

WORK SAMPLE PORTFOLIO

Annotated work sample portfolios are provided to support implementation of the Foundation – Year 10 Australian Curriculum.

Each portfolio is an example of evidence of student learning in relation to the achievement standard. Three portfolios are available for each achievement standard, illustrating satisfactory, above satisfactory and below satisfactory student achievement. The set of portfolios assists teachers to make on-balance judgements about the quality of their students' achievement.

Each portfolio comprises a collection of students' work drawn from a range of assessment tasks. There is no pre-determined number of student work samples in a portfolio, nor are they sequenced in any particular order. Each work sample in the portfolio may vary in terms of how much student time was involved in undertaking the task or the degree of support provided by the teacher. The portfolios comprise authentic samples of student work and may contain errors such as spelling mistakes and other inaccuracies. Opinions expressed in student work are those of the student.

The portfolios have been selected, annotated and reviewed by classroom teachers and other curriculum experts. The portfolios will be reviewed over time.

ACARA acknowledges the contribution of Australian teachers in the development of these work sample portfolios.

THIS PORTFOLIO: YEAR 3 ENGLISH

This portfolio provides the following student work samples:

Sample 1	Response to visual text: <i>Into the Forest</i>
Sample 2	Information text: Turtles
Sample 3	Reading aloud: Save Our Skate Park
Sample 4	Narrative text: The Naughty Kookaburra
Sample 5	Interpreting text: <i>Stolen Girl</i>
Sample 6	Response to visual text: <i>Window</i>
Sample 7	Presentation: Television cooking show

This portfolio of student work includes responses to a variety of texts and the development of a range of written and oral texts. The student reads aloud, utilising reading strategies to enhance comprehension (WS3). The student selects information from, and interprets and responds to, informative, visual and literary texts (WS1, WS2, WS4, WS5, WS6). The student creates a range of engaging and cohesive texts to entertain, inform and persuade (WS1, WS2, WS4, WS5, WS6, WS7). The student delivers a presentation to engage an audience by taking on a familiar role and evaluates a presentation made by a peer (WS7).

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Response to visual text: *Into the Forest*

Year 3 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

Receptive modes (listening, reading and viewing)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately.

Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.

Summary of task

The students explored the illustrations in the book *Into the Forest* by Anthony Browne. They were to look at an image and compose open questions about it. Their questions could be directed to the characters in the book or to the author.

Response to visual text: *Into the Forest*

What are you looking at?

Why are you in colour?

Why is there an axe in the tree?

Why are you in the forest?

Who lives in the cottage?

What caused the tree to fall down?

Why did you light a fire?

Why is the footpath clean?

Why are you upset?

Why is there a cage?

What are you carrying?

where are you going?

Browne, A. (2004). *Into the Forest*. London: Walker Books Ltd.

© 2004 Anthony Browne
From INTO THE FOREST by Anthony Browne
Reproduced by permission of Walker Books Aust

Annotations

Demonstrates understanding that images are used to convey information, ideas and a mood.

Constructs a set of questions that go beyond what is in an image to interrogate a visual text.

Questions the artist's image-making choices of colour.

Formulates different kinds of questions including questions focusing on characters' actions and motivations.

Questions literal information in an illustration.

Makes inferences based on information in an illustration.

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Information text: Turtles

Year 3 English achievement standard

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Receptive modes (listening, reading and viewing)

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Summary of task

The students wrote an information report about a topic that they were keenly interested in. They were required to research the topic using the school library and the internet. They then rewrote this information in their own words.

Information text: Turtles

Turtles

A turtle is a sea creature who swims in the ocean.

Shell:

This paragraph is all about shells. A turtle is the only reptile that has a shell. The shell is made of leathery material. A turtle get protection from their shell. Sea turtles have light shells, so they can swim more easily. Tortoises have heavy shells.

Baby turtles:

This paragraph is about Baby turtles. When a baby turtle is born it digs it way to the surface. When their mother dies they are okay to take care of themselves. They hatch out of their eggs. Baby turtles are really really small and tiny. Their eggs are all covered in sand. Baby turtles can survive in the water. When baby turtles get big, they lay eggs.

Annotations

Creates a well-structured informative text for a familiar audience.

Uses relating verbs to write elaborated descriptions, for example, 'the shell is made of leathery material'.

Organises a text into paragraphs with effective subheadings.

Uses simple and complex sentence structures to present information clearly.

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Information text: Turtles

Turtles

Turtles: This paragraph is all about normal turtles. Turtles are colourful reptile. They are slow reptiles. Turtles could be twins. A turtle can lay eggs, 1 to 200. Turtles have flippers so they can swim. They are graceful swimmers. There are lots of different kinds of turtles. You can try to get a pet turtle and discover facts.

Information Report Plan

Definition: It is a sea creature that is a reptile.

Shell: color/protection/material

Babies: small/dig to surface/survive/eggs

Turtles: twins/flippers/eggs/graceful swimmers

Conclusion:

Annotations

Incorporates well-chosen topic vocabulary including some technical words, for example, 'reptile'.

Uses descriptive noun groups, for example, 'graceful swimmers'.

Plans writing.

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Reading aloud: *Save Our Skate Park*

Year 3 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

Receptive modes (listening, reading and viewing)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

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Productive modes (speaking, writing and creating)

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Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.

Summary of task

Students were asked to read a text aloud and to answer literal and inferential questions about the purpose of the text and the information it contained. This was the first reading of the text.

Reading aloud: *Save Our Skate Park*



Annotations

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Narrative text: *The Naughty Kookaburra*

Year 3 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

Receptive modes (listening, reading and viewing)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

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Productive modes (speaking, writing and creating)

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Summary of task

Students undertook this task as part of an investigation into how the structure and features in narrative text contribute to its effectiveness. Prior lessons leading to this task included:

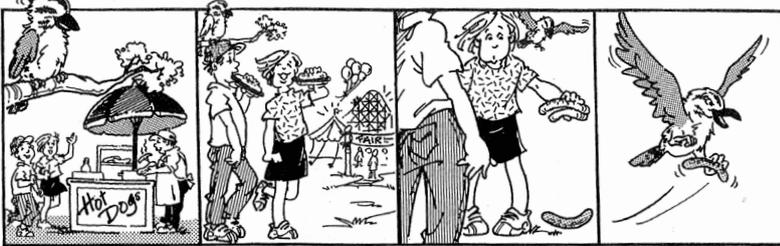
- shared reading of narrative texts and discussion of narrative features including sequence of events, dialogue and past tense verbs
- modelling of words to use instead of 'said', for example, 'whispered', 'announced', 'sighed'.

No extra support was given for this task other than an introduction and an explanation. Students worked in pencil and could make changes as they worked.

Students were asked to:

- study a series of four pictures and consider the story the pictures were telling
- use the series of pictures to create a sequential narrative incorporating dialogue.

Narrative text: *The Naughty Kookaburra*



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Illustrators: Maria Yoong and Terry Allen
Macmillan English: Focus on Texts 3, page 11
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Annotations

Creates well-sequenced and complete narrative text based on familiar and imagined character types and settings.

Adapts features encountered in literary texts such as events sequenced in time and language used to create humour.

Employs paragraphs effectively to delineate sections in a narrative text.

Develops characters through the choice of a wide range of precise saying verbs in the past tense, for example, 'boasted', 'spluttered', 'laughed'.

Links events in a narrative text using conjunctions, for example, 'so', 'while' and text connectives, for example, 'just then'.

Uses knowledge of sound-letter correspondence and high-frequency words to achieve accurate spelling of most words, for example, 'naughty', 'replied', 'laughed' and attempt unknown words, for example, 'kookaburra'.

The Naughty Kookaburra
 One day two kids went to a hot dog stall. "Hey Sandy i'm hungry. I want a hot dog. Do you want a hot dog?" asked Nick. "Yes I do," replied Sandy, so they bought two hot dogs. While that happens a kookaburra was watching greedily. "Mmm some hot dogs I really want one of them," mumbled the kookaburra.

Nick and Sally had spent \$1.85 on the hot dogs. "My hot dog tastes better than yours," Nick boasted. "Yeah but mine is bigger than yours," spluttered Sandy.

Just then Sandy heard a noise that made her jump and her sausage dropped on the ground. "Ha Ha got ya," laughed Nick. "My sausage dropped," cried Sandy. Then the kookaburra swooped down and got the sausage.

Interpreting text: *Stolen Girl*

Year 3 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

Receptive modes (listening, reading and viewing)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

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Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.

Summary of task

The text *Stolen Girl* by Trina Saffioti was read to the class. The students compared the images and accompanying text used. The students in small groups discussed how the illustrator used different visual elements to create meaning. The students were asked to:

- select a part of the text that connected to their life (or another text) and create their own illustrations
- respond to a series of questions explaining language choices and illustrations used in the text.

Interpreting text: *Stolen Girl*

Annotations

Imagine you have been given the story "Stolen Girl" to illustrate. Choose a part of the text which connects to your life or another text you know and create your own illustration.

Why did you choose that medium?

I choose this picture because it show me how the Australian Government treated the Aborigines. The part of the story I choose to illustrate was when the Australian Government took the Aborigines away. I coloured it brown and white because the white hand is the man who came to take the girl with the brown hand away from her mother and the elders. This part of the story reminds me of the book *Burnt Stick* but the *Burnt Stick* is different because the *STOLEN GIRL* is in colour and the *BURNT STICK* is made from maybe Ash or charcoal. I choose blue for the background because it seems more sadder than green or pink or yellow or orange. This is my picture of the stolen girl.



Uses a range of noun groups/phrases and prepositional phrases to enrich meaning in sentences, for example, 'the brown hand', 'with her family'.

Creates visual text and explains how it links to their own experiences and relates to other texts.

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Interpreting text: *Stolen Girl*

Annotations

Uses a range of technical vocabulary to describe text and images.

Analyses and evaluates images in a text in terms of the techniques used and the feelings evoked in the viewer.

Uses language of opinion to communicate views, for example, 'I wonder if', 'makes me feel sad'.

Uses correct sentence boundary punctuation.

Identifies language choices made by an author in creating a detailed description.

Before	After
<p>How does the illustrator represent the girl's life before she was taken away? Think about the techniques, colours, symbols and other art elements.</p> <p>She has: Family and friends and the elders. The colours are made by watercolours or paint and the colours are Orange and Sandy Red. The colours are a lovely purple and bluey for the sky at day and night. The colours are brighter when she is with her family but after they turn grey and dark.</p>	<p>How does the illustrator represent the girl's life after she was taken away? Think about the techniques, colours, symbols and other art elements.</p> <p>The pictures look darker and she starts to slouch down in the car when she is being taken away. The illustrator usually draws pictures in circles which are closed in.</p>
<p>What do these illustrations make you think?</p> <p>It makes me feel sad and lucky. I think how old she was when she got taken away to the children's home. It makes me feel bad how the Australian Government treated the Aboriginals.</p>	<p>What do these illustrations make you think?</p> <p>The illustrations make me think why they changed her name and I wonder if she ever saw her mother again. This book makes me feel sad because she got taken away from her mother, her family and the elders.</p>
<p>Why?</p>	<p>Why?</p>
<p>Words and phrases the author used to describe the girl's life <u>before</u> she was taken away.</p> <ul style="list-style-type: none"> • The girl would play with a small group of lizards. • She spent her afternoons falling asleep by the fire while the elders tell their stories. • Her mother would hang in a hammock in between two trees. • Her mother took her down to the bank to fish and swim. • Her mother told her how to hunt goanna as she walked home. • They would get sugarbag honey from the eucalyptus bees. 	<p>Words and phrases the author used to describe the girl's life <u>after</u> she was taken away.</p> <ul style="list-style-type: none"> • Her hands would sometimes bleed because of the harsh soaps. • In the mornings she would cook and clean and learn to write and read in English. • The pots and pans in the kitchen were boiling hot and the water was dark and burning. • The girl's hands would come red and raw from the white stinging soaps. 

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Response to visual text: *Window*

Year 3 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

Receptive modes (listening, reading and viewing)

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Productive modes (speaking, writing and creating)

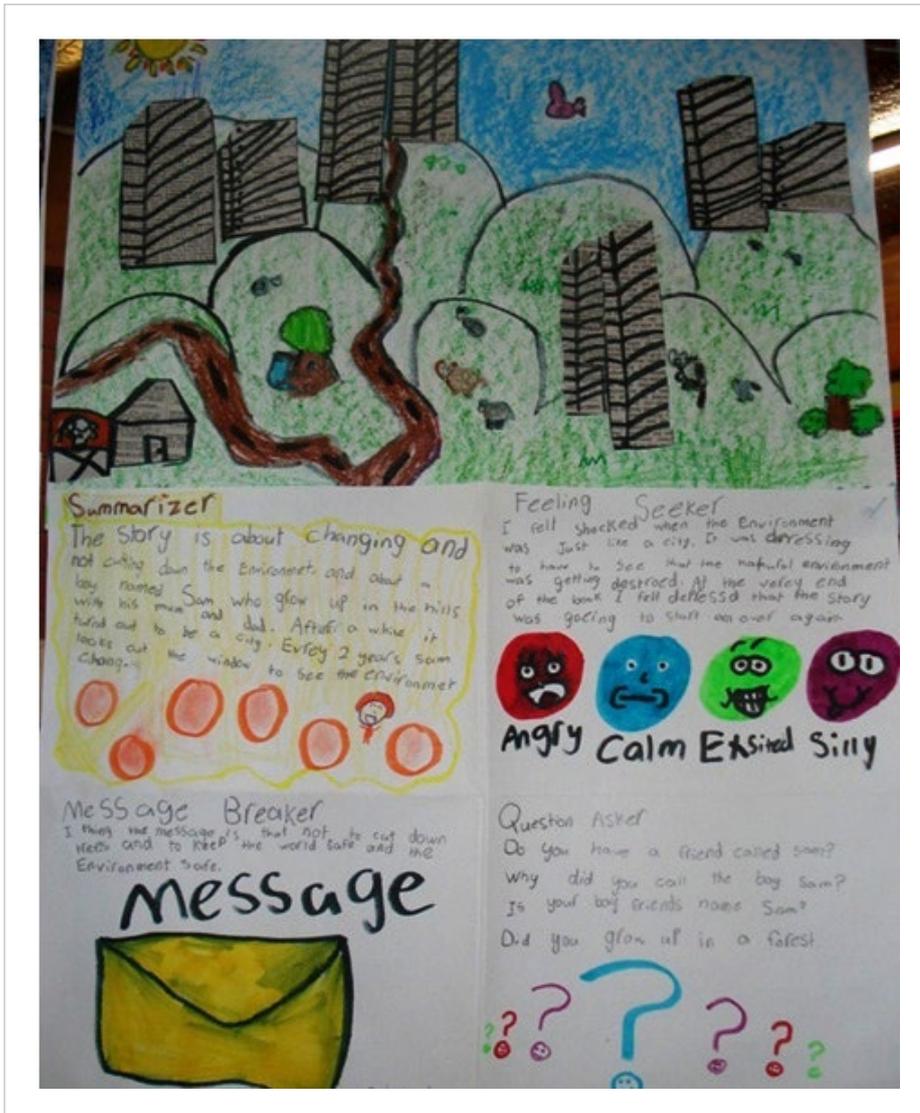
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Summary of task

Students had been reading the wordless picture book *Window* by Jeannie Baker in small groups, with each member having a specific reading responsibility. For example, one role was 'message breaker' and another was 'feeling seeker'. Students were asked to create a summary of a personal response to the text. This task required the students to interpret the images to construct the events. They were asked to use the reading roles to organise their writing. They were also asked to use the roles as headings.

Response to visual text: *Window*



Annotations

Uses comprehension strategies to build literal meaning and make inferences, and connect ideas from different parts of a text, for example, understands that the images represent a sequence.

Uses developing evaluative vocabulary to express a point of view, for example, 'shocked', 'environment', 'destroyed'.

Uses images and writing to express ideas and opinions.

Uses complex sentences to link ideas in writing, for example, 'I felt shocked when the environment was just like a city'.

Uses a range of doing, thinking, saying and relating verbs.

Uses verb tense appropriate for this type of text.

Spells high-frequency words accurately, for example, 'about', 'city', 'have', and attempts new words using knowledge of sounds, for example, 'destroed' (destroyed).

Presentation: Television cooking show

Year 3 English achievement standard

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Summary of task

In class, students were introduced to the structures and language features that are used in procedural texts. The students wrote a recipe which was later adapted and presented as a film script for a 'television cooking show'. The students also created a PowerPoint to be used as the background for their TV presentation.

In groups, students negotiated a rubric for the film script and presentation. After the filming of the 'television cooking show', the students shared their shows with a peer who assessed it based on the negotiated rubric.

The following student work sample comprises the script created by the student in preparation for filming and two video clips:

- Clip 1 – Student presenting a cooking show
- Clip 2 – Pair of students viewing the video of the cooking show, with one student providing feedback to the other student, using the rubric.

The class teacher supervised and guided students in the preparation of ingredients, including the use of the knife used to prepare food in the video clip.

Presentation: Television cooking show



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Presentation: Television cooking show



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Presentation: Television cooking show

Introduction:

Hi my name is _____ and today I'm going to show you how to make the World's Best lemonade!

Requirements:

To make the World's best lemonade you are going to need the following things:

First of all you'll need these ingredients and materials:

- 2 lemons
- 2 cups
- A tablespoon
- White sugar
- 500 MLS of water

A knife

- A juicer
- And finally 2 straws

Annotations

Plans a presentation by creating a script.

Provides an effective introduction to a spoken presentation.

Uses structure and language features of a familiar type of text, that is a procedure.

Uses appropriate vocabulary for the topic of the text.

Presentation: Television cooking show

Right, that's everything we need – let's get started.

firstly –cut up the two lemons and juice them

next-pour the lemon juice in two cups

now- add in about 500 MLS of water

then- add in two tablespoons of white sugar

now lets –add in any coloured straw in each cup

Now Lastly - drink and enjoy your lemonade

Also if the lemonade is to sour add in some more sugar if the lemonade is too sweet add in some more lemon

Thankyou for watching my show!

Annotations

Uses informal language features to establish a connection to the audience.

Chooses verbs to suit the purpose of the type of text.