**Pathway C Level C2 Reading and viewing**

**Informative text - Reading a newspaper article (1)**

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| **Student information**  | The student is from Afghanistan. He is fourteen years old and is studying in Year 9. His first language is Dari and he also speaks Urdu. His schooling has been interrupted as he and his family moved from Afghanistan to Australia via Pakistan. Before he arrived in Australia, he attended lower primary school in Pakistan where Urdu was the language of instruction. He has been learning English since he arrived in Australia four years ago. He attended an English language school for a year and has attended mainstream secondary school for three years.  |
| **Task**  | The students were asked to read and discuss a newspaper article *Cup is half-full for homeless* by Terry Brown, which appeared in the Herald Sun newspaper on 2 December 2008. This was part of a unit of work on the theme of homelessness undertaken by the class, in which there were a variety of speaking, listening, reading and writing tasks involving a variety of texts and activities on different aspects of the topic. The class had read the novel *A Simple Gift* by Steven Herrick which explores the nature of and attitudes towards homelessness. The task involved the student reading the text aloud, answering simple comprehension questions and making some simple predictions and inferences from the text.The teacher wanted to assess the extent to which the student could:* identify the main idea in a short factual text, using guiding questions
* make predictions about what will happen in the text
* display an understanding of the functions of punctuation marks, such as pausing at comma when reading aloud, pausing at appropriate parts of the text, adjusting speech to reflect dialogue
* use organisational features such as headings, to access appropriate information from the text.

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:** |
| 0:06-0:32  | Okay, so can you read that?**Yeah. “Cup is for a, for homeless people, for homeless.”**Okay, so what do you think the newspaper article is about?**It’s about a, homeless people. They don’t have family, they live in the street.**And what do you think the picture is about?**Ah, picture’s about, it’s playing soccer.**Okay.**And the people watching.**Alright, can you recognise where they are?**Yeah, they’re in city.**They’re in the city?**Yeah.** | * Interpret the way information is organised in texts [(VCEALL643)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL643)
* Identify different forms of texts [(VCEALL642)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL642)
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| 0:33-1:42 | Yes, alright. Alright, so can you read this please?**Alex, Alex Masher at the brush. Brush is out of these ears and puts his hand on his ear, hand of the p…**National.**…national, national**Anthem.**Anthem. A year ago he was homeless.**Okay. **Alex has…**Says.**…says, “Street soccer of the homeless is people.”**Very good, okay.**“I’ve got a brother who been a, on the street for seven years. The, na… when…**Mental.**…mental hand and drug use,” he’s ah, says.** | * Read texts that contain compound and complex sentences of two or three clauses [(VCEALL645)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL645)
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| 1:43-2:41 | Okay, so what do you think the article is about? Who do you think…?**Ah, it’s about Alex.**Okay, and what do you know about Alex?**He likes soccer, to play soccer and his brother been um, homeless, and his brother take drugs.**His brother takes drugs, okay. And what do you think Alex was doing in the World Cup?**Ah, he’s playing soccer.**Okay.**Yep, and playing World Cup.** Okay, so what do you think ‘homeless’ means?**Homeless means if you have problem with family and you want to, you don’t want to stay with your families and go away from them. Yeah.**Okay, and who do you think won the soccer match?**Alex, soccer match. Alex.**Okay, why do you think Alex won the soccer match?**Ah, because he’s good.**Because he’s good?**Yeah.**Alright. | * Locate specific information in fictional and factual texts using guide questions [(VCEALC634)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC634)
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| **Overall, this student can also:** * Read long, complex texts with support from the teacher [(VCEALC635)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC635)
* Employ a repertoire of strategies to read familiar and simple factual and fictional texts [(VCEALC632)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC632)
 | **Possible next steps for this student’s learning:** * Using evidence from the text to justify answers to questions [(VCEALC635)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC635)
* Regularly reading simple articles about topics of interest, for example, articles from online resource *Behind the News* [(VCEALA639)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA639)
* Providing longer response to open-ended questions [(VCEALC636)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC636)
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| This student’s performance in this task suggests that he is working within the range of Level C2 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 C2, consolidating C2 or at the C2 standard in Reading and viewing. At **beginning Level C2** students**:*** have begun to develop the confidence to attempt a wider range of different texts on unfamiliar topics, such as newspaper articles, but will still require the close support of the teacher
* have begun to recognise that written text can also express emotions
* have a basic awareness that different types of texts are used for different purposes, such as fictional texts and non-fictional texts, and creative writing styles such as poems.

At **consolidating Level C2** students:* can retell simple, familiar texts in their own words that require an understanding of textual coherence
* will also attempt to give their own personal impression of a text
* demonstrate an ability to draw on their own background knowledge and other cultural or contextual information to construct meaning from text, rather than relying on the literal meaning alone
* have begun to use strategies and resources other than the teacher to read more difficult texts, such as self-correction, peers, and information and communication technology (ICT) resources such as web sites.

At [**Level C2 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, familiar fictional and factual texts and, when well supported, some unfamiliar texts. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts.
* show some comprehension beyond the literal level, suggesting appropriate interpretations and identifying basic cultural variables where evident
* use headings and diagrams to assist in reading accessible texts from across the curriculum for a range of purposes
* extract the main ideas from factual texts
* show awareness of how some connectives link and sequence ideas within a text
* read on and consider the context when deducing the meaning of unknown words
* read aloud with a degree of fluency, and draw upon their understanding of the text to use stress and intonation with increasing accuracy
* use their developing knowledge of sentence structure and sound–symbol relationships to read new words and self-correct
* select basic texts appropriate for particular reading purposes.
 | **Pathways and transitions considerations:** A Year 9 student who is working within the range of Level C2 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. |