

# 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 4 ENGLISH

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

Sample 1	Response to literature – <i>What Katy Did</i>
Sample 2	Recount – My favourite place
Sample 3	Response to literature – <i>Storm Boy</i>
Sample 4	Persuasive text – The best superpower to have is rewind
Sample 5	Interview – Jeannie Baker
Sample 6	Reading response – Fluency

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, WS2, WS3, WS4, WS5). The student makes connections between texts and own experiences (WS2, WS3, WS4, WS5) and expresses a substantiated point of view about a text (WS4). The student uses a variety of language features to develop descriptive and cohesive literary, informative and persuasive texts (WS1, WS2, WS3, WS4, WS5). The student collaborates with others to create clearly presented, engaging oral presentations (WS5, WS6).

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

- *create texts that show understanding of how images can be used to extend key ideas*
- *contribute actively to class and group discussions.*

# English

## Work sample 1: Response to literature - *What Katy Did*

### 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 choose a book to read and answer a number of questions in response to their chosen text. The students were provided with a worksheet titled 'Story grammar'. This work sample is a second draft that the student developed after editing a first draft with peers and the class teacher. Students were asked the following questions:

- What is the story about?
- What is the story trying to say?
- How did one event relate to another?
- What is the author's point of view?
- Where does the story take place?
- How does the book's cover attract the audience's attention?

English

Work sample 1:  
Response to literature - *What Katy Did*

Name: \_\_\_\_\_

### STORY GRAMMAR

<p><b>Setting</b></p> <p>• A small country cottage with a front garden and a garden that the children call 'Paradise'.          • Paradise is a little marshy thicket at the bottom of a field near the house, with roses and sassafras and birds' nests. Narrow winding paths run here and there.          • It also takes place in two schools, Mrs Knight's school and Miss Miller's school. Mrs Miller's children were very vain but then both the schools were very naughty.</p>	<p><b>Author's intention (theme, topic or idea)</b></p> <p>I think the author's intention is to get me hooked from the very first chapter all the way to the end. The writer was very clever by the way she specified it especially for my age group. I think the author made sure that no bits in the book were boring but interesting. I think she tried to make Katy as adventurous and as brave as she could be. Susan Coolidge was very smart because she made her characters come alive and be there right in front of you.</p>
<p><b>Title:</b> What Katy Did  <b>Author:</b> Susan Coolidge</p>	
<p><b>Characters</b></p> <p>The characters are Katy, a tomboy who is very naughty, F. Tsie who is a shy lovely girl. There is John but every body calls her John. There is also Clover who is a year younger than Katy. And last of all Larry and Phil. Larry (who is a boy) Phil and John all play together. Cousin Helen is very important because she helps Katy get better.</p>	<p><b>Book Cover</b></p>  <p><b>Events</b></p> <p>The events are:</p> <ol style="list-style-type: none"> <li>1. Katy falling off her swing and getting injured.</li> <li>2. Cousin Helen coming over and teaching Katy a lesson.</li> <li>3. Christmas, when everybody exchanges presents and all is happy.</li> <li>4. Valentines day, and Katy hosts a Valentines party.</li> <li>5. Aunt Izzy dying and everybody is sad.</li> <li>6. Conclusion, when Katy gets better by cousin Helen's lessons and gets a surprise.</li> </ol> <p><b>My favourite part</b></p> <p>My favourite part was when it was Christmas and everyone got their presents from Katy and Katy received presents from all her brothers and sisters.</p>

**Annotations**

Explains the different settings that are in the text, with the main setting being quite detailed through drawing on vocabulary from the text, for example 'a little marshy thicket at the bottom of the field'.

Uses metalanguage to explain their response to the text, for example 'the author's intention is to get me hooked from the first chapter'.

Lists the main characters and provides details about their priority.

Evaluates the use of illustration.

Sequences detailed events.

Expresses a point of view about the text.

Uses noun groups/phases, for example 'shy, lovely girl' and prepositional phrases, for example 'at the bottom of the field near the house' to develop detailed sentences.

Uses pronoun referencing correctly throughout the different parts of the 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: Recount – My favourite place

### 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

This was part of an integrated unit based on the Australian National Parks and their importance to people. Students examined different text structures and language features that authors use when they recount events.

Students were asked to write a recount of a visit to their favourite place and plan their writing first. They were also asked to edit their work by identifying words that they felt added descriptive, sequencing or connecting elements to their writing. These words are underlined in red.

# English

## Work sample 2: Recount – My favourite place

### Annotations

Plan

Introduction  
 Who: My family  
 When: Easter holidays 2009  
 Where: Kalbarri  
 Why: for a holiday

Events

1. We got there and unpacked
2. We went sand boarding at lucky Bay
3. We were swimming and a shark was there.
4. We drove back.

Conclusion  
 At the end of the week we were all rather tired and we were glad to be back at home again.

Plans writing including important elements.

# English

## Work sample 2: Recount – My favourite place

Recount

On the Easter holidays of 2009 I went to Kalbarri, I went with two families including my own. The cause of this holiday was because we were getting bored back at home.

On the way there it took six and a half hours. Considering it was just in the car we all felt a bit tired and sick. When we got there we were all happy to get out of the car for a while, then we had the unpacking to do. I was the hard part, but was finished soon enough.

The next few days the two families decide to go sandboarding. The first day we went sandboarding at

### Annotations

Uses text structure appropriate for a recount, such as an elaborated introduction and correctly sequenced events, simple concluding paragraph including a personal reflection.

Uses knowledge of spelling generalisations, for example when adding 'ing' 'including' and visual knowledge to spell words with ambiguous sounds, for example 'cause'.

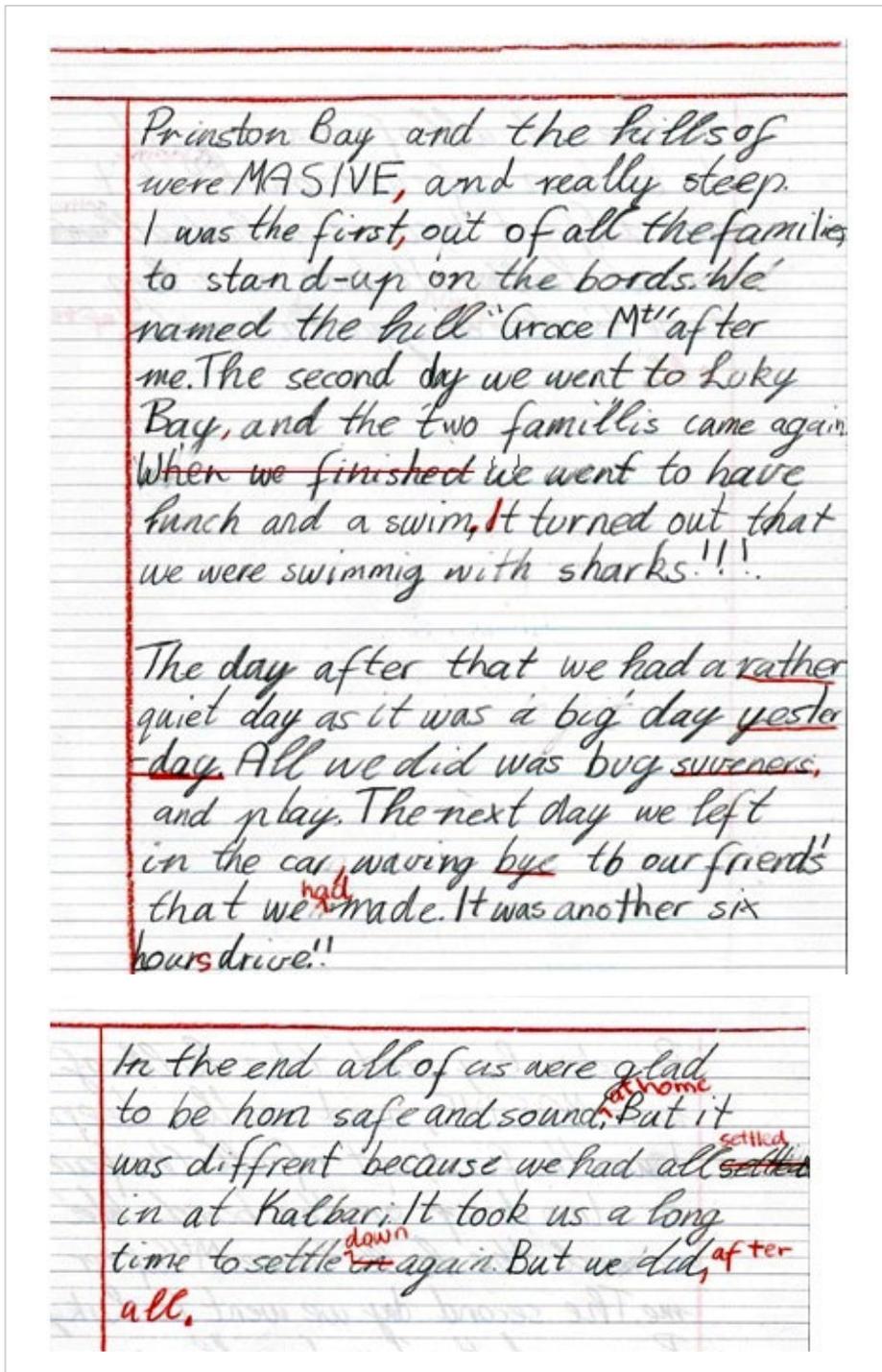
Uses appropriate language features, such as connectives to sequence ideas and to make the text more cohesive, for example 'families' and 'we'.

Uses pronoun referencing to create cohesion.

Edits own work, by identifying words that they think build description.

English

Work sample 2:  
Recount – My favourite place



Annotations

Experiments with punctuation for effect, for example multiple exclamation marks to emphasise '!!!.' and uses quotation marks to guide the reader, for example 'Grace Mt'.

Provides additional details through prepositional phrases, for example 'with sharks'.

Edits texts aiming for grammatical accuracy, for example correcting a run on sentence and creating two shorter sentences 'When we finished 'We went to have a swim.(new sentence) It turned out that we were swimming with sharks!!!'.

Recognises that homophones have a similar sound but different meaning and spelling, for example 'buy' (correct spelling for this meaning) and 'bye'(correct spelling for a different meaning).

Uses noun group/phrases to develop description, for example 'six hour drive'.

Edits text to provide additional information, for example 'But we did, after all.'

Acknowledgment

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

# English

## Work sample 3: Letter in response to literature – *Storm Boy*

### 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 had been reading the text *Storm Boy* by Colin Thiele focusing on how the author developed the characters and the setting. Throughout the year the students had written a variety of letters and emails for a range of audiences and purposes. They investigated the different conventions that these forms of correspondence use depending on the media, audience and purpose. In this instance they were asked to write a letter independently over two sessions to a familiar person explaining the story and describing the parts of the novel that personally appealed to them. They wrote their texts independently over two sessions.

English

Work sample 3:

Letter in response to literature – Storm Boy

6 May, 2010  
Dear Mum

In our class, this term our teacher, Robyn read us a great story called Storm-Boy. I would like tell you all about it.

The setting in the story was at the Coorong, a lovely spit between a Beach and gorgeous lakes and lagoons. On the beach there is lots of vegetation and lots of tussocky grass and the <sup>dunes</sup> goons are huge also the wild winds dance about like salty snakes. While the beach side is darting about the calm cool lagoons, rivers and lakes slowly wash into the the Mouth of the Murray River to wash back into the sea. The Coorong is <sup>Adelaide</sup> South Australian in Adlad and it is called the 90mil Beach.

While we were reading Storm-Boy we also were doing

Annotations

Uses correct format for writing a personal letter to a familiar audience.

Demonstrates understanding of how to use social interactions in a written format to engage the reader, for example the inclusion of 'you'.

Develops evocative detailed descriptions through the use of extended noun groups.

Interprets word play from the text, for example 'wild winds dance about like salty snakes'.

Integrates information and literary devices from the text into own text, for example 'the calm (calm) cool lagoons, rivers and lakes slowly wash into the mouth of the Murray River...'

Creates cohesion through the use of connectives, for example 'while'.

# English

## Work sample 3: Letter in response to literature – Storm Boy

some school work my <sup>favourite</sup> ~~faverit~~  
works was when we were writing about  
our special place. I did Gibraltar  
Falls. I think I connected with  
Gibraltar Falls we did this  
because Storm-Boy had a  
connection with his nature around  
him. I loved it because you  
know how much I love writing.

My favourite character was  
the father, Hide away, a funny  
name for a man. Also I liked  
the Pelcon, Mr Percival, but he  
died at the end and Robyn  
and Ruby cried. My favourite

part in the story was when  
Mr Percival saved six fishing  
men with <sup>some</sup> luck and a fish line.  
I like because, a Pelcon how could  
a pelcon save six ~~men's~~ lives. It  
was amazing.

### Annotations

Spells most words correctly.

Edits own work and makes changes as required, for example 'faverit' is spelt correctly in subsequent text.

Makes connections between text and own experiences, for example 'you know how much I love writing'.

Discusses events that the author included in the original text, for example 'Mr Percival ...died at the end'.

Uses evaluative vocabulary to state an opinion, for example, 'amazing' when reporting event.

### Annotations (Overview)

The student writes a letter based on a literary text making connections to own experiences and modelling vocabulary used in the text. The letter shows an engagement with the original text and with nature. Editing of the letter occurred when the student read it to the teacher. The edits are the suggestions of the student and written in by the teacher.

#### 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 4: Persuasive text – The best superpower to have is rewind

### 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 write a persuasive text in response to one of the following statements:

1. Energy drinks should be banned for children under 15.
2. Smoking should be illegal.
3. The best superpower to have is rewind.

They were asked to use appropriate language, technical aspects and the format of a persuasive text. They typed their text on a computer and had access to spell check.

# English

## Work sample 4: Persuasive text – The best superpower to have is rewind

### The best superpower to have is rewind

The best superpower to have is rewind. It is the best for many reasons, such as if you had fun doing something, you could go back and do it again, if you did something wrong you could go back and fix it and if you didn't want to go to bed, you would rewind back the start of the day.

The first reason why is if you had fun doing something one day, you could go back and do it again. Just imagine going back and doing something you love such as going to a theme park, having a party or even just doing something fun at school.

Another reason is that you could go back and fix some problems. You may think that to go back in time won't solve anything, but you are wrong. If you go back before the problem started, it would be as simple as making sure the problem never started.

Finally if there was something that you didn't want to do, such as going to bed, you could rewind back before your bed time and you wouldn't have to go to bed for hours. Just imagine never going to bed till you wanted to.

Now s is official – that the best superpower to have is rewind. But we do have a problem...superpowers don't exist.

### Annotations

*Uses knowledge of text structures, such as previewing the arguments in the opening paragraph, organised and detailed arguments and a summative statement.*

*Talks directly to the audience to strengthen the argument, for example 'Just imagine going back and doing something you love...'*

*Elaborates arguments to convince the reader, for example 'If you go back before the problem started, it would be as simple as making sure the problem never started'.*

*Creates cohesion through the use of connectives, for example 'The first reason', 'Another reason' 'Finally'.*

*Uses digital text features, such as the bolding of text to enhance readability.*

### Annotations (Overview)

*This persuasive text uses humour to persuade and engage the reader and demonstrates increased control over text structure through creatively subverting the persuasive text structure. The student used the computer's spell and grammar check to edit their work.*

#### 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 5: 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 two students conducting a mock interview. The annotations refer to the students in the role of the author Jeannie Baker.

# English

## Work sample 5: Interview – Jeannie Baker



### Annotations

#### Acknowledgment

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

# English

## Work sample 6: Oral Reading – In character and with fluency

### 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.*

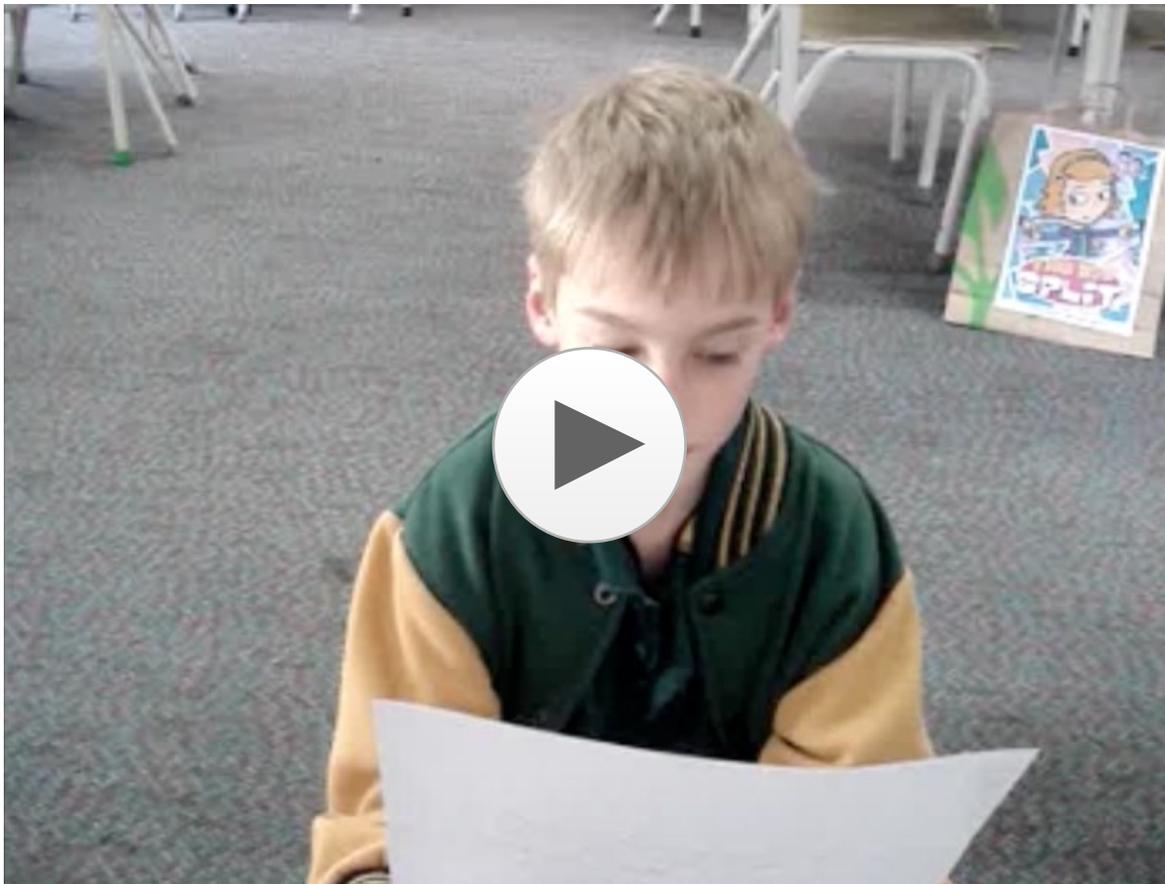
*Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling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

### Summary of task

Students were asked to read a familiar text orally adopting different voices ('feeling' voices). The purpose of this activity was for students to demonstrate understanding of the text while improving their reading fluency. In this sample the student read the text in a robotic voice and later read the text emphasising expression.

# English

## Work sample 6: Oral Reading – In character and with fluency



### Annotations

#### Annotations (Overview)

*After several repetitions in different 'feeling' voices, the student was able to more confidently read the passage and used intonation to demonstrate understanding of the text.*

#### Acknowledgment

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