**Pathway B Level BL Reading and viewing**

**Informative text - Reading about sea animals (2)**

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| **Student information** | The student is eleven and nine months old and was born in Sudan. His home language is Arabic. He has had two years of interrupted schooling in Sudan. He has been in Australia for four months and has been attending an English language school for twenty weeks. |
| **Task** | The class has been learning about sea creatures. They learned about the topic from posters, a big book, short documentaries from the internet and from reading a variety of class texts. There was also a rockpool incursion at the school. The students have learned the relevant vocabulary for naming and describing the animals and their habitats. They have worked on recognising vocabulary and writing simple sentences using the target vocabulary.  In this reading task the student was consolidating her understanding and showing the teacher what she had learned in the unit. In particular the teacher was assessing how well the student could:   * identify the written labels for the animals * use the technical terminology to describe the animals * understand and read familiar sentence structures, such as *This is.. It has… It lives in the … It eats…* * read familiar texts with fluency.   The words spoken by the student being assessed are in **bold**. The words spoken by other students are in *italics* and the teacher’s words are in normal font. |

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| **Time** | **Transcript** | | **This sample of student work demonstrates that the student can:** |
| 0:06-0:29 | This is a little, a short sentence, and it’s a short description that we were talking about before that fits with each of these animals. So if you can read we’ll have turns. We’ll have Meratu first, you can read, and then you try and match it with the animal. |  | |
| 0:30-2:52 | Your turn Lazarus.  **It has.. Pawns p..**  Pin…  **[together] Pincers.**  Can you read the sentence again?  **It has pincers.**  Okay, which animal has pincers? Pincers. Can you help him Meratu?  *Yes.*  Where do you think, help each other.  *I think it is the…*  Pincers, do you remember that word?  **Pincers, pincers.**  **Crab.**  *Crab.*  [laughs] Crab has pincers. Lazarus.  **It has a ha hard sell…**  **[together] It has a hard shell.**  What has a hard shell?  *Turtle.*  **Turtle.**  Yes, a turtle. And last one.  **It has…**  *It has eight…*  **…eight legs.**  **…legs.**  **Octopuses.**  Fantastic, very good. Next page.  **Well, it has fins and a tail. Seahorse has, it has a long tails. Octopus, it has eight legs.**  Excellent Lazarus, beautiful reading.  **Fish, it has s…**  *Scales.*  **…scales.**  What has scales?  *Scales.*  **This. It has a long nose.**  **Nose.**  Where’s the dolphin’s nose Lazarus?  **Here.** | * Acquire information from simple images, with teacher direction and support [(VCEALC186)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC186) * Participate in activities around class texts [(VCEALC190)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC190) * Demonstrate reading-like behaviour [(VCEALL210)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL210) * Show an interest in reading books [(VCEALA194)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA194) * Recognise the letters of the alphabet [(VCEALL208)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL208) * Recognise some common words or phrases [(VCEALL206)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL206) | |
| 2:53-3:14 | What’s your favourite sea creature, under the sea? What’s your favourite one?  **Seahorse.**  Which one do you like the best?  **Seahorse.**  *Crab.*  Seahorse? Why?  **Because he’s have long tail.**  Very good, well done. | * Give a personal response to a text [(VCEALC188)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC188) | |

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| **Overall, this student can also:**   * Read simple, familiar texts with assistance [(VCEALC184)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC184) * Show awareness that texts convey meaning [(VCEALA191)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA191) * Build a vocabulary that draws on words of interest, learnt words and sight words [(VCEALL207)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL207) | **Possible next steps for this student’s learning:**   * Creating a bilingual word list of technical vocabulary, with support [(VCEALL207)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL207) * Recognising initial and final sounds in new and unfamiliar words [(VCEALL208)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL208) * Re-reading familiar texts to practise fluency in reading [(VCEALL213)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL213) * Reading simple sentences with longer descriptive phrases [(VCEALC184)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC184) * Reading different texts that contain familiar, learned vocabulary [(VCEALL207)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL207) [(VCEALC185)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC185) * Creating and recording his own read-along e-book on an app, with support [(VCEALL203)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL203) [(VCEALL199)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL199) [(VCEALL213)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL213) |
| This student’s performance in this task suggests that he is working within the range of Level BL 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 BL, consolidating BL or at the BL standard in Reading and viewing.  At **beginning Level BL** students**:**   * are new to English and new to literacy   **and/or**   * may have little or no experience of formal learning and do not have literacy strategies already acquired through developing literacy in a home language   **and/or**   * may be reluctant to participate in reading activities   **and/or**   * may recognise their home language in writing, if it has a written form, and may recognise that English print is different from their home language * will be able to draw on general learning skills and strategies that they have used to function effectively in their home communities, for example observing, memorising, classifying.   At **consolidating Level BL** students:   * show an interest in books and focus on illustrations * show interest in print and recognise some environmental print including their name * can recognise and name some letters * are starting to build a bank of English words they recognise, such as environmental print * read some short, familiar texts that have been well-introduced in class * demonstrate reading-like behaviour such as holding a book, sitting and looking at a book, turning pages and looking at pictures * watch and listen as texts are read aloud to them but may not join in * rely on peer or teacher support to complete structured activities.   At[**Level BL Achievement Standard**](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10#level=BL)students:   * read a wide range of familiar, short, simple, repetitive fictional and everyday texts, and complete basic structured activities based on them. These texts may be print or digital, including visual, multimodal and interactive. * retell a simple and familiar story, and sequence a process with sentences and pictures * show early understanding that texts are written for a variety of purposes * show beginning understanding of the letter–sound relationships of English * read some familiar words and phrases in context, and recognise, name and know the sounds related to all letters and some common letter groups * recognise that meaning is carried by intonation, and they listen for key words and for repetition of words and phrases in texts read aloud * focus on illustrations and other non-written features when reading * use word lists and simple dictionaries to assist them to read new words. | **Pathways and transitions considerations:**  A Year 6 student working within the range of Level BL 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 B of the EAL curriculum in all language modes. |