

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 4 ENGLISH

This portfolio provides the following student work samples:

Sample 1	Group discussion: <i>The Burnt Stick</i> and <i>Stolen Girl</i>
Sample 2	Written response to questions: <i>The Burnt Stick</i> and <i>Stolen Girl</i>
Sample 3	Information report: Rainbows
Sample 4	Character portrait: <i>The Little Wooden Horse</i>
Sample 5	Response to literature: <i>What Katy Did</i>
Sample 6	Persuasive text: The best superpower to have is rewind
Sample 7	Comparing texts: The thylacine
Sample 8	Descriptive sensory poem: A walk in the bush

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 makes connections between texts and own experiences (WS1, WS2, WS7, WS8) and expresses a substantiated point of view about texts (WS1, WS2, WS4, WS7). The student uses a variety of language features to develop descriptive and cohesive literary, informative and persuasive texts (WS1, WS2, WS3, WS4, WS5, WS6, WS7, WS8). The student collaborates with others in group discussions and presents engaging, oral presentations (WS1, WS8).

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Group discussion: *The Burnt Stick* and *Stolen Girl*

Year 4 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 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 read the texts *The Burnt Stick* by Anthony Hall and *Stolen Girl* by Trina Saffioti.

Students conducted a small group discussion where one student posed a series of questions about the texts. Two students responded to the questions, recalling information, identifying themes and giving their own opinions about the issues raised in the two books.

Group discussion: *The Burnt Stick* and *Stolen Girl*



Annotations

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Written response to questions: *The Burnt Stick* and *Stolen Girl*

Year 4 English achievement standard

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Summary of task

The teacher read the texts *The Burnt Stick* by Anthony Hall and *Stolen Girl* by Trina Saffioti while students took notes.

Students were asked to respond to a set of reflective questions that included:

- explaining their reactions and feelings about the text
- stating their connections with the text
- explaining the point of view of the text
- making a comment on the themes and issues presented in the text.

Written response to questions: *The Burnt Stick and Stolen Girl*

Responding to Text

TITLE: "Stolen Girl"

AUTHOR: Trina Saffioti

ILLUSTRATOR: Norma MacDonald

REFLECTING AND QUESTIONING:
What are your reactions to the text? What does it make you think, feel, wonder?

Why did they just take her?
 Why is she put in a childrens home?
 Does she get away or do they catch her?

MAKING CONNECTIONS:
Explain any connections that you made with the text. (to self, text to text, to world)

Last year I read a book like this called "Away of Life". I have seen this on the news.
 We read a book like this called "The burnt stick".

POINT OF VIEW:
Explain the points of view presented in the text.

Why are they doing this? "I am almost out of this place! This is not fair. They have no right to do this!" (Stolen girls point of view)

SYNTHESISING:
What are the big ideas or themes in the text?
What do you think the author wants you to think about?

We don't understand their culture and how they live!

Annotations

Uses accurate spelling and punctuation.

Recalls literal information from a text.

Reflects on personal and cultural connections in a text.

Identifies the point of view of a character in a text and relates it to wider social events.

Uses compound and complex sentences to express and link ideas.

Uses the language of opinion to express and justify their own ideas and feelings.

Expresses an opinion justifying their own ideas and feelings.

Uses learned vocabulary appropriate to the topic, for example, 'respect their culture'.

Written response to questions: *The Burnt Stick* and *Stolen Girl*

Responding to text

TITLE: "The Burnt Stick"

AUTHOR: Anthony Hill

ILLUSTRATOR: Mark Sofilas

REFLECTING AND QUESTIONING:

What are your reactions to the text? What does it make you think, feel, wonder?

Aboriginal camps near a river. A big town where Aboriginal Kids are taken. They are given Education so they can get jobs. They might friends but they think it is still lonely.

MAKING CONNECTIONS:

Explain any connections that you made with the text. (to self, text to text, to world)

It made me remember about Naidoc week. I have read an information book that they take the children.

POINT OF VIEW:

Explain the points of view presented in the text.

The Aboriginals are longing to go home. They know it is not home. The white people think they will forget.

SYNTHESISING:

What are the big ideas or themes in the text?

What do you think the author wants you to think about?

Our life is easy because we dont get taken from our families! Respect their culture

Annotations

Makes connections to other texts read and viewed.

Provides an example of the main character's point of view.

Identifies and reflects on the author's purpose in writing a text.

Information report: Rainbows

Year 4 English achievement standard

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Productive modes (speaking, writing and creating)

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Summary of task

The students were asked to complete an information report about a topic of interest. They researched their topic using the internet and books. The students identified information they found interesting and then re-wrote the information in their own words. They planned their information report before writing and edited their work with a specific focus on the use of topic sentences, paragraphs, punctuation and correct spelling.

Information report: Rainbows

Do you know that the technical word for rainbow is spectrum?

A rainbow is formed by light bouncing back to you. The kids ~~XXXX~~ term is when it has just rained and the sun is out a rainbow forms.

Rainbows are colourful and bright.

Information Report Plan

Rainbows

Definition: A rainbow is a curved line with lots of colours.

Colours: - faint rainbows colours are reverse
- comes from different place - red, yellow, orange, etc.
- 7 colours

End of rainbow: - not of gold
- no such thing

Types of rainbows: - cloud bows
- moon bows
- high and low bows
- triple bows

How its made: - by light bouncing back to you from insides of rainbow
- called a spectrum - raindrops
- rained and sun comes out

Conclusion: - colourful
- 7 different colours
- bright

Annotations

Includes scientific detail and provides technical information relevant to the topic.

Uses accurate spelling and punctuation.

Constructs a detailed plan to guide writing.

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Information report: Rainbows

Facts about Rainbows

A rainbow is a curved line with lots of colours. It is formed by the sun ^{and} rain.

Colours:

There are 7 colours in a rainbow. In a faint rainbow the 7 colours are reverse. Each colour is next to each other in an order. The order is red, orange, yellow, green, blue, indigo and violet. It is called a spectrum.

End of a rainbow:

There is no such thing as the end of a rainbow. In Ireland, people think ^{that} there are leprachain at the end of a rainbow. They also think that there is a pot of gold, as well as a leprachain.

Types of rainbows:

There are more than 10 ^{types of} rainbows! Some of them are listed here: ^{the} moon, cloud, high, low and wheel bows. A moon bow is when the moon is up and a wheel bow looks like a giant wheel. The high bow is really high and a low bow of course is really low. A cloud bow is really faint as it is behind the clouds.

How it's ^{formed} made:

Annotations

Writes a well-structured information report on a researched topic.

Uses the language of factual reporting rather than of opinion.

Uses new vocabulary encountered in research, for example, 'spectrum'.

Uses subheadings and paragraphing to organise information in a text.

Shows evidence of editing by adding words to improve clarity of meaning.

Uses simple, compound and complex sentences to provide and link information.

Edits work using more precise terminology.

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Character portrait: *The Little Wooden Horse*

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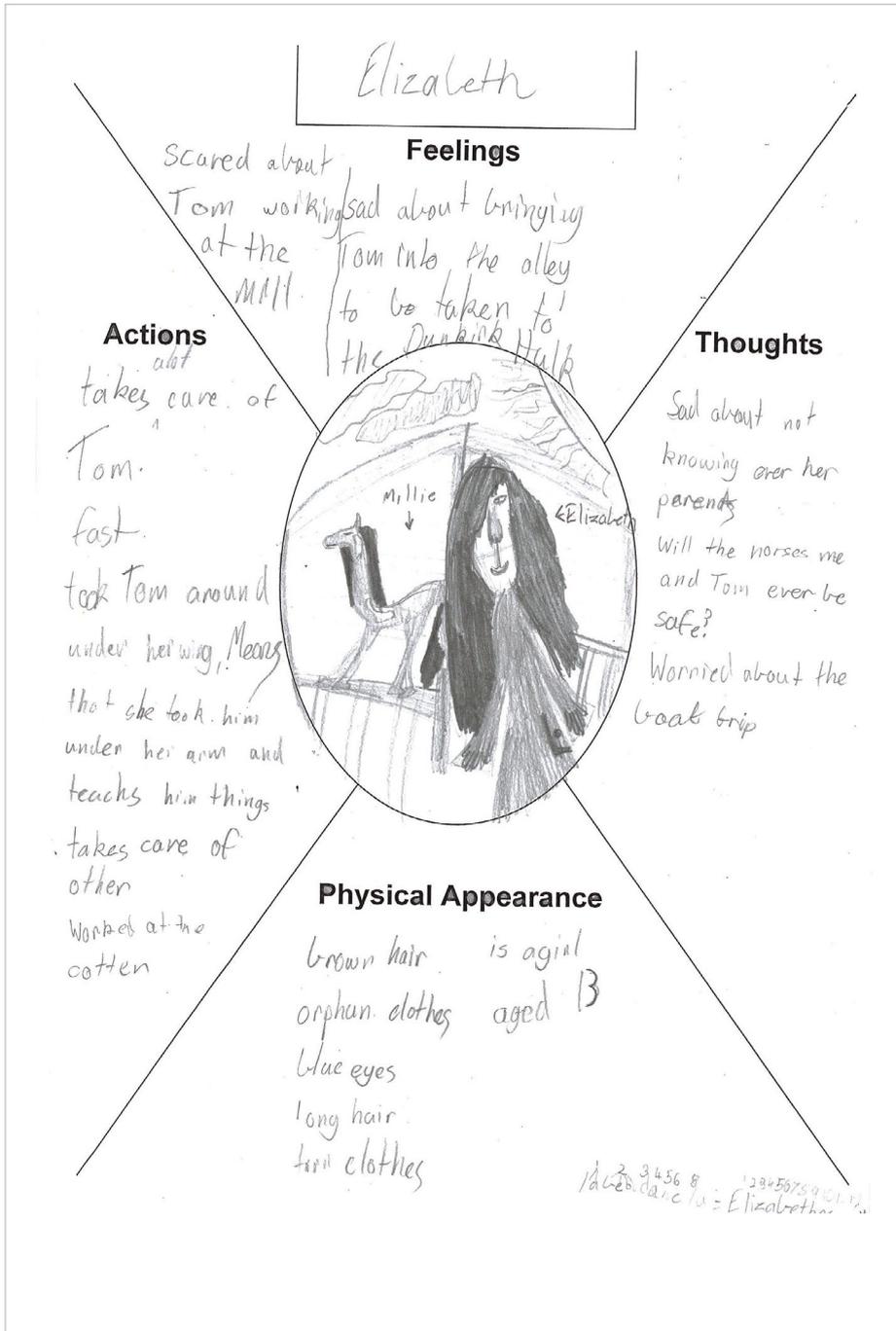
Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling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

Summary of task

Students read the text *The Little Wooden Horse* by Mark Wilson. The teacher modelled how to construct a character portrait and use it to write a description of Tom, one of the characters in the text.

Students were asked to research the character of Elizabeth and, using the format of the modelled character portrait and written description, to create their own written description of Elizabeth.

Character portrait: *The Little Wooden Horse*



Annotations

Writes detailed planning notes.

Places planning page after written text.

Places the main character at the forefront of the image, denoting her importance, and places minor characters or elements in the background.

Character portrait: *The Little Wooden Horse*

Description of Elizabeth

Elizabeth is a female orphan also a convict aboard the Lady Penrhyn on the first fleet to botany bay, Australia. She is approximately ten years old. Elizabeth has long brown hair and a happy face time to time with wrecked, torn and battered clothes. She is unfortunate to not be able to read and write but with Toms help she one day will be able to read and write. She takes care of everyone and everything. Elizabeth loves horses so much taking care of them makes her happy inside. She isn't happy at all not having a clue about her parents, she also is upset about the things going on around her like Tom being sick the old lady dying and feeding the horses flour and water as they ate it reluctantly and etc. She thinks of stuff like: Why did Tom come down the alley way, and Poor old lady (and How will Tom handle the new place and how will I handle Botany Bay?

Annotations

Adds significant detail to a description to highlight social, cultural and historical context.

Uses noun group/phrases to create an effective description, for example, 'wrecked', 'torn and battered clothes'.

Uses simple, compound and complex sentences to express and link ideas.

Clearly describes the circumstances of a character in a text.

Writes a detailed character description based on researched information.

Demonstrates a good understanding of the point of view of a child convict.

Uses mostly accurate spelling and punctuation.

Describes a clear sequence of literal information and events from a text.

Response to literature: *What Katy Did*

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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 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?

Response to literature: *What Katy Did*

Name: _____

STORY GRAMMAR

<p>Setting</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. Within roses and sassafras and birds' nests. Narrow winding paths run here and there.</p> <p>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 in the schools were very naughty.</p>	<p>Author's intention (theme, topic or idea)</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>Title: What Katy Did Author: Susan Coolidge</p>
<p>Characters</p> <p>The characters are Katy, a tomboy who is very naughty. F. Isie who is a shy lovely girl. There is, however, but every body calls her John. There is also Clover who is a year younger than Katy. And last of all Dorry and Phil. Dorry, who is a boy. Phil and John all play together. Cousin Helen is very important because she helps Katy get better.</p>	<p>Book Cover</p>  <p>I think the illustrator did the picture so colourful so that this book would attract people.</p>	<p>Events</p> <p>The events are:</p> <ol style="list-style-type: none"> 1. Katy falling off her swing and getting injured. 2. Cousin Helen coming over and teaching Katy a lesson. 3. Christmas, when everybody exchanges presents and all is happy. 4. Valentines day, and Katy hosts a Valentines party. 5. Aunt Izzy dying and everybody is sad. 6. Conclusion when Katy gets better by cousin Helen's lessons and gets a surprise. <p>My favourite part</p> <p>My favourite part was when it was Christmas and everyone got their presents from Katy and Katy recieved 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 by 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, 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.

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Persuasive text: The best superpower to have is rewind

Year 4 English achievement standard

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Productive modes (speaking, writing and creating)

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Summary of task

Students were asked to write an exposition in response to one of the following statements:

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

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

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 humour to persuade and engage the reader.

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

Demonstrates increased control over text structure through creatively subverting the persuasive text structure.

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.

Uses the computer's spell and grammar check to edit text.

Comparing texts: The thylacine

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Productive modes (speaking, writing and creating)

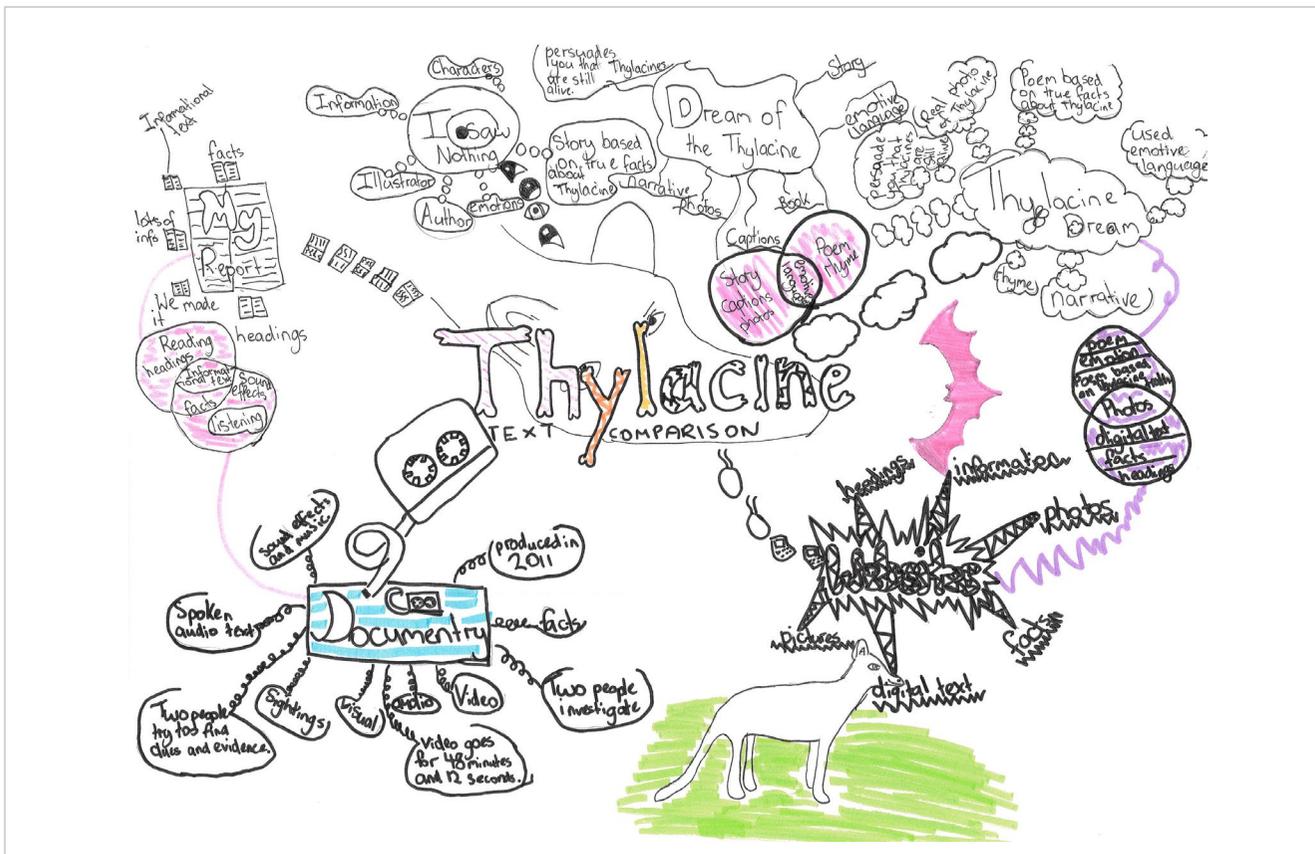
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Summary of task

Students read two picture books on the same topic: *I Saw Nothing: The Extinction of the Thylacine* by Gary Crew and Mark Wilson, and *The Dream of the Thylacine* by Margaret Wild and Ron Brooks. The class discussed how the texts made them feel and how the authors were able to affect the reader. The students compared these texts and discussed how language features had been used to engage the interest and emotion of the reader. Students then presented their ideas visually as a mind map.

Comparing texts: The thylacine



Annotations

Makes an inference about the purpose of a persuasive text.

Creates a detailed mind map with specific reference to texts being compared, and organises information using appropriate images.

Uses a Venn diagram to illustrate the differences and similarities between written and spoken reports.

Identifies similarities and differences in different types of texts on the same topic.

Uses graphics to compare and contrast information.

Identifies technical aspects of a digital text.

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Descriptive sensory poem: A walk in the bush

Year 4 English achievement standard

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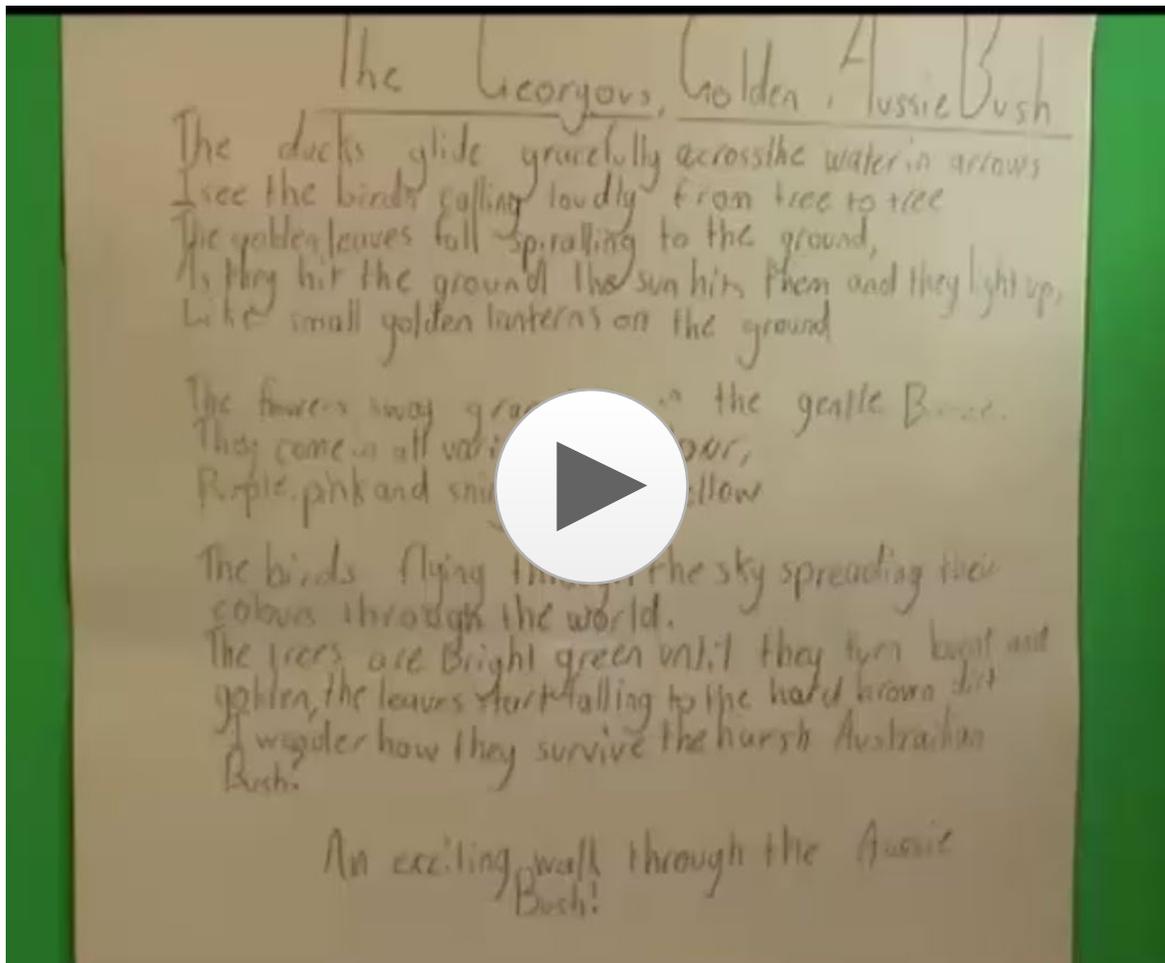
Summary of task

Having studied a variety of poetry types in class, students were taken on a walk into a local national park. During the walk, they participated in a brainstorming session to record the sights, sounds and smells they were encountering.

Following the brainstorming session, the class constructed some sensory poetic lines collaboratively with the teacher. These poetic lines were discussed and recorded so students could draw on these lines when writing their own poem.

After writing their own poem, the students recited it to the class, with the expectation that students needed to recite from memory. After the presentation, the students were asked to read their personal response to their poem.

Descriptive sensory poem: A walk in the bush



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