEALC349)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC349) * Compare own experiences to those represented in texts [(VCEALA356)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA356) * Make and substantiate inferences and predictions when reading or listening to a text read aloud [(VCEALC350)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC350) | |

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| **Overall, this student can also:**   * Read simple, unfamiliar informative, imaginative and persuasive texts, with support [(VCEALC345)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC345) * Read texts that contain compound and complex sentences [(VCEALL364)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL364) | **Possible next steps for this student’s learning:**   * Re-reading the text aloud to a partner to practise fluency [(VCEALL373)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL373) * Rewriting the section of the text, and replacing events in the text with his own experience [(VCEALA356)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA356) * Creating a vocabulary list of synonyms for the adjectives in the text, translating into his home language, and using the list to support his writing [(VCEALA357)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA357) * Describing each character based on how they felt using the list of adjectives from his vocabulary list [(VCEALC349)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC349) |
| This student’s performance in this task suggests that he is working within the range of Level B2 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 B2, consolidating B2 or at the B2 standard in Reading and viewing.  At **beginning Level B2** students**:**   * read short familiar texts independently and read unfamiliar texts with considerable teacher support and encouragement * respond personally to texts, expressing opinions simply about texts they have read often relying on the teacher’s reading and interpretation as a model for their own response * recognise the main purposes of factual and fictional texts and begin to identify some differences between the topic, structure and presentation of factual texts * continue to develop their reading strategies and use their developing knowledge of sound–symbol relationships and letter patterns, sight vocabulary and knowledge of English grammar.   At **consolidating Level B2** students:   * read familiar texts with increasing confidence and continue to require teacher support to read unfamiliar texts with known words and predictable patterns * use organisation features (for example, headings, diagrams) to locate information in factual texts, with teacher support * are able to draw on their developing proficiency in English to comprehend and predict meaning but are still quite dependent on language developed through speaking and listening in English and may rely on key words for understanding * attempt to self-correct but may do so inconsistently * are able to complete simple tasks about texts however they may be able to demonstrate their understanding of texts more competently through oral rather than written language responses.   At[**Level B2 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)students:   * read familiar and unfamiliar texts containing predictable structures and familiar vocabulary. These texts may be print or digital, including visual, multimodal and interactive. * follow simple written instructions and questions * identify the basic purposes of simple texts, and recognise the basic stages of common text types * use their developing vocabulary and their knowledge of sentence structure and English letter–sound relationships to predict and self-correct * modify intonation to differentiate questions, exclamations or dialogue when reading aloud * follow simple time and logical relationships between events and ideas expressed by common cohesive devices * sequence sentences from known texts or a text on a familiar topic or experience * use simple strategies to assess text difficulty and to choose new texts to read. | **Pathways and transitions considerations:**  This Year 5 student is working within the range of Level B2 in Reading and viewing. Therefore, he is not ready to transition to the English curriculum regardless of his proficiency in the other two language modes. This student will continue on Pathway B of the EAL curriculum in all language modes. |