

## 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 2 ENGLISH

This portfolio provides the following student work samples:

Sample 1	Text connection: <i>The Deep</i>
Sample 2	Character preference: Olga
Sample 3	Written response: Comparing literary texts
Sample 4	Character comparison: Brolga
Sample 5	Digital presentation: Emus
Sample 6	Oral presentation: Museums
Sample 7	Reading aloud: <i>Woolly Mammoth</i>
Sample 8	Character study: Pandas
Sample 9	Descriptive poem: Mixtures

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 uses a variety of text processing strategies to read (WS7), retrieve literal information, make inferences (WS1, WS2, WS3, WS5) and find the main idea in a text (WS1, WS4). The student creates written and multimodal texts for specific purposes and audiences, drawing on knowledge of grammar, vocabulary and punctuation (WS2, WS3, WS4, WS5, WS8, WS9). The student creates texts exploring sound and word patterns (WS9). The student 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, WS8).

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## Text connection: *The Deep*

### Year 2 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 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

After reading *The Deep* by Tim Winton, students were asked to consider how it connected with another text they had read. They were asked to:

- identify the key ideas in *The Deep*
- identify another text that connects with *The Deep*
- identify the connections between the two texts.

Students had previous lessons on making connections between texts. They had access to library resources and copies of *The Deep* to use as they worked.

Text connection: *The Deep*

What was the text 'The Deep' by Tim Winton about?

Well its about a girl called Alice she's scared of the Deep because she thinks that scary things lurk in the Deep but one day she follows Dolphons from the shallows to the Deep and realizes that it's just water.

Can you think of another text that connects with 'The Deep'?

the hidden forest by Jeanie baker.

Why do these texts connect?

Well both of the texts connect because both the authers hid a monster to show there scared of the Deep. When both of the entered the Deep both of the people realize the partenshall of the water and beauty of the water. So they cared for the Deep.

Annotations

*Writes a brief summary describing the main idea of a story.*

*Uses expressive language to describe actions from text, for example, 'scary things lurk in the deep'.*

*Names a familiar text that connects with the main idea of another text.*

*Makes connections between two texts describing inferred meanings, for example, 'they cared for the deep', 'realise the partenshall (potential) of the water'.*

*Connects text giving suggestions of authors' intent, for example, 'to show there (they're) scared of the deep'.*

*Uses varied sentence structures (simple, compound and complex) to express and link ideas, for example, 'When both of them enter the Deep both of the people realise the potential of the water and beauty of the water.'*

*Accurately spells high-frequency words, for example, 'because', 'about', and uses letter-sound knowledge to attempt unfamiliar words, for example, 'partenshall/potential'.*

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## Character preference: Olga

### Year 2 English achievement standard

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#### **Productive modes (speaking, writing and creating)**

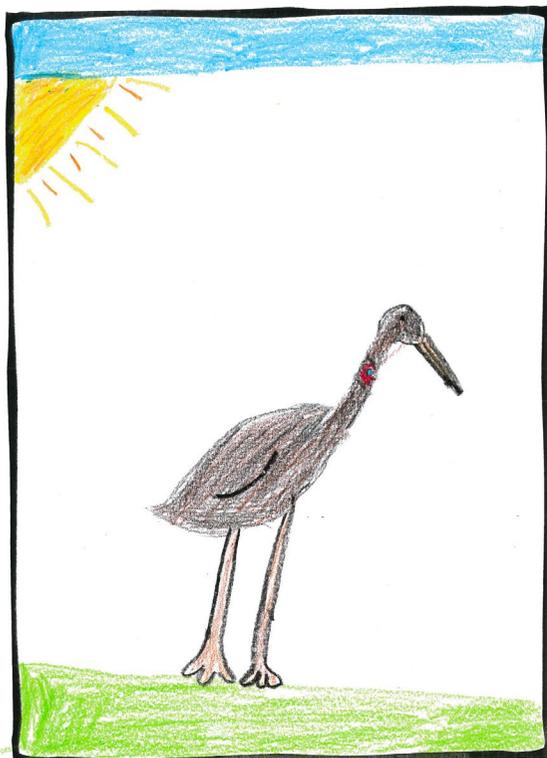
*When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.*

*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 read and discussed the texts *Olga the Brolga* by Rod Clement and *Bernard the Brolga that Couldn't Dance* by Denise Burt and Tom Bishop. Students were asked to draw their favourite character and explain why they like that character.

## Character preference: Olga



Which character did you prefer and why?

My favirite character is Olga because she is extremely funny and a good dancer and a bit rude because she spilt coffe on her dad, scared her mum, inturrupted her friend and woke he other friend but I still like her best.

### Annotations

*Uses a capital letter for a proper noun.*

*Uses descriptive language appropriate to the topic, for example, 'interrupted', 'scared', 'extremely'.*

*Describes a personal preference for a text giving succinct and logically sequenced reasons, for example, 'because she is extremely funny'.*

*Creates an illustration to support the text.*

*Supports preference using literal and implied meanings, for example, gives reasons why the character is rude.*

*Connects ideas with conjunctions, using commas to separate a sequence of ideas.*

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

*Accurately spells high-frequency words, for example, 'because', 'friend', 'other' and attempts to spell less familiar words, for example, 'inturrupted', 'extremely'.*

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## Written response: Comparing literary texts

### Year 2 English achievement standard

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

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#### **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.*

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### Summary of task

After reading the texts *The Very Cranky Bear* and *The Very Hungry Bear* by Nick Bland, students discussed the two bears and their actions. Students were asked to write a text to express and explain their character preferences. They were given an opening paragraph and sentence starters to use in their work.

## Written response: Comparing literary texts

Comparing texts

We read two texts by Nick Bland. They are "The Very Cranky bear" and "The Very Hungry Bear". I preferred the actions of the bear in The Very Hungry bear because he caught a polar bear insted of a fish and it is funny and in The Very Cranky Bear it inint that funny. I preferred the feelings of the bear in The Very Hungry Bear because the bears were kind to each other. I preferred the looks of the bear in the Very Hungry bear because the polar bear is white and I like light colours. I prefer the event when the bear helps the polar bear to find a home for him. Overall, I prefer the Very Hungry bear because the pictures are nice and bright

### Annotations

- Compares two texts by the same author to describe personal preference.*
- Structures text using an opening statement, reasons and a text connective 'overall' to conclude.*
- Uses punctuation accurately for sentence boundaries and book titles.*
- Gives reasons for preferences which include: actions, feelings and characteristics of characters, for example, 'I preferred the actions of ...'*
- Uses capital letters for proper nouns.*
- Writes legibly using unjoined upper- and lower-case letters.*
- Spells high-frequency and familiar words accurately.*
- Draws on literal and implied meanings to elaborate, for example, 'because the bears were kind to each other'.*
- Uses simple, compound and complex sentences.*
- Uses visual and print aspects of the text to draw comparison and preference, for example, 'the pictures are nice and bright'.*

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## Character comparison: Brolga

### Year 2 English achievement standard

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#### **Productive modes (speaking, writing and creating)**

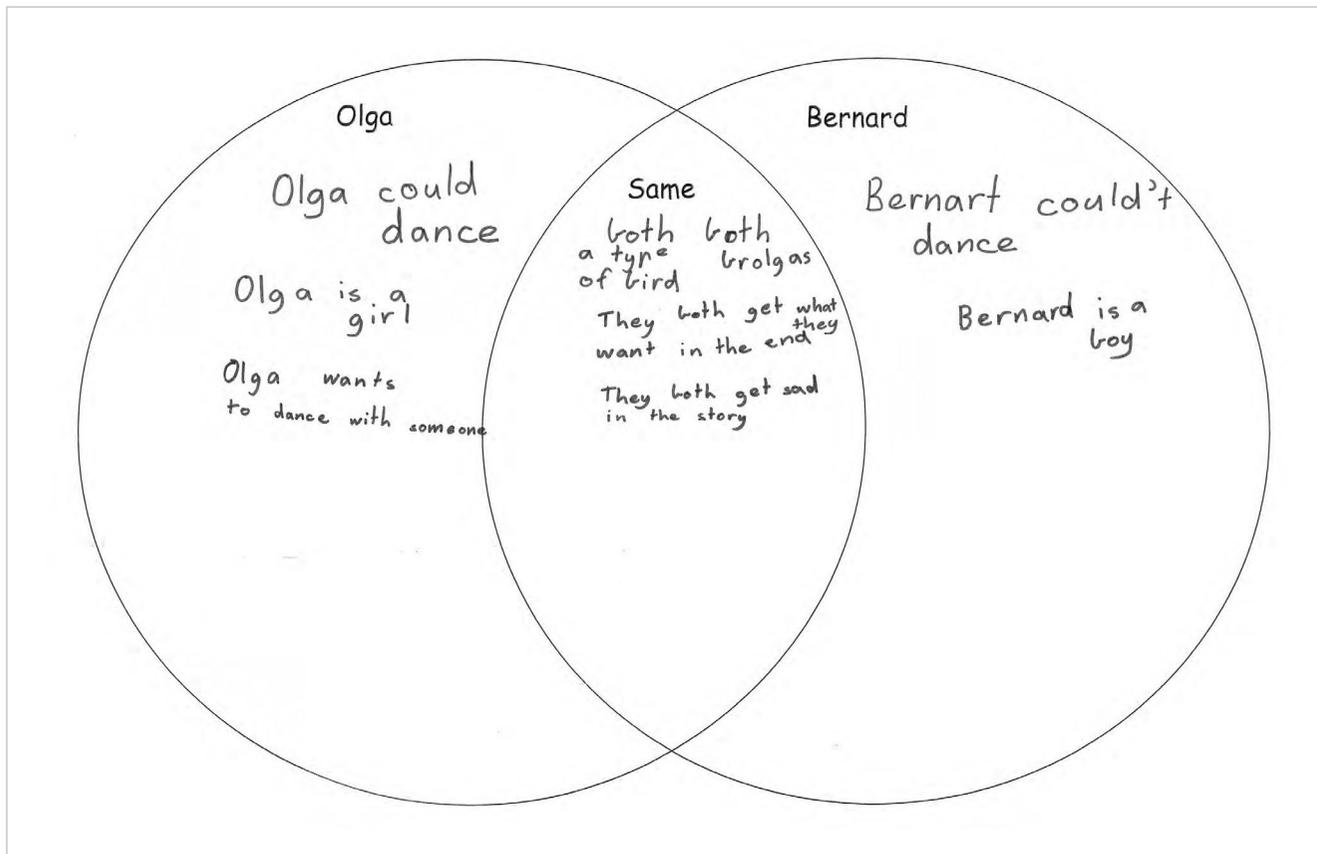
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### Summary of task

After reading the texts *Olga the Brolga* by Rod Clement and *The Brolga that Couldn't Dance* by Denise Burt and Tom Bishop students were asked to compare the main characters in the two texts and to identify their similarities and differences.

## Character comparison: Brolga



### Annotations

Identifies a number of similarities and differences between characters from different texts.

Uses a graphic organiser to present comparison of ideas and events from two texts.

Spells familiar words accurately, for example, 'dance', 'couldn't', 'someone'.

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

Uses some topic-specific vocabulary, for example, 'a type of bird'.

Identifies both literal and implied meanings when making a comparison, for example, 'They both got what they want in the end', 'They both get sad in the story'.

Records ideas using precise statements with some elaboration, for example, 'Olga wants to dance with someone'.

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## Digital presentation: Emus

### Year 2 English achievement standard

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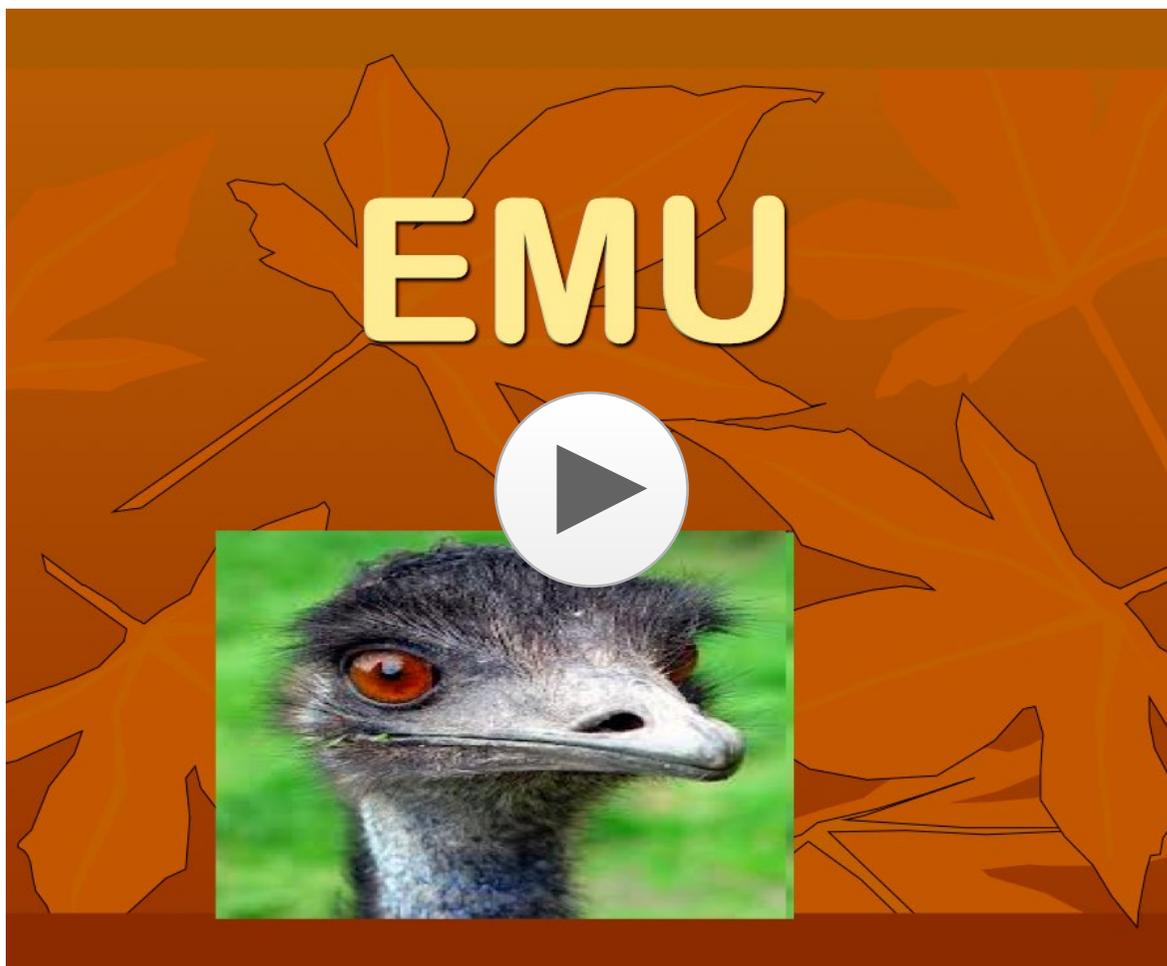
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### Summary of task

Students were asked to construct a digital presentation to communicate the information they had learned, and researched about an Australian animal or bird. Students were shown how to construct the digital presentation and add images.

## Digital presentation: Emus



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## Oral presentation: Museums

### Year 2 English achievement standard

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### Summary of task

Students were asked to prepare and deliver a short presentation on a researched topic of their own choice.

## Oral presentation: Museums



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## Reading aloud: *Woolly Mammoth*

### Year 2 English achievement standard

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### Summary of task

Students were asked to read a text aloud. The student had not read the text previously but has an interest in prehistoric times.

## Reading aloud: *Woolly Mammoth*



### Annotations

#### Acknowledgement

Brownwyn Tainui *The Ice Age and the Woolly Mammoth* Macmillan Australia 2009

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## Character study: Pandas

### Year 2 English achievement standard

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

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### Summary of task

After reading *Wang Wang and Funi* by Phil Cummings, students were asked to identify the real and imaginary characteristics given to the pandas in the book. Students completed the task in 20 minutes.

## Character study: Pandas

### GIANT PANDAS

Real	Imaginary
They eat bamboo.	They dont have flowers in there head.
They like to yawn and scratch.	They dont walk on 2 legs.
They have sharp claws and black and white fur.	They never look like little cartoons.
They are hairy all over.	They dont sleep with a cheeky smile.
	They dont play hide and seek.
	They dont flop on branches.

### Annotations

Uses information from a factual text and prior knowledge to identify fact and fiction in an imaginary text.

Uses descriptive and topic-specific vocabulary, for example, 'bamboo', 'sharp claws', 'cheeky smile'.

Writes simple sentences using accurate punctuation.

Spells familiar and topic-specific words accurately, for example, 'bamboo', 'cheeky', 'scratch'.

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

Notices different text features between imaginative and informative texts, for example, 'They never look like little cartoons'.

Records information from literal and implied meaning gained from print and images, for example, 'They are hairy all over'.

Elaborates on connections between different types of texts, for example, 'They don't flop on branches'.

## Descriptive poem: Mixtures

### Year 2 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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### Summary of task

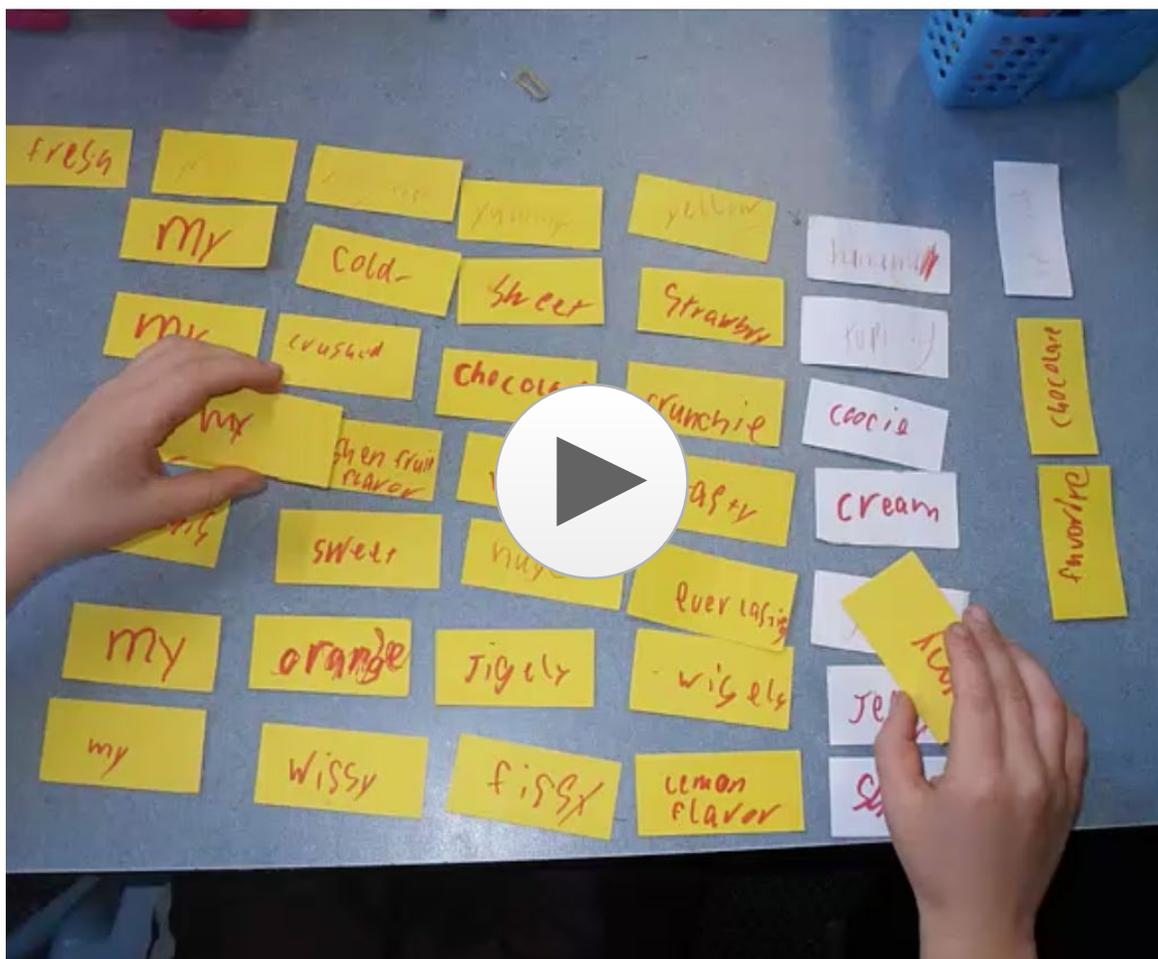
The students had completed a unit of work integrating English and science content. In English the students had explored how noun groups add to the descriptive qualities of texts and how these can be used to create patterns in poetry. In science the students had investigated how some materials can be mixed together for a particular purpose, such as ingredients.

For this task, students first worked in groups to prepare a healthy snack using fruit and vegetables. After making the snack, the groups formed a 'talking circle' to experiment with sounds and words to develop descriptive, rhythmic statements that captured the characteristics of the food.

The students then drew on these statements to create their own descriptive poems.

The video clip displays the poem as created by the use of the word cards. The poems were videoed as they were presented orally.

## Descriptive poem: Mixtures



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