

English

Year 3
Above Satisfactory**WORK SAMPLE PORTFOLIO**

The 2012 portfolios are a resource to support teachers in planning and implementation of the Foundation to Year 10 Australian Curriculum in the learning area. Each portfolio comprises a collection of student work illustrating evidence of student learning in relation to the achievement standard. At every year level there are three portfolios illustrating satisfactory, above satisfactory and below satisfactory achievement in relation to the standard.

Each portfolio comprises a collection of different student work selected by state and territory nominees, and annotated and reviewed by classroom teachers and other curriculum experts. Each work sample in the portfolio varies in terms of how much time was available to complete the task and/or the degree of scaffolding provided by the teacher.

There is no pre-determined number of student work samples in a portfolio nor are they sequenced in any particular order. Together as a portfolio, the samples provide evidence of all aspects of the achievement standard unless otherwise specified.

As the Australian Curriculum is progressively implemented in schools, the portfolios will continue to be reviewed and enhanced in relation to their comprehensiveness in coverage of the achievement standard and their representation of the diversity of student work that can be used to highlight evidence of student learning.

THIS PORTFOLIO – YEAR 3 ENGLISH

This portfolio comprises a number of work samples drawn from a range of assessment tasks, namely:

| | |
|----------|--|
| Sample 1 | Response to visual text – <i>Into the Forest</i> |
| Sample 2 | Information text – Turtles |
| Sample 3 | Reading aloud – Save our Skate park |
| Sample 4 | Narrative text – <i>The Naughty Kookaburra</i> |
| Sample 5 | Interpreting text – <i>Stolen Girl</i> |
| Sample 6 | Response to visual text – <i>Windows</i> |

This portfolio of student work shows that this student understands that texts have different structures depending on their purpose (WS1, WS2, WS4). The student uses this knowledge to read different types of texts and can explain how to utilise reading strategies to enhance comprehension (WS3) and to write informative and persuasive texts (WS2, WS4). The student has selected information from informative, visual and literary texts (WS1, WS2, WS4, WS5, WS6) and understands how to create cohesive texts to engage and inform (WS1, WS2, WS4, WS5).

The following aspects of the achievement standard are not evident in this portfolio:

- listen to others' views and respond appropriately
- contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations

English

Year 3
Above Satisfactory

Response to visual text - *Into the Forest*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately.

Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.

Summary of task

The students explored the illustrations in the book, *Into the Forest* by Anthony Browne. They were to look at the image and compose open questions about the illustration. Their questions could be directed to the characters in the book or to the author.

English

Year 3
Above Satisfactory

Response to visual text - *Into the Forest*

What are you looking at?

Why are you in colour?

Why is there an axe in the tree?

Why are you in the forest?

Who lives in the cottage?

What caused the trees to fall down?

Why did you light a fire?

Why is the footpath clean?

Why are you upset?

Why is there a cage?

What are you carrying?

Where are you going?

Browne, A. (2004). *Into the Forest*. London: Walker Books Ltd.

© 2004 Anthony Browne
From INTO THE FOREST by Anthony Browne
Reproduced by permission of Walker Books Aust

Annotations

Demonstrates understanding that images are used to convey information, ideas and a mood.

Constructs a set of questions that go beyond what is in an image to interrogate a visual text.

Questions the artist's image-making choices of colour.

Formulates different kinds of questions including questions focussing on characters' actions and motivations.

Questions literal information in an illustration.

Makes inferences based on information in an illustration.

Acknowledgement

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English

Year 3
Above SatisfactoryInformation text - *Turtles*

Relevant parts of the achievement standard

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Summary of task

The students wrote an information report about a topic that they were keenly interested in. They were required to research the topic using the school library and the internet. They then rewrote this information in their own words.

English

Year 3
Above SatisfactoryInformation text - *Turtles*

Turtles

A turtle is a sea creature who swims in the ocean.

Shell:

This paragraph is all about shells. A turtle is the only reptile that has a shell. The shell is made of leathery material. A turtle get protection from their shell. Sea turtles have light shells, so they can swim more easily. Tortoises have heavy shells.

Baby turtles:

This paragraph is about Baby turtles. When a baby turtle is born it digs it way to the surface. When their mother dies they are okay to take care of themselves. They hatch out of their eggs. Baby turtles are really really small and tiny. Their eggs are all covered in sand. Baby turtles can survive in the water. When baby turtles get big, they lay eggs.

Annotations

Creates a well-structured informative text for a familiar audience.

Uses relating verbs to write elaborated descriptions, for example 'the shell is made of leathery material'.

Organises a text into paragraphs with effective sub-headings.

Uses simple and complex sentence structures to present information clearly.

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English

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Information text - *Turtles*

Turtles

Turtles: This paragraph is all about normal turtles. Turtles are colourful reptile. They are slow reptiles. Turtles could be twins. A turtle can lay eggs, 1 to 200. Turtles have flippers so they can swim. They are graceful swimmers. There are lots of different kinds of turtles.

You can try to get a pet turtle and discover facts.

Information Report Plan

Definition: It is a sea creature that is a reptile.

Shell: color/protection/material

Babies: small/dig to surface/survive/eggs

Turtles: twins/flippers/eggs/graceful swimmers

Conclusion:

Annotations

Incorporates well-chosen topic vocabulary including some technical words, for example 'reptile'.

Uses descriptive noun groups, for example 'graceful swimmers'.

Plans writing.

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English

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Reading aloud - *Save Our Skate Park*

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Summary of task

Students were asked to read a text aloud and to answer literal and inferential questions about the purpose of the text and the information it contained. This was the first reading of the text.

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Reading aloud - *Save Our Skate Park*



Annotations

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English

Year 3
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Narrative Text - *The Naughty Kookaburra*

Relevant parts of the achievement standard

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Summary of task

Students undertook this task as part of an investigation into how the structure and features in narrative text contribute to its effectiveness. Prior lessons leading to this task included:

- shared reading of narrative texts and discussion of narrative features including sequence of events, dialogue and past tense verbs
- modelling of words to use instead of 'said', for example 'whispered', 'announced', 'sighed'.

No extra support was given for this task other than an introduction and an explanation. Students worked in pencil and could make changes as they worked.

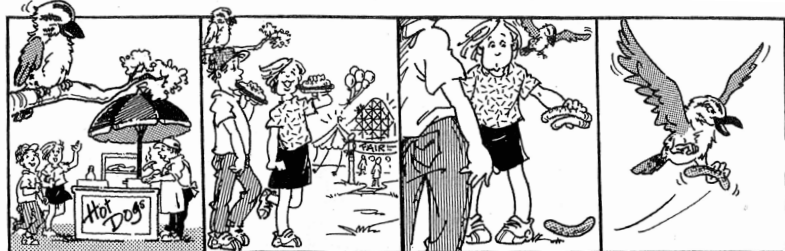
Students were asked to:

- study a series of four pictures and consider the story the pictures were telling
- use the series of pictures to create a sequential narrative incorporating dialogue.

English

Year 3

Above Satisfactory

Narrative Text - *The Naughty Kookaburra*

© Valerie Johns and Steven Walker 2001
Illustrators: Maria Yoong and Terry Allen
Macmillan English – Focus on Texts 3, page 11
Published by Macmillan Education Australia, South Yarra, Victoria
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On The Naughty Kookaburra
One day two kids went to a hotdog stall. "Hey Sandy i'm hungry. I want a hot dog. Do you want a hot dog?" asked Nick. "Yes I do," replied Sandy, so they bought two hot dogs. While that happened a kookaburra was watching greedily. "Mmm some hot dogs I really want one of them," mumbled the kookaburra.

Nick and Sally had spent \$1.85 on the hot dogs. "My hot dog tastes better than yours," Nick boasted. "Yeah but mine is is ... bigger than yours," spluttered Sandy.

Just then Sandy heard a noise that made her jump and her sausage dropped on the ground. "Ha Ha got ya," laughed Nick. "My sausage dropped," cried Sandy. Then the kookaburra swooped down and got the sausage.

Annotations

Creates well-sequenced and complete narrative text based on familiar and imagined character types and settings.

Adapts features encountered in literary texts such as events sequenced in time and language used to create humour.

Employs paragraphs effectively to delineate sections in a narrative text.

Develops characters through the choice of a wide range of precise saying verbs in the past tense, for example 'boasted', 'spluttered', 'laughed'.

Links events in a narrative text using conjunctions, for example 'so', 'while' and text connectives, for example 'just then'.

Uses knowledge of sound/letter correspondence and high frequency words to achieve accurate spelling of most words, for example 'naughty', 'replied', 'laughed' and attempt unknown words, for example 'kookaburra'.

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English

Year 3
Above SatisfactoryInterpreting text - *Stolen Girl*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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Summary of task

The text *Stolen Girl* by Trina Saffioti was read to the class. The students compared the images and accompanying text used. The students in small groups discussed how the illustrator used different visual elements to create meaning. The students were asked to:

- select a part of the text that connected to their life (or another text) and create their own illustrations
- respond to a series of questions explaining language choices and illustrations used in the text.

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Interpreting text - *Stolen Girl*

Annotations

Imagine you have been given the story "Stolen Girl" to illustrate. Choose a part of the text which connects to your life or another text you know and create your own illustration.

Why did you choose that medium?

I choose this picture because it show me how the Australian Government treated the Aborigines. The part of the story I choose to illustrate was when the Australian Government took the Aborigines away. I coloured it brown and white because the white hand is the man who came to take the girl with the brown hand away from her mother and the elders. This part of the story reminds me of the book *Burnt Stick* but the *Burnt Stick* is different because the *STOLEN GIRL* is in colour and the *BURNT STICK* is made from maybe ash or charcoal. I choose blue for the background because it seems more sadder than green or pink or yellow or orange. This is my picture of the stolen girl.



Uses a range of noun groups/phrases and prepositional phrases to enrich meaning in sentences, for example 'the brown hand', 'with her family'.

Creates visual text and explains how it links to their own experiences and relates to other texts.


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English

Year 3 Above Satisfactory

Interpreting text - *Stolen Girl*

| Before | After |
|---|--|
| <p>How does the illustrator represent the girl's life before she was taken away? Think about the techniques, colours, symbols and other art elements.</p> <p>She has: Family, friends and the elders. The colours are made by watercolours or paint and the colours are Orange and Sandy Red. The colours are a lovely purple and bluey for the sky at day and night. The colours are brighter when she is with her family but after they turn grey and dark.</p> <p>What do these illustrations make you think?</p> <p>It makes me feel sad and lucky. I think how old she was when she got taken away to the children's home. It makes me feel bad how the Australian Government treated the Aboriginals.</p> <p>Why?</p> | <p>How does the illustrator represent the girl's life after she was taken away? Think about the techniques, colours, symbols and other art elements.</p> <p>The pictures look darker and she starts to slouch down in the car when she is being taken away. The illustrator usually draws pictures in circles which are closed in.</p> <p>What do these illustrations make you think?</p> <p>The illustrations make me think why they changed her name and I wonder if she ever saw her mother again. This book makes me feel sad because she got taken away from her mother, her family and the elders.</p> <p>Why?</p> |
| <p>Words and phrases the author used to describe the girl's life <u>before</u> she was taken away.</p> <ul style="list-style-type: none"> • The girl would play with a small group of lizards. • She spent her afternoons falling asleep by the fire while the elders tell their stories. • Her mother would hang in a hammock in between two trees. • Her mother took her down to the bank to fish and swim. • Her mother told her how to hunt goanna as she walked home. • They would get sugarbag honey from the eucalyptus trees. | <p>Words and phrases the author used to describe the girl's life <u>after</u> she was taken away.</p> <ul style="list-style-type: none"> • Her hands would sometimes bleed because of the harsh soaps. • In the mornings she would cook and clean and learn to write and read in English. • The pots and pans in the kitchen were boiling hot and the water was dark and burning. • The girl's hands would come red and raw from the white stinging soaps.  |

Annotations

Uses a range of technical vocabulary to describe text and images.

Analyses and evaluates images in a text in terms of the techniques used and the feelings evoked in the viewer.

Uses language of opinion to communicate views. for example 'I wonder if', 'makes me feel sad'.

Uses correct sentence boundary punctuation.

Identifies language choices made by an author in creating a detailed description.

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English

Year 3
Above Satisfactory

Response to visual text – *Windows*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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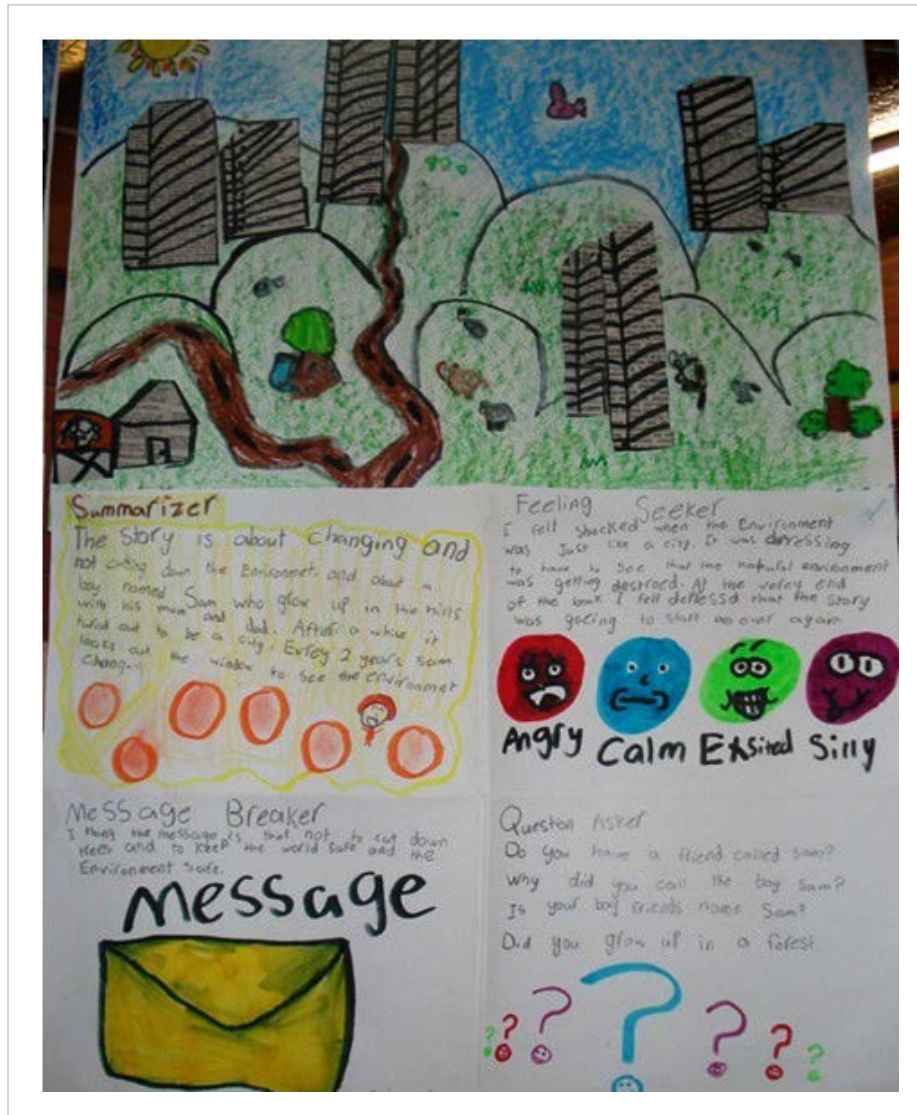
Summary of task

Students had been reading the wordless picture book *Windows* by Jeannie Baker in small groups with each member having a specific reading responsibility, for example one role was 'message breaker' and another 'feeling seeker'. Students were asked to create a summary of a personal response to the text. This task required the students to interpret the images to construct the events. They were asked to use the reading roles to organise their writing. They were also asked to use the roles as headings.

English

Year 3 Above Satisfactory

Response to visual text – *Windows*



Annotations

Uses comprehension strategies to build literal meaning and make inferences, and connect ideas from different parts of a text, for example understands that the images represent a sequence.

Uses developing evaluative vocabulary to express a point of view, for example 'shocked', 'environment', 'destroyed'.

Uses images and writing to express ideas and opinions.

Uses complex sentences to link ideas in writing, for example 'I felt shocked when the environment was just like a city'.

Uses a range of doing, thinking, saying and relating verbs.

Uses verb tense appropriate for this type of text.

Spells high frequency words accurately, for example 'about', 'city', 'have', and attempts new words using knowledge of sounds, for example 'destroyed' (destroyed).

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