acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

# English

**Year 3**
Below 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 | Information text – Vegetables |
| Sample 2 | Information text – Whales |
| Sample 3 | Reading aloud – *A Bike for Brad* |
| Sample 4 | Narrative  text – How the kookaburra took a hot dog |

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 (WS1,WS2, WS4). The student has selected information from informative, visual and literary texts (WS1,WS2,WS4) and understands how to create cohesive texts to engage and inform (WS1, WS2, WS4).

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
* understand how language can be used to express feelings and opinions on topics.

# English

# Information text - Vegetables

## 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.*
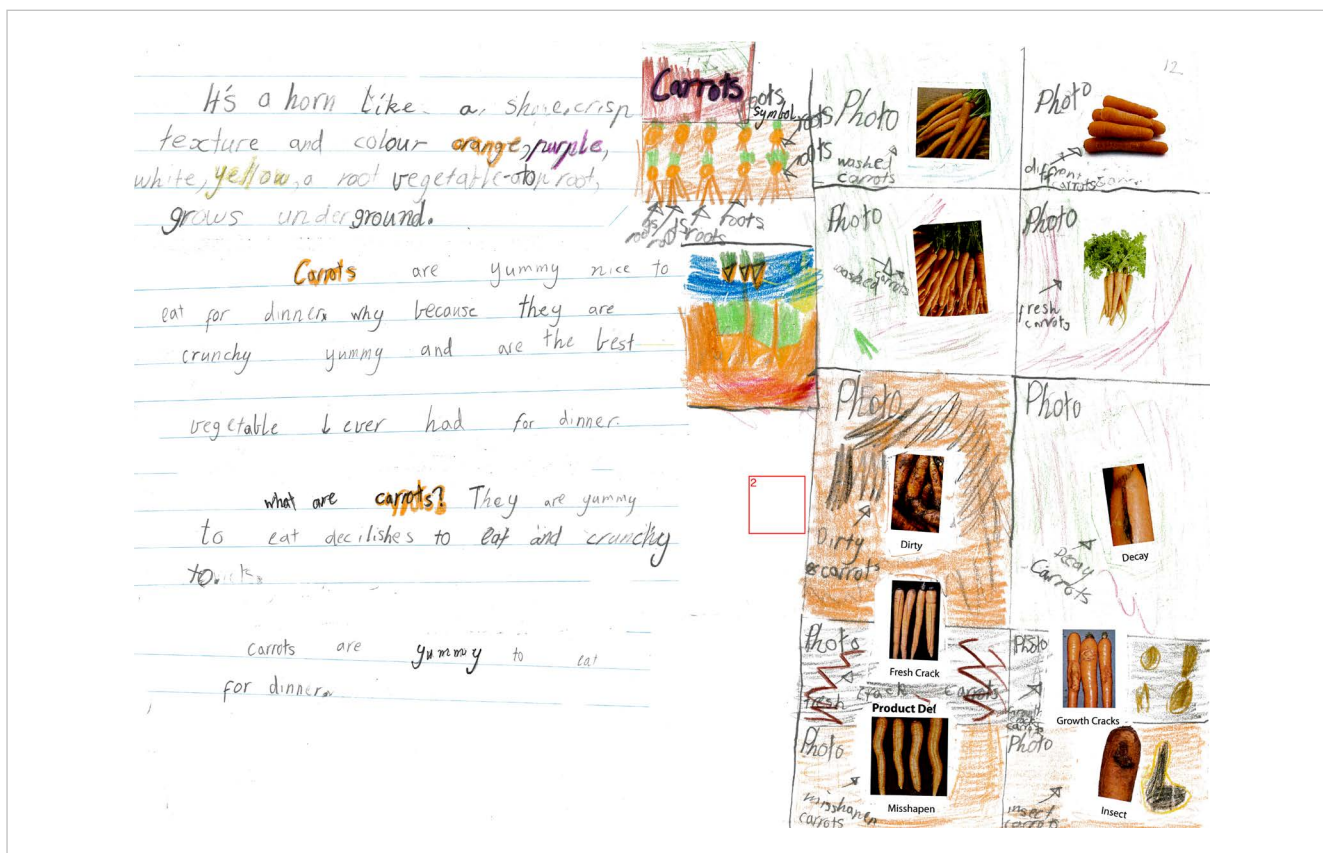
## Summary of task

The class studied different types of vegetables as part of making a vegetable garden. The text structure of an information report was modelled and discussed and text features, particularly paragraphing, technical nouns and complex sentences were modelled.

Students were asked to write an information report about a vegetable of their choice for inclusion in a class book. They were asked to include:

- characteristics of the vegetable
- how the vegetable is grown
- how the vegetable is best eaten
- a labelled picture or diagram showing the parts of the vegetable
- list the text structures and language features they included in their report and comment on their effectiveness.

# English

# Information text - Vegetables



## Annotations

*Creates a limited informative text for a familiar audience with marked repetition of a few simple ideas, for example 'They are yummy'.*

*Presents several labelled illustrations to add information to the text.*

*Uses some basic topic vocabulary, for example 'carrot', 'vegetable', 'underground'.*

*Uses opinion rather than factual language, for example 'The best vegetable I ever had'.*

*Uses relating verbs, for example 'are' and maintains correct verb tense throughout.*

*Uses knowledge of sound/letter correspondence and high frequency words to achieve accurate spelling of most words, for example 'where' and attempt unknown words, for example 'decilishes/delicious'.*

# English

## Information text - Whales

### 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

Students studied the structure and features of information report texts. Students were asked to write an information report about whales after gathering and recording information as a class. Students completed a first draft, taking 40 minutes. The following day they edited their draft for punctuation, grammar and spelling.

# English

## Information text - Whales

Friday, 8th Of June 2012

Big Blue Whales

The Blue Whales are very intelegent very large mammals that live in the ocean.

Whales. like the Blue Whale eats small pink creatures called krill when whales sing their song they are actully communicating When they dive they go deep underwater.

Blue Whales are dark blue and they have eyes as black as the deep sea their ears are almost the size of an cont. Whales swallow in a diffrent way then humans they scoop krill into their mouth and pick it out of their baleen plates with their towage.

### Annotations

*Writes a short information report using some elements of the text structure, for example opening statement.*

*Spells most words accurately and uses sound letter knowledge to attempt unknown words, for example 'intelegent' (intelligent).*

*Uses compound and complex sentences to link information and ideas.*

*Uses some accurate sentence boundary punctuation.*

*Uses paragraphs with some attempt to group information on a topic into the same paragraph.*

*Includes some relevant information, for example appearance.*

*Chooses mostly everyday vocabulary with some learned vocabulary appropriate to the topic of the text, for example 'mammals', 'krill'.*

# English

# Reading aloud - *A Bike for Brad*

## 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

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.

# English

## Reading aloud - *A Bike for Brad*

Audio

### Annotations

# English

# Narrative Text - How the kookaburra took a hot dog

## 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

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.
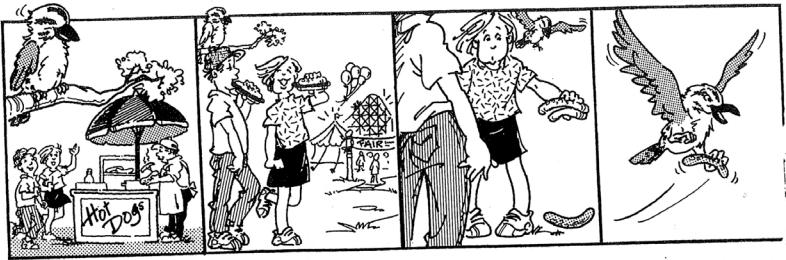
Students were asked to:

- 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

# Narrative Text - How the kookaburra took a hot dog



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Macmillan English – Focus on Texts 3, page 11
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## Annotations

Creates a partial narrative text involving a short series of sequenced events based on familiar people and settings.

Writes several sentences presented in a single block of text.

Links events in the narrative using limited pronoun reference, for example 'her' and word associations, for example 'fair', 'hot dog stand', 'hot dog'.

Constructs some simple dialogue using common past tense saying verbs, for example 'said', 'asked'.

Chooses mostly everyday spoken vocabulary (eg street, money) with one attempt at 'literary' vocabulary, for example 'kindly'.

Demonstrates basic knowledge of sentence boundary punctuation, 'capital letters', 'full stops' and attempts to use quotation marks for dialogue.

Uses knowledge of letter/sound correspondence and high frequency words to spell some common words accurately, for example 'morning', 'walking' and to attempt unknown words 'mony/money', 'remed/remembered'.