

Name: Sophia Abawy DOB: 16/10/2007 Age: 11
 School: Sanford West Class: 5T Date of assessment: 23/8/2019
 Text: **Say 'No' to Plastic Straws** Recommended Reading Age: **12 years**
 Text Type: **Exposition**
Orientation: This text is an exposition. The narrator uses evidence and emotive language to form a persuasive argument for reducing the use of plastic straws.

Reading Behaviours Observed Prior to Silent Reading *Tick relevant boxes*

• Listened attentively to orientation	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
• Scanned complete text	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
• Attended to information in pictures or diagrams	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Retelling Indicators to Check for Understanding *Tick relevant boxes*

• Retold main events/facts without assistance from teacher prompts or book support	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
• Summarised main events/facts succinctly and confidently	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
• Retold main events/facts using text-specific vocabulary	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Reading Behaviours Observed During Oral Reading *Tick relevant boxes*

1. Knowledge and skills

• Accurately decoded text-specific vocabulary	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
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2. Strategies
 Processed text effectively by:

• Adjusting pace to text type or text features	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
• Predicting	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
• Attending to meaning	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
• Searching for print details	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
• Cross-checking to confirm	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
• Self-correcting	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

3. Fluency

Tick relevant boxes

- Read the text consistently with natural rhythm and phrasing, reflecting a depth of understanding
- Read the text with irregular phrasing, reflecting limited understanding
- Read the text word-by-word, reflecting no understanding

Comprehension Questions to Check for Understanding

Literal

Tick relevant boxes

1. How did the Great Pacific Garbage Patch acquire its name?

(This enormous area of sea located in the north Pacific Ocean contains a huge concentration of drifting plastic.)

Inferential

1. Why do some sea creatures mistake plastic bags for jellyfish?

(A floating plastic bag filled with seawater looks similar to the shape and movements of a jellyfish with long tentacles.)

2. What organisations, other than the ones listed by the author, should be approached to stop using plastic straws?

(fast-food suppliers, indoor and outdoor markets, sports and music event organisers)

Applied Knowledge

1. Why do most plastic straws end up in the sea?

(They are littered or blown out of garbage containers, then flushed through overflowing gutters and drains; they are dropped from ships and other forms of sea-faring vessels.)

2. Other than paper, what materials could drinking straws be made from in the future that would not harm land and oceans?

(bamboo, wheat, straw and rye grasses)

3. Unless the use of plastic is reduced both in the oceans and on land, what will happen to planet Earth in the future?

More and more plastic will enter the food chain, causing animals, and possibly humans, to die.

Vocabulary

1. Replace the verb 'predicted' in this sentence: **It is predicted that by the year 2050, the plastic in the sea will outweigh the fish!**

(expected / envisaged / forecast)

2. Replace the adjective 'durable' in this sentence: **Plastic is made to be strong and durable.**

(indestructible / permanent / resilient)

Oral Analysis and Critique of the Text (for non-fiction) (dictated by student)

1. Analysis (how the text is constructed)

How did the author use language to convey his message?

(Answers will vary but may include: persuasive language and facts, e.g. starving to death/100000 sea creatures die; pronouns addressed the reader, e.g. you, we; subjective language, e.g. I strongly believe.)

He used lots of facts, like about the Garbage Patch.
There were lots of words about the environment.

Identify some of the text characteristics and text structures related to this text type – Exposition.

(Answers will vary but may include: author's position is clearly stated; each paragraph presents an argument supported with facts and emotive language to persuade.)

There was an introduction and then arguments. He used strong language like 'totally unnecessary'. He stated his opinion in the conclusion.

What are some of the ways the author has presented the information?

(Answers will vary but may include: opening paragraph asks reader to reflect on their actions; points of view are presented and supported by evidence; the conclusion calls for action.)

He's asked questions and included a picture.

Why do you think the author has presented the information in this way?

(Answers will vary but may include: to persuade the reader to stop using plastic straws, but also to feel empowered to act to reduce plastic usage.)

To make you think and to show you how bad plastic straws are.

2. Critique (reflect and evaluate the text)

In your opinion, how accurate is the information in the text? (authenticity of text)

I think it's true because I've heard about the Garbage Patch before and he used a lot of facts.

Give your opinion about this text. (student's personal response)

I think it's good because he had a lot of arguments and it persuaded me not to use plastic straws.

Summary

Reading Behaviours Observed (silent and oral reading)

- 1. Knowledge and Skills:** Accurately decoded many technical words but had difficulty with some e.g. polypropylene. Broke some harder words into meaningful chunks to assist reading.
- 2. Strategies:** Self-corrected based on meaning, structure and cross-checking visuals. Didn't read picture caption or consistently search for print details.
- 3. Fluency:** Fluent reading at an appropriate pace. Intonation showed understanding of text structures and meaning.

Retelling Indicators

Able to identify key points and connect with own knowledge and experiences. Lacked detail at times, didn't refer directly back to the text. Incorporated text-specific vocab in retell.

Level of Understanding		
Excellent 4	Satisfactory 3	Unsatisfactory 0-2

Comprehension

Questions Answered Correctly			
Literal	1st		
Inferential	1st	2nd	
Applied Knowledge	1st	2nd	3rd
Vocabulary	1st	2nd	

Level of Understanding		
Excellent 8	Satisfactory 6-7	Unsatisfactory 0-5

Sound literal comprehension. Was able to answer one inferential q. but didn't understand what was meant by 'organisations' in second q. Applied knowledge answers were comprehensive.

Recommendations for Future Development

- Guided reading with information texts incorporating a range of graphics and visual elements requiring interpretation.
- Modelling of using sufficient detail from the text to give more expansive answers.
- Focus on questioning skills while reading to extend ability to connect with and beyond the text.
- Explicit teaching for comprehending complex words or finding out more about them.

Teacher: _____

Date assessment summary completed: 23/8/2019

Refer to the Teacher's Resource Book for recommendations for future development.