

English

WORK SAMPLE PORTFOLIOS

These work sample portfolios have been designed to illustrate satisfactory achievement in the relevant aspects of the achievement standard.

The December 2011 work sample portfolios are a resource to support planning and implementation of the Foundation to Year 10 Australian Curriculum in English, Mathematics, Science and History during 2012. They comprise collections of different students' work annotated to highlight evidence of student learning of different aspects of the achievement standard.

The work samples vary 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 samples required in a portfolio nor are the work samples sequenced in any particular order. These initial work sample portfolios do not constitute a complete set of work samples - they provide evidence of most (but not necessarily all) aspects of the achievement standard.

As the Australian Curriculum in English, Mathematics, Science and History is implemented by schools in 2012, the work sample portfolios will be reviewed and enhanced by drawing on classroom practice and will reflect a more systematic collection of evidence from teaching and learning programs.

THIS PORTFOLIO – YEAR 2 ENGLISH

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

| | |
|----------|--|
| Sample 1 | Instruction text – Yummy fruit sticks |
| Sample 2 | Response to literature – <i>Carla's Crocodile Adventures</i> |
| Sample 3 | Factual report – Wombats |
| Sample 4 | Response to literature – <i>Tough Boris</i> |
| Sample 5 | Imaginative text – The mad story about a pirate |
| Sample 6 | Group discussion – Creating a fairy tale |

This portfolio of student work shows an understanding that different types of texts serve different purposes and an ability to identify different text structures and language features (WS1, WS3). The student uses a variety of text processing strategies to read, (WS5), retrieve literal information (WS4, WS5), make inferences (WS4) and find the main idea in a text (WS4). The student creates written and multimodal texts for specific purposes and audiences (WS1, WS2, WS3, WS4, WS5) drawing on knowledge of grammar, vocabulary and punctuation. (WS1, WS2, WS3, WS4, WS5). They portfolio demonstrates the ability to spell most high-frequency sight words and to use sound-letter knowledge to attempt new words (WS1, WS2, WS3, WS4, WS5).

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

- *understand how similar texts share characteristics by identifying text structures*
- *make connections between texts by comparing content*
- *listen for particular purposes and manipulate sound combinations and rhythmic sound patterns*
- *discuss ideas and experiences*
- *explain preferences for aspects of texts using other texts as comparisons*
- *engage in group and class discussions and make presentations.*

English

Work sample 1: Instruction text – Yummy fruit sticks

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

Productive modes (speaking, writing and creating)

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

Summary of task

This task had two components:

1. Students were asked to write a text to instruct someone on how to make fruit sticks. The structure of the type of text was modelled and explained and a planning worksheet was provided for the first drafts of writing.
2. The students were asked to use the first draft to create a multimodal digital text. The teacher worked with the student to create the second draft. In the second draft the red font denotes the teacher's text.

English

Work sample 1:
Instruction text – Yummy fruit sticks

DRAFT

FRUIT STICKS

What fruit do you want?
 Strawberries
 orang
 grapes
 banana

What equipment will you need?
 Plate
 Skewers
 Knife
 Chopping board

What will you need to do with the fruit?
 peel
 (Pail)
 Slice
 Put on Skewer
 Cut

Annotations

Uses headings to write text.

Writes legibly using unjoined lower- and upper-case letters.

Spells known irregular words correctly, for example 'put', 'you', and corrects new words for final publication, for example 'chopping'.

English

Work sample 1: Instruction text – Yummy fruit sticks

FINAL COPY

YUMMY FRUIT STICKS

You Need

- Grapes
- Strawberries
- Banana
- Watermelon
- Knife
- Plate
- Chopping board
- Skewer

WHAT TO DO

1. PEEL THE FRUIT.
2. CUT THE FRUIT INTO SMALL PIECES.
3. PUT THE FRUIT ON THE SKEWER.
4. CLEAN UP YOUR MESS.

TRY THIS:

MELT THE CHOCOLATE AND PUT IT
INTO THE BOWL.
 DIP YOUR FRUIT INTO IT.






Annotations

Uses well-chosen images to support the meaning of the text.

Uses familiar and some new topic specific vocabulary, for example 'peel', 'fruit', 'skewer'.

Writes simple sentences with command verbs to provide clear instructions, for example 'Cut the fruit' and compound sentences to connect ideas, for example 'Melt the chocolate and put it into the bowl'.

Uses language resources to assist text cohesion, for example 'pronouns'.

Produces edited text with attention to spelling and grammar.

Annotations (Overview)

This work sample demonstrates the creation of a multimodal informative text designed to provide instructions for completing a process. The text demonstrates understanding of text features including layout, use of fonts and inclusion of images. The worksheet and the final text demonstrate the writing process undertaken by the student, with teacher assistance, from planning to published text.

Acknowledgment

ACARA acknowledges the contribution of the trial school teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 2: Response to literature – *Carla's Crocodile Adventures*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

Productive modes (speaking, writing and creating)

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

Summary of task

Students were asked to read a story of their choice and then to retell the story in sequenced images and accompanying print.

English

Work sample 2:
Response to literature – *Carla's Crocodile Adventures*

SUMMARISER

Text: Carla Crocodile's Adventure
Author: _____

Retell the main events of the story.

| | | |
|--|--|--|
| | | |
| <p>Beginning (characters, setting) Carla crocodile was going into town to buy a new dress.</p> | <p>Event 1 (problem, conflict) Then a woman cried because a thief had her bag.</p> | <p>Event 2 The thief held the woman's bag, so Carla followed the thief.</p> |
| | | |
| <p>Event 3 Then the thief went to the bridge. So Carla followed the thief.</p> | <p>Climax (problem is solved) The police officer came to help the thief up.</p> | <p>Resolution (what does the main character do?) Carla followed the thief everywhere to get the bag.</p> |

Annotations

- Creates a retelling by combining images and written text.
- Retells key events in correct sequence using appropriate structure suggested by prompts.
- Uses correct sentence punctuation and capital letters for proper nouns, for example 'Carla'.
- Identifies the main characters and their actions.
- Spells most high frequency sight words correctly and attempts new words using knowledge of sound-letter knowledge.
- Uses compound sentences to create connections between ideas, for example 'so'.
- Uses the suffix 'ed' to change a word to past tense, for example 'cried' and 'followed'.
- Writes using unjoined upper- and lower-case letters.

Annotations (Overview)

This work sample demonstrates an understanding of the typical structure of an imaginative text. It provides evidence that the student, prompted by teacher scaffolding, can recall and sequence the key events in a story.

Acknowledgment

ACARA acknowledges the contribution of the trial school teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 3: Factual Report – Wombats

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

Productive modes (speaking, writing and creating)

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

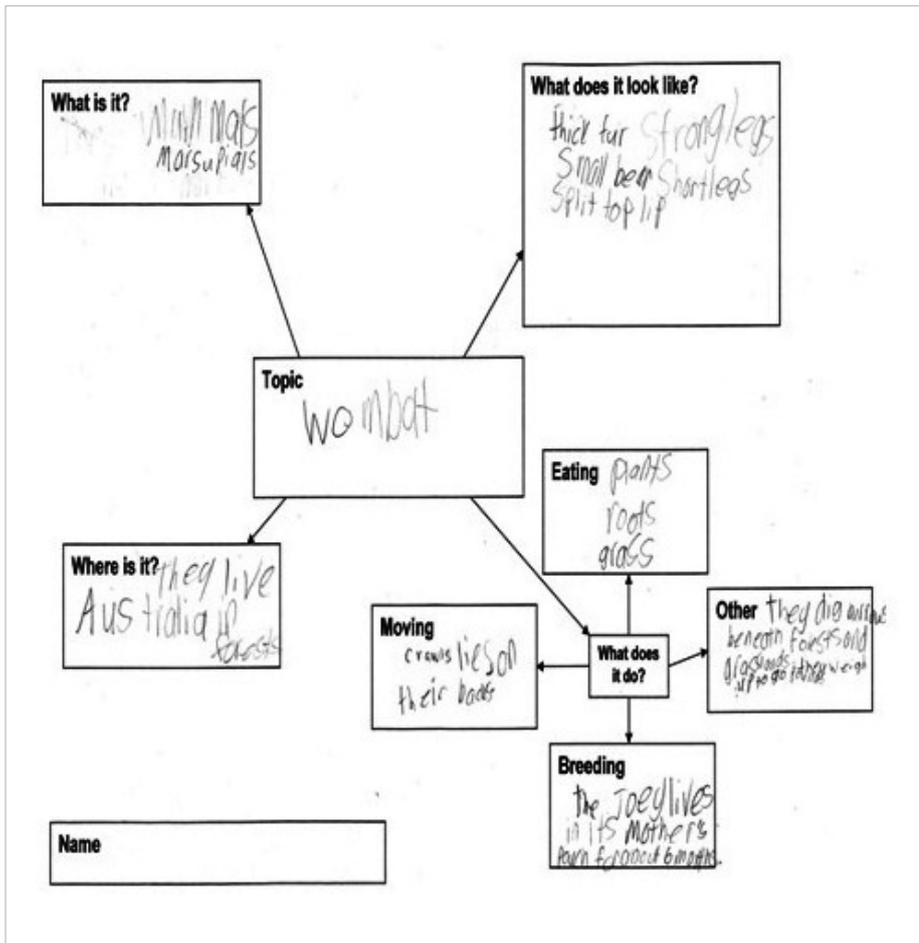
Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

Summary of task

Students were asked to write a report on an Australian animal. A scaffold was used to write a whole class information text that assisted with the recording and sorting of information. The students were provided with the same scaffold to assist their independent writing. They were encouraged to discuss their writing with their peers.

English

Work sample 3: Factual Report – Wombats

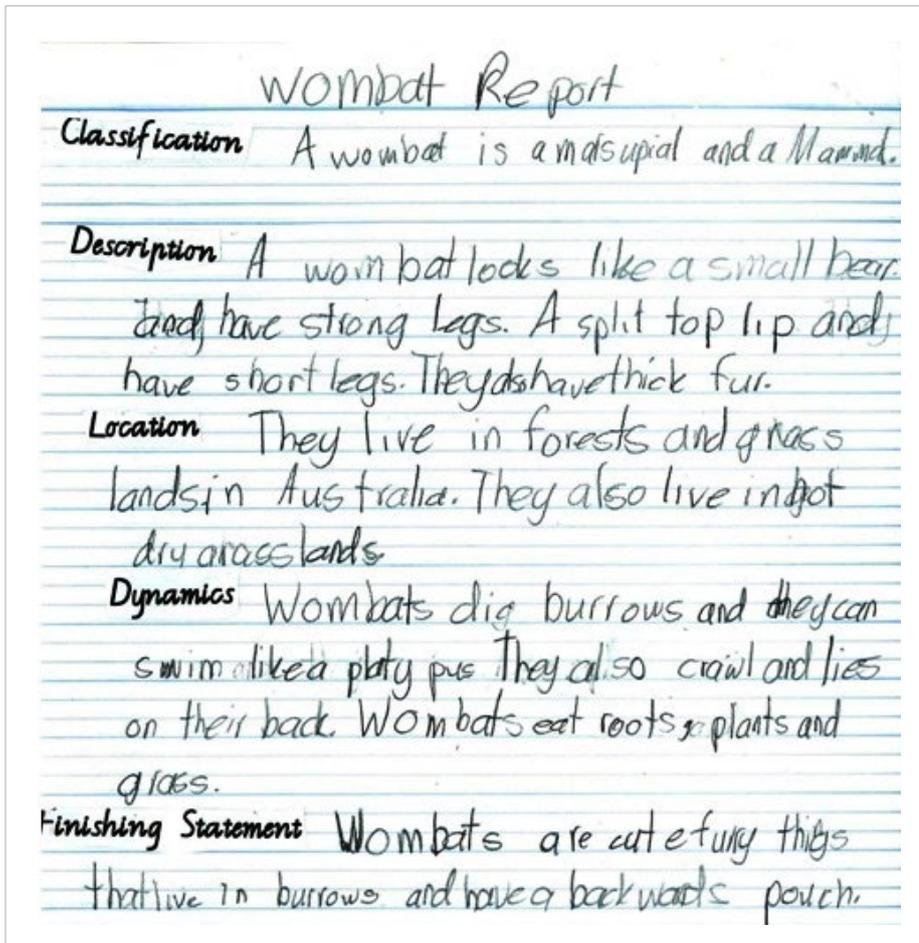


Annotations

Plans text by sorting information.

English

Work sample 3: Factual Report – Wombats



Annotations

Follows written text structure to construct informative text.

Uses technical vocabulary, for example 'marsupial'.

Provides relevant topic information and maintains a focus on the topic throughout the text.

Usually uses correct sentence structures including simple sentences, for example 'They also live in hot dry grasslands' and compound sentences to combine ideas, for example 'Wombats dig burrows and they can swim like a platypus'.

Provides cohesion through use of pronouns for example 'Wombats ... they'.

Uses appropriate verb tense (present) for this type of text.

Writes using unjoined upper- and lower-case letters.

Uses correct sentence punctuation.

Annotations (Overview)

This work sample demonstrates the development of a written informative text using learnt information. The sample shows the student's use of a scaffold to organise information and demonstrates their understanding of how to use this organisation to create a text that is well-sequenced and coherent.

Acknowledgment

ACARA acknowledges the contribution of the Department of Education, Western Australia for providing the tasks and work samples. The annotations are referenced to the Australian curriculum achievement standards.

English

Work sample 4: Response to literature – *Tough Boris*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

Productive modes (speaking, writing and creating)

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

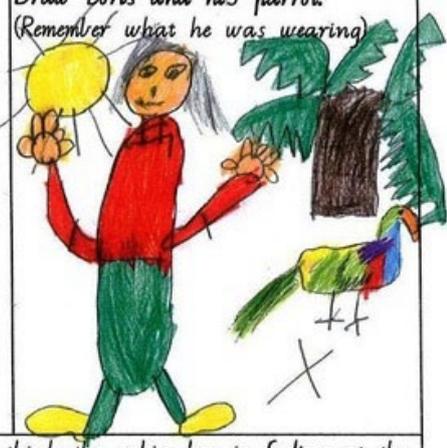
Summary of task

Students listened to a reading of the text *Tough Boris* by Mem Fox. Students were provided with a set of questions and together discussed the possible answers. Students wrote their own responses to the questions. They were asked to:

- describe the main idea
- retell literal meanings of the text through a written and visual response
- make inferences about the feelings of one of the characters.

English

Work sample 4:
Response to literature – **Tough Boris**

| | |
|--|--|
| <p>Main Idea - What is the special message this book is trying to tell us? The special message is trying to tell us tough Boris has a soft part in side him. Also every thing has to die.</p> | |
| <p>Literal meaning - What is happening on the beach? On the beach Tough Boris is telling his crew to bring up the treasure. A Pirate is pushing the treasure up. another Pirate is digging up the treasure.</p> | <p>Draw Boris and his parrot. (Remember what he was wearing)</p>  |
| <p>Inferential meaning - What do you think the cabin boy is feeling at the end of the story? I think the boy is Thinking about how he might escape off the island. He still has the Uigalin in his hand. The boy is sad</p> | |

Annotations

Provides cohesion through use of pronouns, for example 'Boris ... him'.

Uses familiar and some new vocabulary appropriate to the topic, for example 'tough', 'treasure', 'pirate'.

Uses correct sentence punctuation and uses capital letters for proper nouns.

Identifies literal information from an image.

Creates an image to convey specific information about a character.

Answers questions using some sentence fragments and some correct sentence structures.

Makes inferences and identifies the main idea of a story.

Offers opinions about characters in a text.

Annotations (Overview)

This work sample demonstrates the student's response to an analysis of key ideas and features of an imaginative text.

Acknowledgment

ACARA acknowledges the contribution of the Department of Education, Western Australia for providing the tasks and work samples. The annotations are referenced to the Australian curriculum achievement standards.

English

Work sample 5: Imaginative text – The mad story about a pirate

Relevant part of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

Productive modes (speaking, writing and creating)

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

Summary of task

Students had been reading narrative texts with fantasy characters. They had been discussing:

- how the characters and settings of different texts are developed
- how images add to the story
- the typical stages of these simple narratives.

Students were asked to:

- write a pirate narrative with a strong focus on the character development
- create interesting illustrations to assist with telling the story and design an appealing cover page that encourages the reader to choose their story to read.

The first draft of the story was read aloud to an adult to help determine audience appeal and readability. Students edited their work individually and the final stories were published in a class book.

English

Work sample 5: Imaginative text – The mad story about a pirate



English

Work sample 5: Imaginative text – The mad story about a pirate

One very dark and stormy
night Captain Black Patch was in
a boat called the Pinky Winky.
No one liked Captain Black
Patch because he was so angry.
Everybody on the boat was
sad.
Along came a fairy who cast a
spell to make him happy.
He was a clown and he was

Annotations

Understands the structure and some of the characteristics of a narrative text, including characters, setting and events.

Uses imaginative elements from reading in own text.

Uses varied sentence structures including simple, compound and complex sentences to express and link ideas, for example 'No one liked Captain Black Patch because he was so angry'.

Uses capital letters for proper nouns, for example 'Pinky Winky'.

Accurately spells high frequency words, for example 'was', 'because', and uses sound-letter knowledge to attempt new words, for example 'clon' (clown).

Uses familiar and learned vocabulary to create an imaginative world, for example 'cast a spell'.

English

Work sample 5: Imaginative text – The mad story about a pirate



Annotations

Uses knowledge about morphemes to spell words, for example 'dancing', and 'dance'.

Annotations (Overview)

This work sample demonstrates the use of reading and discussion in establishing the basis for writing an imaginative text. The student has incorporated elements of narrative text structure, characterisation, setting, plot development and images in creating their text.

Acknowledgment

ACARA acknowledges the contribution of the Department of Education, Western Australia for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 6: Group discussion - Creating a fairy story

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

Productive modes (speaking, writing and creating)

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

Summary of task

Students in the class had developed the introduction and resolution of a fairy story for the kindergarten students at their school. In small groups the students wrote an elaborated series of events that occurred in a specific setting, for example 'romantic land' and 'dinosaur land'. The events that occurred in these lands were shared with the whole class and the class teacher with the intention of compiling these to create a fairy story. The students in each group illustrated their text. In this work sample, the students are editing the text for improvement and to ensure that it is suitable for its audience.

English

Work sample 6: Group discussion - Creating a fairy story



Annotations

Acknowledgement
ACARA acknowledges the contribution of the Department of Education and Child Development, South Australia for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.