**Pathway B Level B3 Reading and viewing**

**Imaginative text - Sequencing Peter and the Wolf**

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| **Student information** | The student was born in Afghanistan and speaks Dari at home. She is twelve years and nine months old and has spent three years and ten months in Australia with most of this period in a mainstream school. The student lived in Pakistan prior to arriving in Australia but has no prior experiences of schooling overseas. She attended Year 4 in another primary school before transferring to her current school where she is in Year 6. She had limited EAL support before coming to Australia. |
| **Task** | Students have studiedmulticultural stories and read picture books and radio scripts in learning activities such as modelled, shared and independent reading. They watched a movie of *Hansel and Gretel,* listened to *Peter and the Wolf* on CD, and viewed the *Hansel and Gretel Opera* during a school incursion. They made puppets and retold both stories using the puppets. Students completed cloze activities and tasks to identify the structure of a narrative. Students discussed characters and answered oral and written comprehension questions and examined sound-letter patterns.  For this task, the student read jumbled sentences from a new version of a familiar story of *Peter and the Wolf*. She then sequenced those sentences to retell the story, described the main parts of the narrative and answered oral comprehension questions about the plot.  The teacher was assessing:   * the student’s ability to comprehend a fictional text * the student’s ability to draw inferences from the text to discuss characters * the student’s ability to understand the main storyline and key points from a text to answer questions.   The student being assessed is having a conversation with her teacher. 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:** |
| 0:06-0:33 | Now girls, today we’ve got some sentences from Peter and the Wolf. You’ve read the story before, but this is a different story, the same story, but with different writing. Now what I want you to do is put the sentences back in order, because I’ve mixed them all up, and make a paragraph.  **Mm hm.**  And then when you’ve finished that, on the next page over here is the next part of the story.  **Oh, okay.**  So I’ll get you to read that, then I’m going to ask you some questions about that. |  | |
| 0:34-1:37 | You’ve put the sentences back in order, can you read the paragraph you’ve put together?  **One morning Peter come up of him, of his garden gate to see what was going on. A little bird was sitting up on a tree. When the bird saw his friend Peter, his friend, he chirped, chirped to tell him that he was there. Suddenly one of Grandfather’s duck came out through the garden gate and went to the pond. When the bird saw the duck he flew down from the tree to have a look at the duck. The little du… and the bird, little bird ask, “Why do you wan… waddle, waddle like that? Can’t you fly?” The duck answered, “No, I can’t fly but I can swim.” Then he dived into the pond.** | * Read on when encountering unfamiliar words [(VCEALL449)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL449) | |
| 1:38-2:05 | Well done. So how did you know how to put these sentences together? What did you look for?  **Um, I looked for clues, like, and firstly I found the ‘One morning’, which is the timing words, so I knew that was ‘one morning’, so and then they, there was they, they, fr… they introduced the character first and then they said the time as well ‘one morning’.** | * Understand the cohesion of ideas between and within paragraphs [(VCEALL441)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL441) | |
| 2:06-2:49 | Well done, well done. Can you tell me about the next paragraph in the story? What was that about?  **It was, Peter ah, finding um, and how he was working out who was ah, creeping in the long grass, then he found out, like that it was a cat. Um, he found the, the, ah, that he was, and also his Grandfather was angry at Peter because he, he told um, Peter that, “Do not be on the garden because it was really dangerous for him.” But then he didn’t accept that. He never, he always was going. He wasn’t listening to him. And then suddenly the wolf came.** | * Understand main ideas in a text and extract specific details [(VCEALC425)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC425) | |
| 2:50-3:22 | Well done, you understood that paragraph really well, really well. So what would be a good title for that paragraph?  **Um, “The Ending.”**  Is it the end of the story?  **It’s the middle and the end.**  So what would be a good title? If you moved away from ‘middle’ and ‘ending’ what would be a good title, a good describing word?  **Ah, “Peter and the Little Bird.”** | * Understand and use the appropriate metalanguage to talk about the structures and features of a text [(VCEALL442)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL442) | |
| 3:23-4:14 | Okay, that’s what’s happening in that part of the story. Very good. Why do you think Peter helped the bird?  **Because he didn’t want the little bird and the cat to get eaten by the wolf because he thought, he felt sorry for the duck: he couldn’t help the duck so he didn’t want the, his other friends to get…**  So how would you describe Peter?  **He is strong, brave, ah, helpful, a caring person, and…**  So why do you think Peter went out the garden gate and he said to his grandfather that he’s not scared of wolves?  **Because he, um, he thought that, ah, because he thought ah, he thought that the wolf one day will come and eat the, his friends. And then he’s, he’s got a good, he thought that he’s strong and then he went and saved his friends.** | * Discuss texts with some understanding of meaning beyond the literal level, moving towards the inferential level [(VCEALC429)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC429) | |
| 4:15-4:34 | Wonderful, good understanding. What would you do?  **[laughs] I would do whatever my grandfather say.**  I probably would too. [laughs] What would have happened to the bird if Peter hadn’t said, “Look out”? What do you think might have happened?  **The bird might, got eaten.** | * Discuss a text by relating ideas in the text to personal experiences or previous learning [(VCEALA438)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA438) | |
| 4:35-5:05 | Okay. Now you’ve read the story of Hansel and Gretel…  **Yeah.**  …as well as Peter and the Wolf. Which character, Hansel or Peter, is the bravest do you think?  **Mm, Hansel.**  Why?  **Because he saved the, he saved his sister, because if he couldn’t save the sister his sister might be, might turn in a gingerbread. So is sis…[overtalking]** | * Express a personal response to a small range of imaginative texts [(VCEALC428)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC428) | |
| 5:06-5:32 | Excellent, okay. Good, I like your ideas and your opinions. Now you’ve got a special word in here, haven’t you? Okay, so in this sentence here you said this word here, “He chirped.” Can you look up the dictionary to find out what that means again? Okay so, oh, you found it pretty quickly. Good dictionary skills.  **It says, “To make a sound like a young bird.”**  Okay, wonderful. | * Use an accessible English dictionary to check the meaning of new words, and/or check meanings in a home language–English bilingual dictionary [(VCEALA436)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA436) | |

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| **Overall, this student can also:**   * Understand main ideas in a text and extract specific details [(VCEALC425)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC425) * Read for information or recreation in or out of the classroom [(VCEALA434)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA434) | **Possible next steps for this student’s learning:**   * Creating a Venn diagram to list the similarities and differences between Peter and Hansel, with examples from the text [(VCEALC425)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC425) * Writing an exposition to compare the bravery between the characters Peter and Hansel [(VCEALC455)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC455) * Reading and understanding simple texts that contain figurative language [(VCEALC429)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC429) * Reading excerpts from accessible mainstream texts, with support  [(VCEALA437)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA437) |
| This student’s performance in this task suggests that she is working within the range of Level B3 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 B3, consolidating B3 or at the B3 standard in Reading and viewing.  At **beginning Level B3** students**:**   * read a range of familiar and unfamiliar texts, however teacher guidance in the selection of texts is necessary to limit the incidence of densely written information and language complexity * compare the organisational structures of different text types * are able to identify key information from factual texts on familiar topics but need teacher guidance to paraphrase and summarise the main ideas * may show limited comprehension because of their developing vocabulary and knowledge of English grammar.   At **consolidating Level B3** students:   * read fictional and subject-specific texts of increasing complexity but still require contextual support and more time than non-EAL students to comprehend language and concepts * make simple inferences and understand the gist of texts but may not be able to identify or recall specific details in more complex texts.   At[**Level B3 Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10)students:   * read for a range of purposes and identify main ideas and specific information in classroom texts. These texts may be print or digital, including visual, multimodal and interactive. * demonstrate understanding of the main storyline and most key information when retelling, paraphrasing, and answering questions * compare some details in texts * demonstrate some awareness of how information is organised in English texts * recognise the cohesive devices connecting ideas and the organisation of information in a text * use appropriate metalanguage to talk about the structure and features of a text * recognise how relationships are signalled by an increasing range of conjunctions * integrate a number of strategies to help them read new texts * use accessible English dictionaries to check the meanings of new words and use contents pages, indexes, glossaries and headings to find information. | Assuming that this Year 6 student is consistently demonstrating the final achievement standard in Pathway B (Level B3) in the other two language modes, she will need to demonstrate that she is also consistently working at the achievement standard in Reading and viewing in order to transition to the English curriculum.  She 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.  She 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.  She 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 increases. |