

## 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 5 ENGLISH

This portfolio provides the following student work samples:

Sample 1	Responding to literature: Relating events to illustrations
Sample 2	Reflect and respond: Stop and think (Part 1) and Responding to questions (Part 2)
Sample 3	Oral presentation: Words or pictures
Sample 4	Creative writing: Beginning of a fairytale
Sample 5	Responding to literature: <i>The Red Poppy</i>
Sample 6	Biographical letter: News from the goldfields

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 considers how images and text are related (WS1, WS3) and demonstrates understanding of literal and implied meaning in texts (WS2). The student uses a variety of language features to develop literary, informative and persuasive texts (WS3, WS4, WS5, WS6). The student demonstrates an ability to plan, draft, edit and publish a range of texts created for a variety of purposes (WS4, WS6).

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## Responding to literature: Relating events to illustrations

### Year 5 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 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

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

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

### Summary of task

Students were asked to retell a positive and negative event from the novel *New Gold Mountain* by Christopher Cheng and illustrate these events in the style used by the illustrator Bruce Whatley in *The Littlest Refugee*. A colour illustration was to be used for the positive event and a black and white illustration for the negative event.

## Responding to literature: Relating events to illustrations

I was going for a walk when I saw a goldfish thing in a pile of dirt I was digging through the dirt and then the boss came and told me to go

one of my jobs is to get fruit and vegetables from the garden.

### Annotations

*Depicts events from a text in illustrations and adds an explanation.*

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## Responding to literature: Relating events to illustrations

New Gold Mountain  
By C.W. Cheng  
1860-1861  
Shu Cheong  
Baba third uncle  
Xin Jin Shan

I am Shu Cheong. I came from China a village near Canton. We came to Xin Jin Shan for gold for my village. I have been given an uncle... by my eldest in China he has been teaching me English. He has given me a book to make a <sup>diary</sup> diary. Today has been wet and muddy and I slip over. Day I could swim. I swim like a dog and wasn't scared. I am the ~~first~~ to swim in my vilge. I still can mine ~~waste~~ and now I have to do garding. We went to the village and now there are more tents then before. The base is facking me to the Chinese mines to be safe and I will be mineing soon. When I do I will go to the temple to pray for gold to the god.

### Annotations

Uses a variety of sentence structures including some compound sentences.

Responds to a character and events in a text.

Uses mostly accurate spelling and attempts unknown words, for example, 'Chinese/Chinese'.

Uses some expanded groups/phrases, for example, 'the Chinese mines'.

Uses mostly familiar vocabulary with some new topic vocabulary, for example, 'temple'.

Writes a simple retelling of an event from a known text.

## Reflect and respond: Stop and think (Part 1) and Responding to questions (Part 2)

### Year 5 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 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.*

*They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.*

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

*Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.*

*Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.*

### Summary of task

This task consisted of two parts:

The first component was the 'Stop and think aloud' activity which required students to read an extract of a text, stopping at predetermined points and writing down what they were thinking. They needed a copy of the text with room to write next to each stopping point.

The second component was to respond to questions in relation to the text used for the 'Stop and think aloud' activity. The extract was from a text students had not read previously but was part of a series of books by Emily Rodda. The students had worked with the first book in the series.

## Reflect and respond: Stop and think (Part 1) and Responding to questions (Part 2)

1 – The Warning

The grach flew west, following the scent. It had flown for a long time and it was tired and hungry, but it did not think of feeding or stopping to rest. There was no thought at all behind its flat yellow eyes. Just one fixed idea. To follow the scent, reach the place it had been told to reach, and take back to its masters what it had been told to take.

The grach was called Bara, and it was a hundred and twenty years old. It had been trained well. Not kindly, perhaps, but cleverly, and for many, many years. The idea that now, far away from the whips and shours of its masters, it had the freedom to choose what it did, never entered its mind.

The sea had been left behind long ago, and dimly the grach was aware that below it now were rolling green hills and a winding stream glinting bright in the sunlight. It was aware that a mountain, its peak hidden in cloud, rose in the blue distance ahead.

But its eyes were not important now. Its ears, closed against the rushing of the wind and the beating of its own wings, were not important either. All that was important was its forked tongue, flickering in and out, tasting the air, tasting the scent.

It knew it was close to its goal. The scent was stronger—the warm animal scent that made its jaws drip with hunger. Bukshah. It even knew the name.

"Bukshah," its masters had said, so many times, flourishing the grey woolly hide in front of its face, feeding it bloody pieces of meat so that the delicious taste mingled with the hide-smell. When they had sent it away on this quest they had said it again. "Bukshah. Seek." And then they had loosed its chain.

The bukshah scent was strong, but there were other scents, too. Some the grach had tasted before, one it had not. The one it had not tasted was full of danger. It was fire, snow and ice. It was hot breath, dripping fangs and ancient, jealous power.

The leathery spines on the grach's back prickled with warning. But its yellow lizard eyes did not flicker, and the beating of its scaly mottled wings did not falter as it flew on, to Rin.

\*\*\*

*Handwritten annotations:*

- It thinks that had come back for Rowan.*
- I don't believe that someone can be that old.*
- I think the monster lives under water and I think it is really big.*
- I don't really know what forked tongue means!*
- I think the monster is really hungry and is hunting for food.*
- I never knew that its name was Bukshah. I think, or maybe Bara.*
- I don't really get this bit.*
- Maybe it like Bukshah and wants to find him.*

### Annotations


Makes predictions about the text.

Uses some information in the text to attempt to interpret text.

Identifies when meaning is becoming lost.

## Reflect and respond: Stop and think (Part 1) and Responding to questions (Part 2)

When I visualise I think about the picture that the words create in my mind.  
This is what I think Bara looks like.



Based on what I have read so far, this is what I know about Bara.

I know that Bara is 120 years old and has flat yellow eyes. It has forked tongue and big wings. I also know that Bara wasn't treated kindly.

### Annotations

*Creates a detailed image of the character using labels to assist meaning.*

*Writes a limited description of a character.*

## Reflect and respond: Stop and think (Part 1) and Responding to questions (Part 2)

### Annotations

Thinking in different ways to understand what I read.

Right There – the author said it.

1. What is the name of the grach? *The grach name is Bara,*
2. How old is Bara? *Bara is 120 year old but she or he is still strong.*
3. Where is Bara flying to? *Bara is flying to Rin to find the Bukshah,*

Think and Search – the author meant it

4. What had Bara been trained to do? *I think Bara is trained to fight for food.*
5. What does Bara like to eat? *I think Bara likes to eat Bukshahs*
6. It knew it was close to its goal. What does this mean? *I think it means that its close to getting in to Rin, or maybe the bukshah,*
7. How did Bara know where to find Rin? *It knew because it could smell Rin getting closer and closer.*
8. Why did the leathery spines on Bara's back prickle with warning? *They tickled because she it had scent the dragon with and fear.*

Author and You – show what you know

9. Read paragraph 7 again. What do you think could be the scent that Bara does not recognise? Explain why. *Bara did not recognise the dragon hot/cold icy scent.*
10. What do you think will happen when Bara gets to Rin? *I think Rowan and the bukshah is going to take care fo of Bara, from the dragon.*

On Your Own – what's your opinion?

11. Do you feel sorry for Bara? Explain why or why not. *Yes I do feel sorry for Bara because she has been treated badly through her life.*

*Identifies literal information.*

*Provides a personal response to the character in the text.*



## Oral presentation: Words or pictures

### Year 5 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 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.*

*They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.*

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

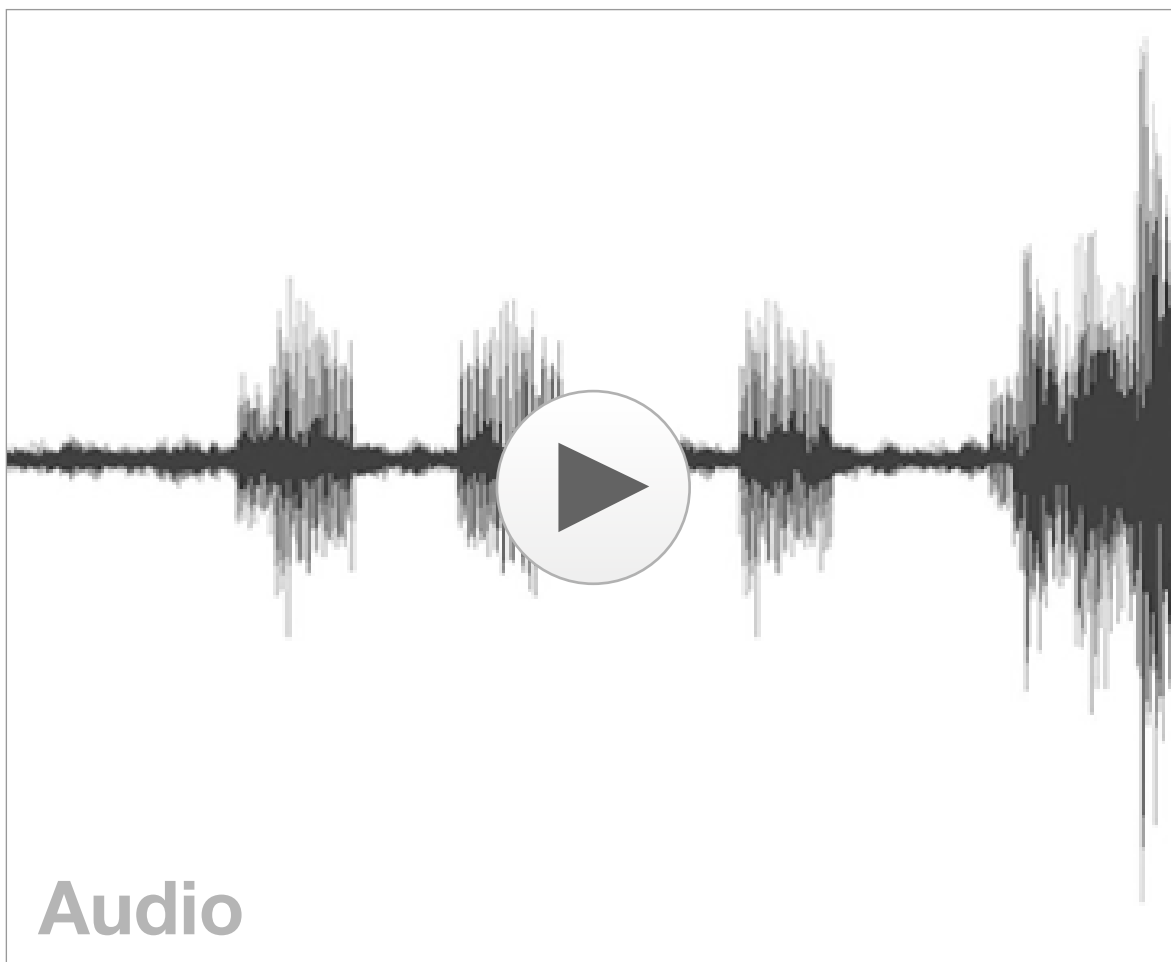
*Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.*

*Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.*

### Summary of task

Students studied a range of picture books and discussed how illustrations contribute to a text's meaning and how the illustrations may affect the reader. Students were asked to prepare a two-minute oral exposition on the topic 'Words or pictures: Which has the greater impact on the reader in picture books?' They were encouraged to provide evidence from texts for their opinions. Students were allowed 50 minutes to prepare their presentation and 30 minutes to rehearse it.

## Oral presentation: Words or pictures



### Annotations

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## Creative writing: Beginning of a fairytale

### Year 5 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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*They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.*

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

*Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.*

*Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.*

### Summary of task

Students read and discussed a number of fairytales in class, focusing on their structure and language features.

Students were then asked to write the beginning of a fairy story, using stories they had read as models. They discussed the task in groups before working individually on this task.

## Creative writing: Beginning of a fairytale

once upon a time there was a black smith but the black smith was not like all the other humans because he was part horse and part human but one day the black smith was walking frantically down a path the only reason he wasnt running is because he had sun a thumier with is a contagious desese that only horsehumans can get. But he was tw walking because a wild boar was trying to eat him but this was no ordinary boar because this boar was giant about 8 foot tall And as strong as a mamoth but then the Blacksmith ~~for~~ remembered the sawed that he made earlier and he stabbed the sawid right into his heart and he died because the boar was too Powerful and the boar hunted the woods forever and ever and ever and ever until a brave knight came and kissed him and then the boar melted like butter in the Microwave and he melted and melted until the boar was gone forever and then the prince and the kingdom lived happily ever after.

**THE END**

Top line: Once upon a time there was a brave black smith who was not

### Annotations

Uses some fairytale conventions, for example, 'Once upon a time'.

Introduces fantasy characters typical of this type of text, for example, 'he was part horse and part human'.

Spells most words accurately, for example, 'because' and uses sound and letter knowledge to attempt unknown words, for example, 'night' (knight), 'desese' (disease).

Shows some knowledge of sentence structures suitable for this type of text.

Uses some conventional fairytale vocabulary, for example, 'brave knight'.

Creates events in sequence to tell a story and introduces fantastical events, for example, 'the boar melted like butter in the microwave'.

Writes a complete narrative text rather than an introduction.

## Responding to literature: *The Red Poppy*

### Year 5 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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Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

### Summary of task

Students read the text *The Red Poppy* by David Hill as part of a unit on Anzac Day.

Students were asked to write a letter to the school teacher-librarian asking her to acquire this book for the library. The teacher re-read the book aloud, students discussed the different themes of the book and key words were written on the board. Students had a brief planning time and wrote this first draft in approximately 40 minutes before editing it.

## Responding to literature: *The Red Poppy*

Write a letter to your school librarian explaining your opinion on whether your school library should have a copy of *The Red Poppy* or not.

Dear TEACHER NAME DELETED

Has just read the red poppy and I think that it should be in a library as a nother cappy. Here are some reasons why:

1. The red poppy is all about war, mateship, heroism, compassion and it is a really good book.

One example of compassion is when Jim helps Kate in the deep trench so he does not die. A another example is when Nipper brings the party to help them out of the trench.

Please consider my reasons

From

STUDENT NAME DELETED

2010

### Annotations

*Writes a brief persuasive text for a specific audience to express a point of view.*

*Uses mostly simple and compound sentences, for example, 'Here are some reasons why.'*

*Structures the text into paragraphs.*

*Uses simple evaluative language to express an opinion, for example, 'it is a really good book'.*

*Uses new vocabulary to express understanding of the text's meanings, for example, 'heroism', 'compassion'.*

*Spells a significant number of common words accurately and uses sound-letter knowledge to attempt unknown words, for example, 'ixampal' (example).*

*States a point of view and provides some supporting evidence.*

*Responds to information in a text previously read and makes some inferences.*

## Biographical letter: News from the goldfields

### Year 5 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 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

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

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

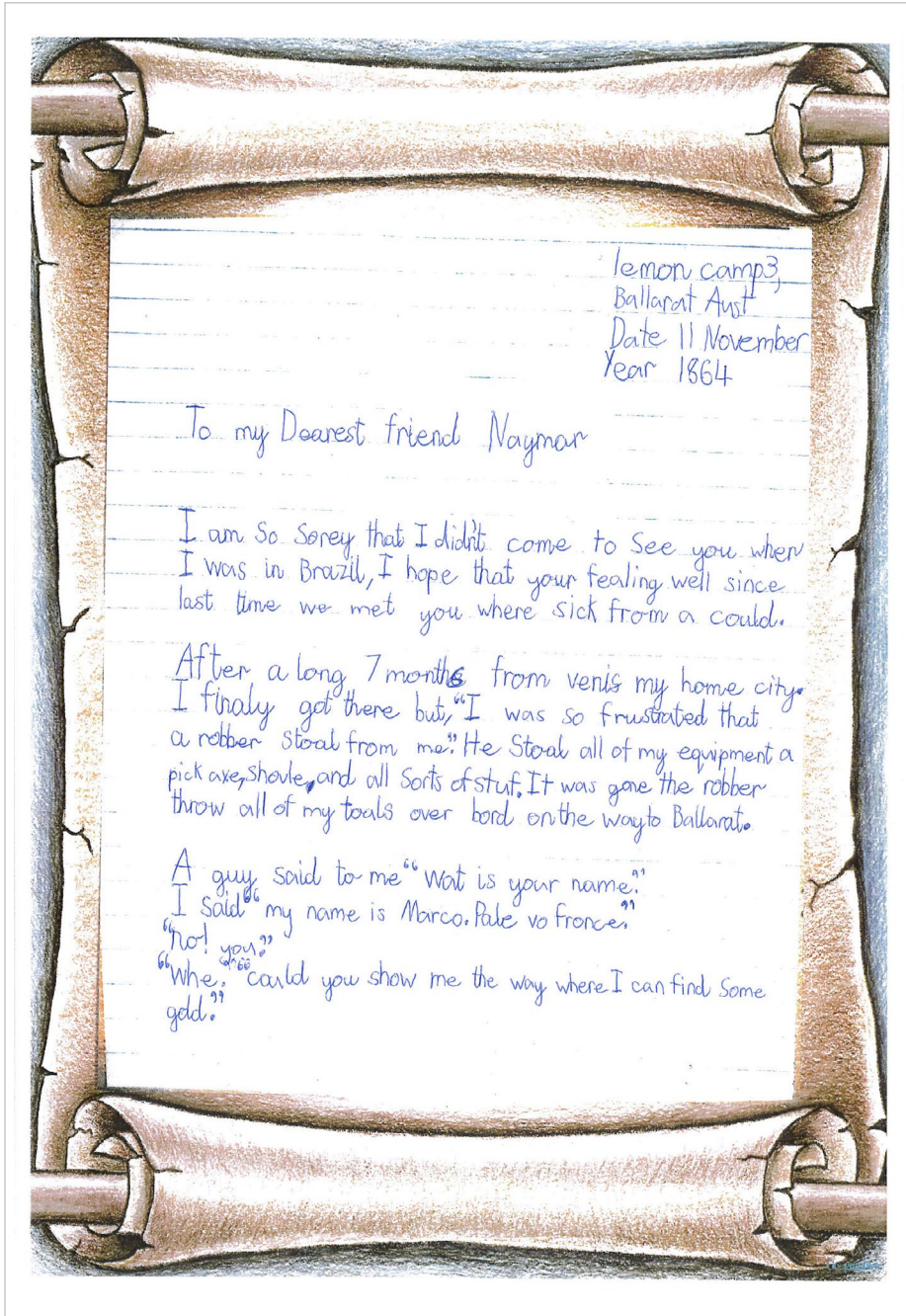
Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

### Summary of task

In class, students discussed how text structures and language features can be used to engage the reader, including character development, maintaining a particular tense and using contextual vocabulary.

As they had recently completed a unit of study on the goldfields in history, students were asked to write a narrative letter on the topic 'News from the goldfields'. In preparation, students were allowed to work in pairs to brainstorm possible characters and settings. Students wrote their narrative text independently.

## Biographical letter: News from the goldfields



### Annotations

*Uses language forms appropriate to a letter format.*

*Writes a mostly correctly sequenced imaginative text using information discussed in class.*

*Uses a range of sentence forms including complex and compound sentences while at times writing incorrect, run-on sentences.*

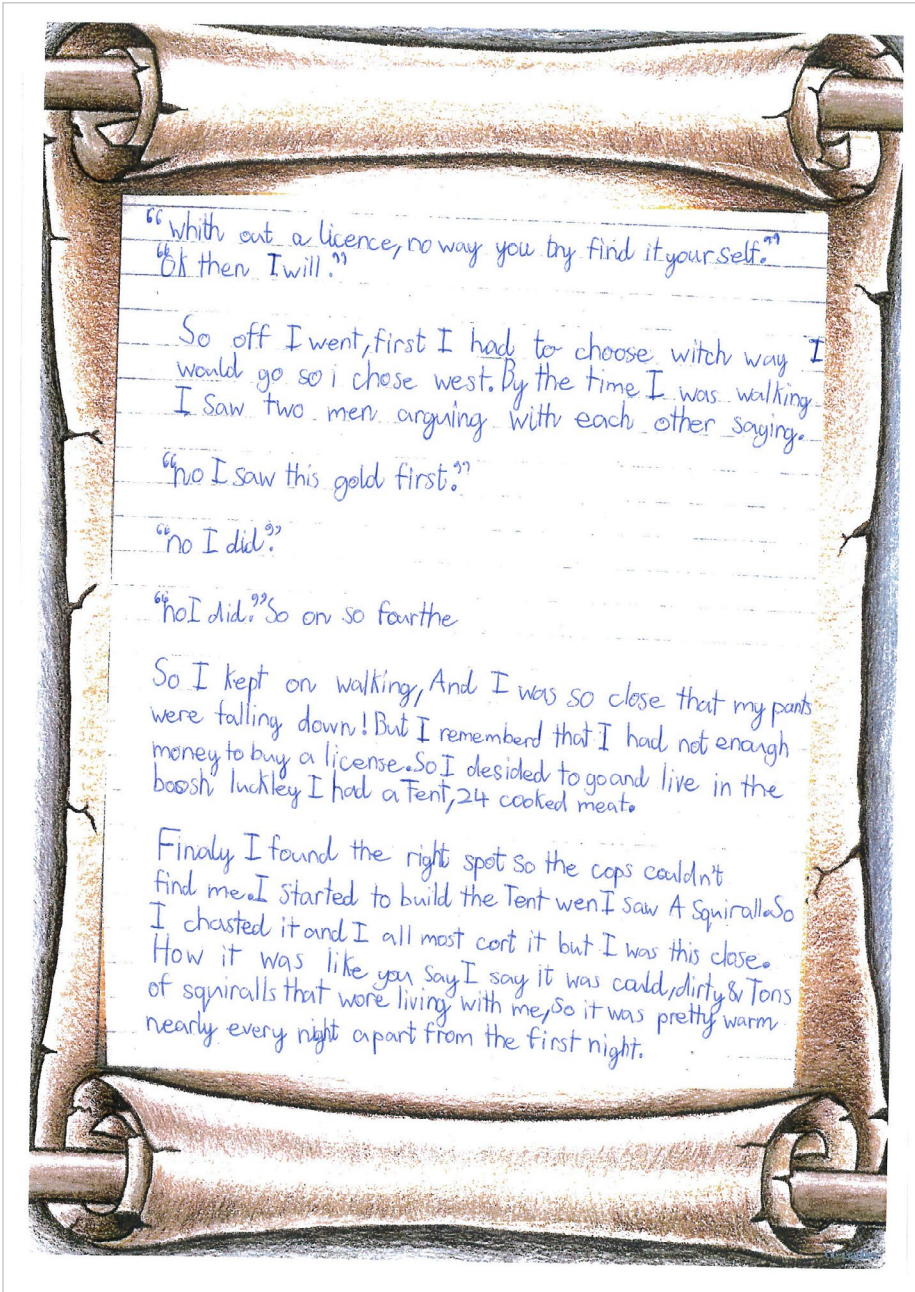
*Uses mostly familiar vocabulary, for example, 'guy'.*

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## Biographical letter: News from the goldfields

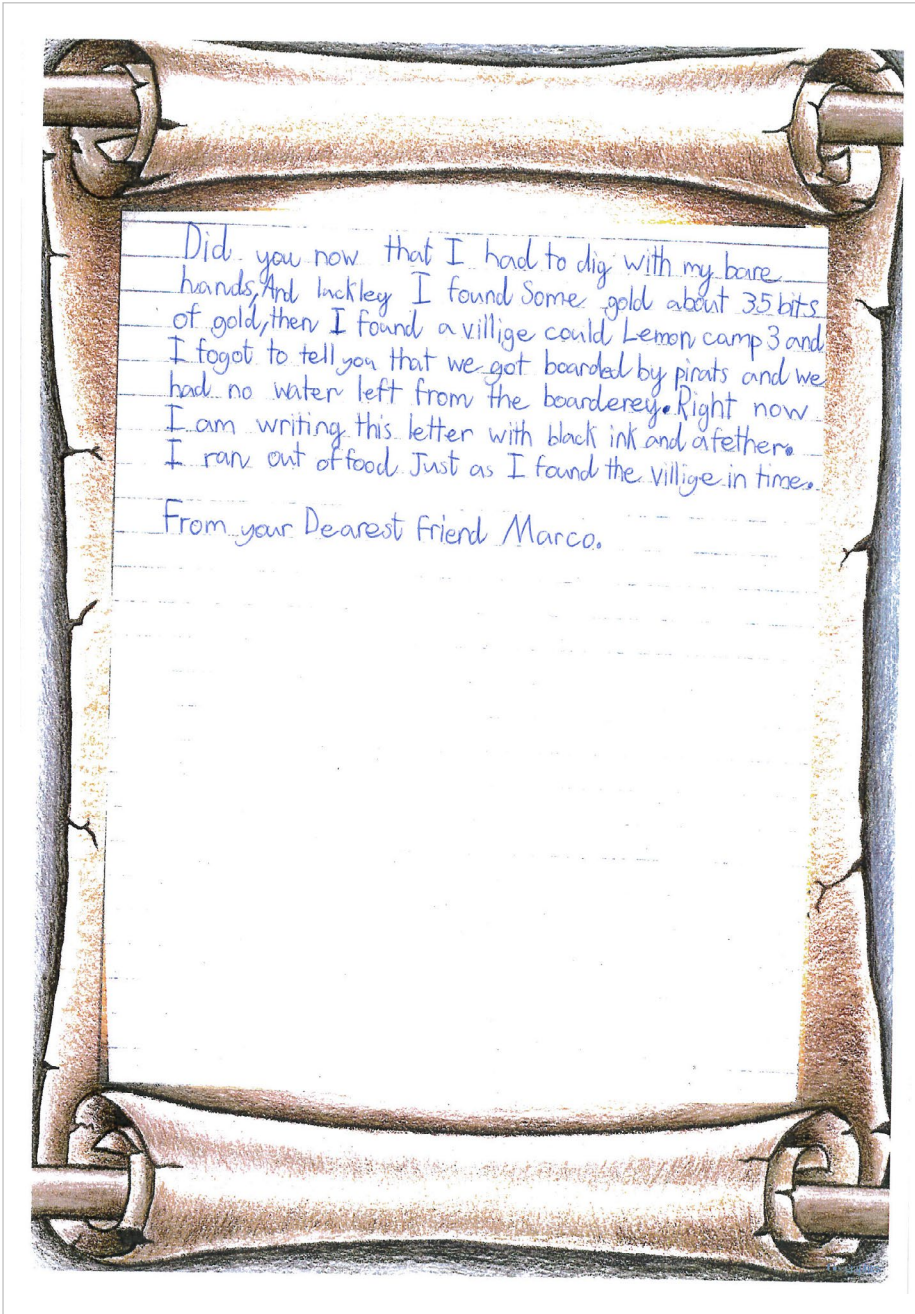


### Annotations

*Relies on dialogue to develop storyline.*

*Spells most simple words correctly and attempts to spell more complex words, for example, 'desided [sic]', 'Finaly [sic]', 'sqwiralls [sic]'.*

## Biographical letter: News from the goldfields



### Annotations

*Writes a series of run-on sentences to retell events.*

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## Biographical letter: News from the goldfields

Place	Lemon Camp 3, Ballarat Australia	
Date	11 November	
Year	1864	
Greeting	To my Dearest friend raymar	
	I am so sorry that I didnt come to see you when I was in Brazil, I hope that your feeling well since last time we met you where sick from a cold.	
Facts		where I lived
	• cart about from Venis.	• Tent
	• Took about 6 to 7 months	• bundles
	• Robbers steal from me	• cold
	• I had to mine with the my hair hands	• dirty
	• I had no moneg left to buy tools	• Sajrells
	• We got boarded by pirrats	• 2 1/2 cooked meat
	• I have to live in a tent!	
	I ran out of food	

### Annotations

Creates a simple plan for an imaginative text.

# Biographical letter: News from the goldfields

7/8/11

place Lemon Camp 3, Ballarat Au  
 Date 11 November  
 Year 1864

To my Dearest friend Naylor

I am so sorey that I didn't come to see you when I was in Brazil, I hope that your feeling well since last time we met you where ~~is~~ <sup>is</sup> from a could.

After a long 7 months from venis my home city. I finally got there but I was so frustrated that a robber steal from me. He steal all of my equipment a pick axe, shovel, and all sorts of stuff. It was gone the robber throw all of my tools over bord. ~~The place i am out is Ballarat.~~  
<sup>throw</sup> ~~He~~ on the way to Ballarat

A guy said to me "Wat is your name?"

I said "my name is Marco Pale vo France."

"No! you."

<sup>not ment to</sup> "Wye. Could you show me the way where I can find some gold."

"Whith out a license, No way, you try find it your self."

"Ok then i will."

So off I went, first I had to choose witch way I would go so i chose west.

## Annotations

Creates a draft of an imaginative text.

Makes some editing changes in spelling and punctuation in a draft text.

# Biographical letter: News from the goldfields

## Annotations

By the time I was walking I saw <sup>two</sup> men arguing with each other saying.

"I saw this gold first."

"I did."

"I did." So on and so forth.

So I kept on walking. And I was so close that my pants were falling down. But I remembered that I had not enough money to buy a gold license. So I decided to go and live in the bush. Luckily I had a tent, & cooked meat.

Finally I found the right spot so that the cops couldn't find me. I started to ~~build~~ <sup>put</sup> the tent when I saw a Squirrel. So I chased it and I almost caught it but I was this close. How it was like you say I say it was could dig & tons of squirrels that were living with me. So it was ~~was~~ <sup>pretty</sup> warm nearly every night apart from the first night.

Did you know that I had to dig with my bare hands and lucky I found some gold about 35 bits of gold, then I found a village called Lemon Camp and I forgot to tell you that we got boarded by pirates and we had no water left from the ~~boarder~~ <sup>boarder</sup>. Right now I am <sup>writing</sup> this letter with black ink and a fether. I ran out of food just as I found the village in time.

C  
O  
P  
S

from your Dearest friend Marco.