

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	Stop and think aloud (Part 1) and Responding to questions (Part 2)
Sample 2	Creating poetry – Kennings
Sample 3	Written narrative – In the box
Sample 4	Persuasive text – Election speech
Sample 5	Oral presentation – Words or pictures
Sample 6	Creative writing – Beginning of a fairy story

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 (WS2, WS3, WS4, WS6) and interpretation of texts (WS1, WS5). The student demonstrates an ability to plan, draft, edit and publish a range of texts created for a variety of purposes (WS2, WS3, WS4).

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.*

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

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

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 used 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.

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

Annotations

1 – The Warning
I think something bad is going to happen near Rin.

 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.

Extract from: Rowan and the Zebak by E. Rodda, Omnibus Books, 1999, p 1+2

I wonder what grach means? It could mean dragon or bird?

a hundred and twenty years old is very, very old!

I wonder if it is the same mountain in Rowan of Rin?

I wonder why nothing is important but it's forked tongue?

I wonder if Rowan comes in now and tries to save the bukshah from the Bara?

I wonder who his masters are I think they wouldn't be very nice people.

I wonder if the scent he hadn't had before is dragon?

the grach sounds frightening!

Uses information drawn from reading to make predictions about the 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.

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

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

- It has masters that tell him what to do.
 - Bara is a hundred and twenty years old.
 - Bara has been trained.
 - Bara likes to eat bukshah.
 - It gets chained up.
 - It has yellow lizard eyes.
 - It has big leathery spines.
 - Bara likes bukshah from Rin.
- I think Bara is dangerous with a bit of kindness in it somewhere.

Annotations

Uses compound and complex sentence structures to explain ideas and makes vocabulary choices when describing the character.

Responds to how a character is depicted through vocabulary chosen to describe the character.

Interprets literal information in a text to explain the character.

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

Thinking in different ways to understand what I read.

Right There – the author said it.

1. What is the name of the grach? The name of the grach is Bara.
2. How old is Bara? Bara is a hundred and twenty years old.
3. Where is Bara flying to? Bara is flying to Rin.

Think and Search – the author meant it

4. What had Bara been trained to do? Bara had been trained to catch bukshah from Rin.
5. What does Bara like to eat? Bara likes to eat bukshah.
6. It knew it was close to its goal. What does this mean? Bara knew it was close to Rin and the bukshah.
7. How did Bara know where to find Rin? Bara knew how to get to Rin because it can smell the scent of the bukshah.
8. Why did the leathery spines on Bara's back prickle with warning? Bara's back prickled with warning because he could sense something full of danger.

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.
The scent Bara doesn't recognise could be the drager from the mountain because it says fire, snow and ice to describe the drager in Rowan of Rin.
10. What do you think will happen when Bara gets to Rin?
I think the villagers might try to kill Bara but Rowan can see that it has been trained and has good in him.

On Your Own – what's your opinion?

11. Do you feel sorry for Bara? Explain why or why not.
I do feel sorry for Bara because it gets chained up but it shouldn't eat the bukshah.

Annotations

Uses comprehension strategies to explain literal meaning in a text and incorporates the question into the response.

Interprets implied meaning and links ideas within the text.

Makes inferences about the character and explains connections to the text.

Explains a personal response to a text and offers an opinion about a character in the text.

Creating poetry - Kennings

Relevant part of the achievement standard

Receptive modes (listening, reading and viewing)

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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

The student studied the structure of a range of poetry styles including kennings, limericks and haikus. The student was asked to write a number of poems using one of these styles. The student chose to write a series of kenning poems.

Creating poetry - Kennings

Kennings

Dog

Noisy speaker

Sloppy eater

Bone chewer

Paw treader

Soldier

Loyal defender

Powerful warrior

Strong fighter

Peace bringer

Thief

Bad person

Stealing merchant

Hiding suspect

Clever thinker

Nerd

Book reader

Smart thinker

Good leader

Sport thinker

Annotations

Creates a poetic text based on a known structure, for example kennings.

Spells accurately.

Uses vocabulary to extend ideas and express greater precision of meaning.

Creates innovative descriptions by selecting and combining words.

Writes poems consisting of lines of two describing words.

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Written narrative – In the box

Relevant parts of the achievement standard

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Summary of task

Students were asked to write a narrative titled 'In the box', based on pictures of an ornate box as a stimulus. This included:

- developing a story map detailing the generic structure of a narrative (orientation, complication, resolution) in preparation for the written narrative
- writing an imaginative narrative to entertain using appropriate textual and language features.

Written narrative – In the box

The image shows a handwritten graphic organizer on lined paper. At the center is a cloud labeled 'The Box'. Lines radiate from this cloud to several boxes: 'problem', 'characters', and 'resolution'. The 'problem' box is connected to the text 'a dog trapped and running away'. The 'characters' box is connected to 'homeless dog' (with 'Scamp' written below it), 'Lily' (with 'finds scamp' and 'girl' written below it), and 'dog catcher' (with 'mean' and 'takes dogs off the street even if they have a collar' written below it). The 'resolution' box is connected to 'a girl finding the dog'. Below the organizer, the title 'IN THE BOX!!' is written in large, bold letters. The narrative text follows, starting with a dialogue between a dog catcher and a puppy, then Lily's request for a dog, and her father's refusal. The text is written in a cursive, handwritten style.

Annotations

Uses a graphic organiser to plan the writing of an imaginative text.

Identifies the planned structure of the text, the characters accompanied by some characterisation, and events to be included in the text.

Writes a story using narrative structure, however, experiments with the typical structure and begins the story with the 'problem'.

Uses dialogue in the initial sentence to engage the reader.

Provides fuller descriptions through the use of noun groups/phrases, for example 'you little rascal'.

Uses a range of language features including dialogue and action to establish a strong main character.

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Written narrative – In the box

Scamp started chewing the lock. CREAK the door swung open. He quickly climbed out. The stupid dog catcher had left the best keys in the boot. Scamp stepped on the button and the boot swung open. He jumped out. He asked himself the question where was he going to live? The first thing he saw was a box - the perfect size for a bed. He crawled in and went to sleep. ^{the welcoming box}

faintly snoring. Lily kept walking. She wasn't going to give up now. Lily saw a box on the side of the path. It was wobbling side to side. She walked over and opened the box. There slept the cutest puppy she had seen. She picked up the box and carried it home. She knew it was wrong but she couldn't resist.

Lily laughed it was a very funny sound.

Lily hoped her dad would be upstairs. But unfortunately he wasn't. When Lily walked through the door her dad was sitting at the table with his head in his hands and a laptop in front of him. The good thing was he hadn't noticed Lily had been gone. "What's in the box?" asked Dad. Just then the puppy poked his head up. "What is that?" shouted Dad. Lily answered as ~~soon~~ as she could. "It's a dog." Lily knew what her dad would say so she quickly added, "I bought him." She knew her dad would find out sooner or later but for now it was a secret.

Two weeks later... Dad found out. "You can't just steal a puppy off the street" screamed Dad. "But he was homeless!" cried Lily. Dad finally gave in and let Lily keep him.

The end

calmly and cold

Now Dad spoils Scamp more than Lily does.

Annotations

Applies understanding of literary technique authors use to engage the reader, for example 'creak'.

Attempts to use imagery to develop setting, for example 'the perfect size for a bed'.

Uses vocabulary to express precision of meaning, for example 'wobbling from side to side'.

Uses a variety of sentence structures ranging from simple and compound to complex to develop and expand ideas.

Edits writing for accuracy and to improve the storyline by changing or adding detail.

Controls punctuation such as the apostrophe of contraction, the possessive apostrophe and capital letters for proper nouns.

This work sample demonstrates understanding of the structure and features of a narrative text. The student experiments with the typical structure and innovates the order of the events effectively. The characters are developed through dialogue and the careful selection of verbs such as 'screamed'. The work sample provides evidence of planning, editing and attention to paragraphing, punctuation and spelling.

Persuasive text – Election speech

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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Productive modes (speaking, writing and creating)

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Summary of task

Students participated in delivering a formal speech as part of the school's annual elections for membership of the Student Representative Council (SRC). The audience was Grade 5 students, teachers and principal. The students worked in pairs to prepare and practise the writing and delivery of the speeches.

Persuasive text – Election speech



Annotations

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Oral presentation – Words or pictures

Relevant part of the achievement standard

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Productive modes (speaking, writing and creating)

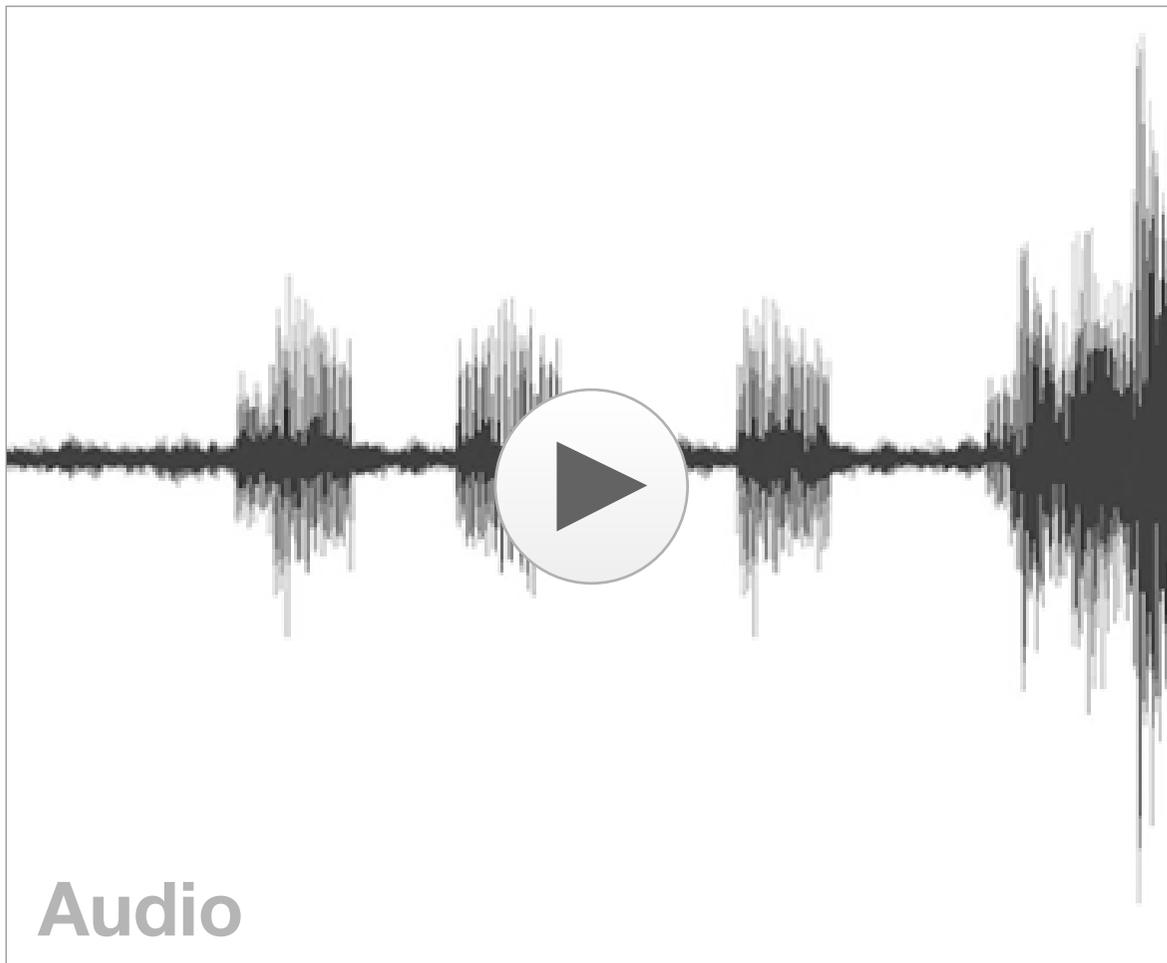
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Summary of task

Students studied a range of picture books and discussed how the 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.

Oral presentation – Words or pictures



Annotations

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Creative writing – Beginning of a fairy story

Relevant parts 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.

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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.

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 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 in class.

Creative writing – Beginning of a fairy story

Once upon a time there was a princess who lived in a castle which her mum and dad. Wait hold it before you go and walk away from this book forever. This isn't your basic lovely fairytale SO STAY PUT! ok so one day this princess was of in the wood trying to catch fairys when all of the sudden a giant chicken appeared. This chicken's eggs had been stolen by an evil fairy and the chicken had been searching for them all day. The chicken ~~was~~ been mistook the princess for one of his egg and carried her off. But the princess knew she'd be saved "My Prince will come, that is if he ~~ea~~ will get of the couch!" she added.

^{next person} The prince she had been talking about (Prince Hubert) was a real couch potato. ~~but~~ ~~st~~ he was ^{very} handsome and obsessed with his own appearance. This prince lived miles away but when he finally got the message from a frantic serva^{nt}, ~~he~~ ^{However} he was in the middle of his favourite TV show so ~~he~~ ^{he} decided to not bother and leave the rescue of the princess to someone else! ~~when~~

Annotations

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

Demonstrates an intention to challenge the traditional fairytale genre through direct appeal to the reader, for example 'this isn't you basic lovely fairytale'.

Uses some conventional fairy tale vocabulary, for example 'princess', 'evil fairy' and some unconventional words for this type of text, for example 'mum and dad', 'couch potato'.

Uses a range of compound and complex sentences to relate a story.

Uses a range of verb tenses accurately for narration and dialogue, including unusual verb forms, for example 'mistook'.

Uses plot events and vocabulary to maintain a humorous tone throughout the text.

Spells most words accurately, including some unusual and difficult words, for example 'favourite', 'handsome'.

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