

## English

Year 5  
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 students' 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 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 that cover 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 covering the achievement standard and their representation of an increasing diversity of student work that can be used to highlight evidence of student learning.

**THIS PORTFOLIO – Year 5 English**

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

Sample 1	Responding to literature – Relating events to illustrations
Sample 2	Stop and Think Aloud (Part 1) and Responding to questions (Part 2)
Sample 3	Oral presentation – Words or pictures
Sample 4	Creative writing – Beginning of a fairy tale
Sample 5	Responding to literature – <i>The Red Poppy</i>

This portfolio of student work shows an understanding of how characters, settings and events are developed through images and language features in both the creation (WS4) and interpretation of texts (WS5). The student considers how images and text are related (WS1, WS3) and demonstrates understanding of literal and implied meaning (WS2). The student demonstrates an ability to plan, draft, edit and publish a range of texts created for a variety of purposes (WS4, WS5).

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

- listen and ask questions to clarify content
- contribute actively to class and group discussions, taking into account other perspectives.

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## Responding to literature – Relating events to illustrations

### Relevant parts of the achievement standard

**Receptive modes (listening, reading and viewing)**

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

**Productive modes (speaking, writing and creating)**

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

### Summary of task

Students were asked to retell a positive and negative event from the novel *New Gold Mountain* by Christopher Cheng and illustrate these events in the style used by the illustrator Bruce Whatley in *The Littlest Refugee*. A colour illustration was to be used for the positive event and a black and white illustration for the negative event.

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## Responding to literature – Relating events to illustrations



### Annotations

*Depicts events from a text in illustrations and adds an explanation.*

#### 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.

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## Responding to literature – Relating events to illustrations

New Gold Mountain  
By C.W. Cheng  
1860-1861  
Shu Cheong  
Baba third uncle  
Xin Jin Shan

I am Shu Cheong. I came from China a village near Canton.  
We came to Xin Jin Shan for gold for my village. I have been given  
an uncle... by my eldest in China he has been teaching me  
English. He has given me a book to make a <sup>diary</sup> diary.  
✓ Today has been wet and muddy and I slip over. I can't  
swim. I swim like a dog and didn't see.  
I am the ~~first~~ to swim in my village. I still can  
mine ~~water~~ and now I have to do garding. We went  
to the village and now there are more tents  
then before. The base is facking me to the  
Chinese mines to be safe and I will be  
mining soon. Wear I do I will go to the  
temple to play for gold to the god.

### Annotations

Uses a variety of sentence structures including some compound sentences.

Responds to a character and events in a text.

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

Uses some expanded groups/phrases, for example 'the Chinese mines'.

Uses mostly familiar vocabulary with some new topic vocabulary, for example 'temple'.

Writes a simple retelling of an event from a known text.

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## Stop and Think Aloud (Part 1) and Responding to Questions (Part 2)

### Relevant parts of the achievement standard

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### Summary of task

This task consisted of two parts:

The first component was the 'Stop and Think Aloud' activity which required students to read an extract of a text, stopping at pre-determined points and writing down what they were thinking. They needed a copy of the text with room to write next to each stopping point.

The second component was to respond to questions in relation to the text used for the 'Stop and Think Aloud' activity. The extract was from a text they had not read previously but was part of a series of books by Emily Rodda. The students had worked with the first book in the series.

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## Stop and Think Aloud (Part 1) and Responding to Questions (Part 2)

1 – The Warning

**T**he grach flew west, following the scent. It had flown for a long time and it was tired and hungry, but it did not think of feeding or stopping to rest. There was no thought at all behind its flat yellow eyes. Just one fixed idea. To follow the scent, reach the place it had been told to reach, and take back to its masters what it had been told to take.

The grach was called Bara, and it was a hundred and twenty years old. It had been trained well. Not kindly, perhaps, but cleverly, and for many, many years. The idea that now, far away from the whips and shouts of its masters, it had the freedom to choose what it did, never entered its mind.

The sea had been left behind long ago, and dimly the grach was aware that below it now were rolling green hills and a winding stream glinting bright in the sunlight. It was aware that a mountain, its peak hidden in cloud, rose in the blue distance ahead.

But its eyes were not important now. Its ears, closed against the rushing of the wind and the beating of its own wings, were not important either. All that was important was its forked tongue, flickering in and out, tasting the air, tasting the scent.

It knew it was close to its goal. The scent was stronger—the warm animal scent that made its jaws drip with hunger. Bukshah. It even knew the name.

"Bukshah," its masters had said, so many times, flourishing the grey woolly hide in front of its face, feeding it bloody pieces of meat so that the delicious taste mingled with the hide-smell. When they had sent it away on this quest they had said it again. "Bukshah. Seek." And then they had loosed its chain.

The bukshah scent was strong, but there were other scents, too. Some the grach had tasted before, one it had not. The one it had not tasted was full of danger. It was fire, snow and ice. It was hot breath, dripping fangs and ancient, jealous power.

The leathery spines on the grach's back prickled with warning. But its yellow lizard eyes did not flicker, and the beating of its scaly mottled wings did not falter as it flew on, to Rin.

\*\*\*

*Annotations:*

*It thinks it is the Dragon, that had come back for Rowan.*

*I don't believe that someone can be that old.*

*I think the monster lives under water and I think it is really big.*

*I don't really know what a forked tongue means!*

*I think the monster is really hungry and is hunting for food.*

*I never knew that its name was Bukshah. I think, or maybe Bara.*

*I don't really get this bit.*

*Maybe it like Bukshah and wants to find him.*

## Annotations

Makes predictions about the text.

Uses some information in the text to attempt to interpret text.

Identifies when meaning is becoming lost.

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### Stop and Think Aloud (Part 1) and Responding to Questions (Part 2)

When I visualise I think about the picture that the words create in my mind.  
This is what I think Bara looks like.



Based on what I have read so far, this is what I know about Bara.

I know that Bara is 120 years old and has flat yellow eyes. It has forked tongue and big wings. I also know that Bara wasn't treated kindly.

#### Annotations

*Creates a detailed image of the character using labels to assist meaning.*

*Writes a limited description of a character.*

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## Stop and Think Aloud (Part 1) and Responding to Questions (Part 2)

### Annotations

Thinking in different ways to understand what I read.

Right There – the author said it.

1. What is the name of the grach? *The grach name is Bara.*
2. How old is Bara? *Bara is 120 year old but she or he is still strong.*
3. Where is Bara flying to? *Bara is flying to Rin to find the Bukshah.*

Think and Search – the author meant it

4. What had Bara been trained to do? *I think Bara is trained to fight for food.*
5. What does Bara like to eat? *I think Bara likes to eat Bukshahs*
6. It knew it was close to its goal. What does this mean? *I think it means that its close to getting in to Rin. or making the bukshah.*
7. How did Bara know where to find Rin? *It knew because it could smell Rin getting closer and closer.*
8. Why did the leathery spines on Bara's back prickle with warning? *They tickled because she it had scent the dragon with and fear.*

Author and You – show what you know

9. Read paragraph 7 again. What do you think could be the scent that Bara does not recognise? Explain why. *Bara did not recognise the dragon hot + cold icy scent.*
10. What do you think will happen when Bara gets to Rin? *I think Rowan and the bukshah is going to take care for of Bara, from the dragon.*

On Your Own – what's your opinion?

11. Do you feel sorry for Bara? Explain why or why not. *Yes I do feel sorry for Bara because she has been treated badly through her life.*

*Identifies literal information.*

*Provides a personal response to the character in the text.*

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## Oral presentation – Words or pictures

## Relevant part of the achievement standard

**Receptive modes (listening, reading and viewing)**

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*They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.*

**Productive modes (speaking, writing and creating)**

*Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.*

*Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.*

## Summary of task

Students studied a range of picture books and discussed how illustrations contribute to a text's meaning and how the illustrations may affect the reader. Students were asked to prepare a 2 minute oral exposition on the topic 'Words or pictures: Which has the greater impact on the reader in picture books?' They were encouraged to provide evidence from texts for their opinions. Students were allowed 50 minutes to prepare their presentation and 30 minutes to rehearse it.

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## Oral presentation – Words or pictures



### Annotations

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## Creative writing – Beginning of a fairy tale

### Relevant part of the achievement standard

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Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

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### Summary of task

Students read and discussed a number of fairy tales in class, focussing on their structure and language features.

Students were then asked to write the beginning of a fairy story, using stories they had read as models. They discussed the task in groups before working individually on this task.

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## Creative writing – Beginning of a fairy tale

once a pon a time there was a black smith but the black smith was not like all the other humans because he was part horse and part human but one day the black smith was walking frantically down a path the only reason he wasnt running is because he had run a thumier with is a contagious desese that only horserhumans can get. But he was too walking because a wild boar was trying to eat him but this was no odanary boar because this boar was giant about 8 foot tall And as strong as a mamath but then the Blacksmith ~~for~~ remembered the sawed that he made earlier and he stabbed the sawid right into his heart and he died because the boar was too Powerful and the boar hunted the woods forever and ever and ever and ever until a brave knight came and kissed him and then the boar melted like butter in the microwave and he melted and melted until the boar was gone forever and then the prince and the kingdom lived happily ever after.

THE END

Top line: Once upon a time there was a brave black smith who was not

## Annotations

Uses some fairytale conventions, for example 'Once upon a time'

Introduces fantasy characters typical of this type of text, for example 'he was part horse and part human'.

Spells most words accurately, for example 'because' and uses sound and letter knowledge to attempt unknown words, for example 'night' (knight), 'desese' (disease).

Shows some knowledge of sentence structures suitable for this type of text.

Uses some conventional fairy tale vocabulary, for example 'brave knight'.

Creates events in sequence to tell a story and introduces fantastical events, for example 'the boar melted like butter in the microwave'.

Writes a complete narrative text rather than an introduction.

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## English

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## Relevant part of the achievement standard

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## 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 reread 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 before editing it.

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## Responding to literature – *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 TEACHER NAME DELETED

Has just read the Red poppy and I think that it should be in a library as a nother copped. Here are some reasons why.

1. The red poppy is all about war, mateship, heroism, compassion and it is a really good book.

One example of compassion is when Jim helps Kate in the deep trench so he does not die. A another example is when Ripper brings the party to help them out of the trench.

Please consider my reasons

From

STUDENT NAME DELETED

2010

### Annotations

*Writes a brief persuasive text for a specific audience to express a point of view.*

*Uses mostly simple and compound sentences, for example 'Here are some reasons why.'*

*Structures the text into paragraphs.*

*Uses simple evaluative language to express an opinion, for example 'it is a really good book'.*

*Uses new vocabulary to express understanding of the text's meanings, for example 'heroism', 'compassion'.*

*Spells a significant number of common words accurately and uses sound/letter knowledge to attempt unknown words, for example 'ixampal' (example).*

*States a point of view and provides some supporting evidence.*

*Responds to information in a text previously read and makes some inferences.*

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