

English

Year 4
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 4 English

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

Sample 1	Persuasive letter – <i>The Red Poppy</i>
Sample 2	Written response to questions – <i>The Burnt Stick</i> and <i>Stolen Girl</i>
Sample 3	Information report – Puppies
Sample 4	Character portrait – <i>The Little Wooden Horse</i>
Sample 5	Sharing of ideas – <i>Stranded</i>
Sample 6	Interview – Jeannie Baker

This portfolio of student work shows that this student is able to demonstrate understanding of how texts are structured differently depending on their audience and purpose (WS1, WS4). The student makes connections between texts and own experiences (WS2, WS4, WS5) and expresses a substantiated point of view about a text (WS1, WS2, WS4). The student uses a variety of language features to develop descriptive and cohesive literary, informative and persuasive texts (WS1, WS2, WS3, WS4, WS5, WS6). The student collaborates with others to create clearly presented, engaging oral presentations (WS5, WS6).

English

Year 4
Satisfactory

Persuasive letter – *The Red Poppy*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences.

They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions.

Productive modes (speaking, writing and creating)

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.

Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

Summary of task

Students read the text *The Red Poppy* by David Hill as part of a unit on Anzac Day. Students were asked to write a letter to the school teacher-librarian asking her to acquire this book for the library. The teacher re-read the book aloud, students discussed the different themes of the book and key words were written on the board. Students had a brief planning time and wrote this first draft in approximately 40 minutes. They were asked to edit their work in red pencil.

English

Year 4
SatisfactoryPersuasive letter – *The Red Poppy*

Write a letter to your school librarian explaining your opinion on whether your school library should have a copy of *The Red Poppy* or not.

Dear Mrs 'teacher's name'

My opinion is that our school should have this AMAZING book called *The Red Poppy*.

It talks about all of the friendships like how Jim and Karl are supposed to be enemys. Then turn into friends.

Then it talks about heroism like Jim saving Karls life. Then Jim's crew saved Karls life. Also when Nipper gets the crew.

It also talks about mateship, compassion and believe. Compassion is like Jim did not let Karl bleed to death.

Also All of the pictures look so realistic I feel like every one was real.

It also makes you remember the memories of all the people that fought for us. also died for all of us.

yours Sincerely,
'student's name'

27th September 2012

Annotations

Uses an appropriate level of formality for the audience.

Uses some expanded noun groups/phrases, for example 'this amazing book called *The Red Poppy*'.

Writes a structured persuasive text.

Responds to the characters and events in a text.

Uses new vocabulary to express greater precision of meaning.

Uses accurate sentence boundary punctuation with some capitalisation for proper nouns.

Responds to print and visual information in texts and makes inferences.

Uses mostly accurate spelling and attempts unknown words, for example 'fought/fought'.

Uses a variety of sentence structures including some complex sentences.

Acknowledgement

ACARA acknowledges the contribution of Australian teachers and education authorities in providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Year 4
Satisfactory

Written response to questions – *The Burnt Stick* and *Stolen Girl*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences.

They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions.

Productive modes (speaking, writing and creating)

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.

Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

Summary of Task

The teacher read the texts *The Burnt Stick* by Anthony Hall and *Stolen Girl* by Trina Saffioti while students took notes about connections made, wrote questions they had and made comments about the illustrations.

Students were asked to respond to a set of reflective questions that included:

- explaining their reactions and feelings about the text
- stating their connections with the text
- explaining the point of view of the text
- making a comment on the themes and issues presented in the text.

English

Year 4
Satisfactory

Written response to questions – *The Burnt Stick* and *Stolen Girl*

Responding to Text

TITLE: "The Burnt Stick"

AUTHOR: Anthony Hill

ILLUSTRATOR: Mark Sefilas

REFLECTING AND QUESTIONING:

What are your reactions to the text? What does it make you think, feel, wonder?

The men are trying to teach the Aboriginal kids how to do stuff like white men. The kids got taken away from their family and were taken to a special camp.

MAKING CONNECTIONS:

Explain any connections that you made with the text. (to self, text to text, to world)

When the author said the hot days and sand it reminded me of when I was in Uluru.

POINT OF VIEW:

Explain the points of view presented in the text.

(John Jagamurra's point of view)

"How am I going to hide from the people who are trying to take me away from my loving family."

SYNTHESISING:

What are the big ideas or themes in the text?

What do you think the author wants you to think about?

Anthony is trying to tell the readers of the book that you shouldn't take children away from their true family and culture.

Annotations

Recalls literal information from a text.

Makes a personal connection to an event in a text.

Identifies the point of view of a character in a text.

Uses learned vocabulary appropriate to the topic, for example 'true family' and 'culture'.

Acknowledgement

ACARA acknowledges the contribution of Australian teachers and education authorities in providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Year 4
Satisfactory

Written response to questions – *The Burnt Stick* and *Stolen Girl*

Responding to Text

TITLE: "Stolen Girl"

AUTHOR: Trina Saffioti

ILLUSTRATOR: Norma MacDonald

REFLECTING AND QUESTIONING:

What are your reactions to the text? What does it make you think, feel, wonder?

It is quite heart-breaking when you read this book because its sad when you are taken away from your family.

MAKING CONNECTIONS:

Explain any connections that you made with the text. (to self, text to text, to world)

I made a connection to a book called "The Burnt Stick" because they are both about Aboriginal children getting taken away from their family.

POINT OF VIEW:

Explain the points of view presented in the text.

(Main character)
I can't believe that that man just took me away from my family and I didn't even get to say goodbye.

SYNTHESISING:

What are the big ideas or themes in the text?

What do you think the author wants you to think about?

I think the author is trying to say there is no happiness in being taken away from your family.

Annotations

Expresses an opinion based on events in a text.

Uses compound and complex sentences to express and link ideas.

Uses mostly accurate spelling and punctuation.

Identifies the author's purpose in writing a text.

Acknowledgement

ACARA acknowledges the contribution of Australian teachers and education authorities in providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Year 4
Satisfactory

Information report – Puppies

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences.

They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions.

Productive modes (speaking, writing and creating)

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.

Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

Summary of task

The students were asked to complete an information report about a topic of interest. They researched their topic using the internet and books. The students identified information they found interesting and then rewrote the information in their own words. They planned their information report before writing and edited their work with a specific focus on the use of topic sentences, paragraphs, punctuation and correct spelling.

English

Year 4
Satisfactory

Information report – Puppies

Puppies Information report plan

Definition: Pets that you take care of.

What to give: Food, water, exercise etc

What do they like: R They like to play with toys, go out for a walk etc.

What can you do with them: Train them, feed them, etc.

Conclusion: Puppies are dogs that you love and take care of.

Annotations

Constructs a plan to guide writing.

Acknowledgement

ACARA acknowledges the contribution of Australian teachers and education authorities in providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Year 4
Satisfactory

Information report – Puppies

Information about Puppies and dogs.

Puppies are animals that you can take care of. They are small, cute and shake their tail when they are happy. They need proper care, they need to have food, water, exercise and grooming. There is lots and lots of types of breeds.

Types of dogs:

The border collie is a herding dog. Herding dogs were breed to keep farm animals from straying.

Chihuahuas are toy dogs. The Chihuahua is on of the most popular toy dogs.

A golden Retriever is a very sportive dog. It can do such ama-zing tricks! ^{if you train them!}

Facts about puppies and dogs:

A dogs ^{nose} can smell ^{stuff} better than a humans nose.

Annotations

Writes an information report using elements of the basic structure.

Uses simple, compound and complex sentences to provide and link information.

Selects and organises researched information.

Uses the language of factual reporting rather than of opinion.

Uses some new vocabulary encountered in research, for example 'golden retriever', 'herding dog'.

Shows evidence of editing by adding words to improve clarity of meaning.

Includes relevant detail and provides some technical information relevant to the topic.

Acknowledgement

ACARA acknowledges the contribution of Australian teachers and education authorities in providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Year 4
Satisfactory

Information report – Puppies

Information ~~g~~ about puppies and dogs.

A dog can hear better than a human.

It might take ~~£~~ 4 weeks for a puppie to get a little ^{big} big.

Puppies can be trained to do tricks such as sit down, lie down, shake, beg, roll over, jump, spin, etc.

Bones are good for a puppies teeth because it makes them nice and strong, and sometimes they dig and put them under the ground.

~~What~~ ^{some} do dogs dislike:

Dogs dislike cats. They chase ~~the~~ them around. Cats do not like dogs either. So make sure you don't put your cat near a dog. ^{if it doesn't like} dogs.

Conclusion:

Puppies are ~~animals~~ ^{animals} that you can take care of. They are small, cute and shake their tail when they are happy.

Annotations

Uses accurate spelling and punctuation.

Uses sub-headings and paragraphing to organise information in a text.

Acknowledgement

ACARA acknowledges the contribution of Australian teachers and education authorities in providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

Character portrait – *The Little Wooden Horse*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences.

They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions.

Productive modes (speaking, writing and creating)

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.

Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

Summary of task

Students have read the text *The Little Wooden Horse* by Mark Wilson. The teacher modelled how to construct a character portrait and use it to write a written description of Tom, one of the characters in the text.

Students were asked to research the character of Elizabeth and, using the format of the modelled character portrait and written description, to create their own written description of Elizabeth.

English

Year 4
SatisfactoryCharacter portrait – *The Little Wooden Horse*

3

Description of Elizabeth 2-7-12

Elizabeth had never had nice cloths. Every night after working 15 hours every day she would crawl into bed bruised and tired. She helps a young boy to escape the orphanage. Not^{that} she cares about her safty or health she gives all her food to Tom, a youngh boy about five. She had never known her parents. She has tattered cloths and has nearly bean killed when her hair got caught in the rollers back at the cotlen mill. She thinks if Tom hadnt followed her she and him wouldnt have became a conriet and living in constant terrifieing fear. of being on the first fleet on the Lady Pennin to go to Botany Bay.

Annotations

Recalls literal information and events from a text.

Uses mostly accurate spelling and punctuation.

Uses noun group/phrases to create an effective description, for example 'a young boy about five'.

Uses simple, compound and complex sentences to express and link ideas.

Adds detail to a description to highlight social, cultural and historical context.

Demonstrates understanding of the point of view of a child convict.

Acknowledgement

ACARA acknowledges the contribution of Australian teachers and education authorities in providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Year 4
Satisfactory

Sharing of ideas – *Stranded*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences.

They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions.

Productive modes (speaking, writing and creating)

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.

Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

Summary of task

Students read the text *Stranded* by Jan Ramage and engaged in various activities to explore the text, the main character and his motivations. They considered how he displayed the emotions and qualities of fear, loyalty, and bravery in his actions with the stranded whale.

Students were asked to discuss the text and illustrations and to consider the events and the feelings and motivations of the main character.

English

Year 4
Satisfactory

Sharing of ideas – *Stranded*



Annotations

Acknowledgement
ACARA acknowledges the contribution of Australian teachers and education authorities in providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Year 4
Satisfactory

Interview – Jeannie Baker

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences.

They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions.

Productive modes (speaking, writing and creating)

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.

Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

Summary of task

Students were asked to create and conduct an interview with the author Jeannie Baker. Students took on different roles: media reporter, interviewer and the author. They had researched online background information about Jeannie Baker which was incorporated into their script. The students wrote the script and selected prompts and costumes suitable for the task. This work sample is of three students presenting a mock interview.

English

Year 4
Satisfactory

Interview – Jeannie Baker



Annotations

Acknowledgement

ACARA acknowledges the contribution of Australian teachers and education authorities in providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.