**Pathway C Level C2 Reading and viewing**

**Informative text - Reading a newspaper article (2)**

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| **Student information** | The student was born in southern Sudan and is now almost fifteen years old. She speaks Arabic at home and attended school to Year 4 in Sudan where she learned a little English. She came to Australia four years ago and attended an English language school before moving to her current school, where she is now in Year 9. |
| **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:** |
| 0:06-0:40 | Can you please read the [inaudible].  **Okay. Cup is the full, the, have full of homeless.**  Okay, and…  **And Terry Brown had a son in December or to, to has an aid to have him.**  Okay, so what do you think this article is about?  **I think it is about, you know, the people like who is homeless and stuff like that.**  Okay, and looking at this picture, can you tell where the picture is taken?  **Yeah.**  Where’s the picture taken?  **I think it is taken around the city.**  Around the city? And what’s happening in the picture?  **It’s like the playing, I think the versing is like Alex’s team is versing the other people in soccer team.** | * Identify different forms of texts [(VCEALL642)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL642) * Interpret the way information is organised in texts [(VCEALL643)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL643) | |
| 0:41-1:49 | Okay, so can you read this please?  **Yeah. “Alex mentioned, brush his hair out of his eye and put his hand on the heart to the nationally anthem. A year ago he was homeless. Now he is wearing green and gold, captain his country in soccer World Cup. They call it a beautiful game. There are no arguments from Alex and as a fan today grandstand at the Foundation Square…”**  Erect.  **“…erect. About 500 players nationally have come from the 56 nationalities. A two point, a two point former years the Homeless Cup has come from from watching money when homeless people need a roof and food. Alex says street soccer are from homeless and. ‘I got brothers who have been the street for seven years with mental health and drugs issue,’ he said. ‘He start playing street soccer about the same time that I did and change in him.’”** | * Read texts that contain compound and complex sentences of two or three clauses [(VCEALL645)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL645) | |
| 1:50-4:12 | Okay, so what is the article about?  **I think like, because like his brother, right, his brother been homeless like, you know, for seven, his brother been homeless like for seven years. He have a mental issue and drugs and everything. So now he think that if you know, his brother is something that he might get, you know, change for that, might change his life. And now he’s like, now I think that his brother is like, he’s versing other people at doing the soccer and stuff like that, so I think that they’re doing okay.**  Okay, so who is the article about?  **About Alex Marshall.**  Okay, and what do we know about Alex Marshall?  **We know that he’s homeless…**  Yeah.  **…and he’s brother been homeless for seven years.**  Okay, and the article mentions the place where the match took place. Can you remember where that was?  **I think it’s around, maybe Flinders Street in city.**  Around Flinders Street? Okay.  **Yeah.**  And do you know why the match took place over there?  **I don’t know why they took it there.**  Okay, what do you think is going to happen with the match?  **Pardon?**  What do you think is going to happen with the match?  **I think just, he just want to play for fun, like you know…**  They want to play for fun? And who are they playing against?  **I think the, I don’t know versing against, you know.**  Okay, they gave the title of the soccer, what was it?  **Ah…**  It was to do with…  **Ah…**  It’s alright.  **I don’t remember.**  Okay. So they mentioned the World Cup.  **Yeah.**  Okay, so what would that mean? Where would, who would they be playing? Would they be playing against other teams in Melbourne?  **Yeah, in city, I remember, yeah in city, around the city.**  Okay. And what else do we know about Alex? Do we know anything else about him that mentioned, in his team he had an important position?  **Yeah.**  What was his position?  **His position is just to, you know, just to, there’s other two, but not arguments, but just you know, divide the they can. If one of them, ever the winner who doesn’t managers, you know. They just versing for fun.**  Okay, so he’s supporting his team members?  **Yeah. He doesn’t want, like, if one of them win he doesn’t want arguments or nothing. They just want the play, you know? They want, he just want his team and other team to just try their best at playing soccer.**  Okay. Alright, thank you.  **That’s okay.** | * 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:**   * Discussing and unpacking inferential questions to understand what is being asked [(VCEALC635)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC635) * Identifying the main ideas in another media article of personal interest to share and discuss with the class [(VCEALA639)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA639) * Discussing the author’s message and how they wants the reader to think and feel after reading the newspaper article [(VCEALA638)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA638) |
| This student’s performance in this task suggests that she 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. |