Duck for a Day
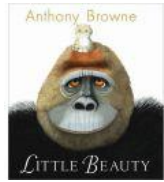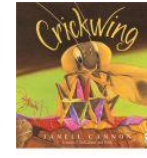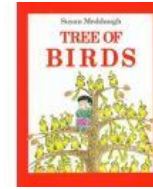## by Meg McKinlay
Stage 2

Sharon Joyce Glossodia PS
&
Chris Fraser
Literacy Numeracy Leader
Western Sydney 2013

2013

ENGLISH UNIT OF WORK

Stage : 2	Term:	Weeks:
Key Concept:	Exploring ethical and social relationships: RESPONSIBILITY AND CARING	
Text set:	**Focus text:** *Duck for a day* Meg McKinlay *Tree of birds* Susan Meddaugh *Crickwing* Janell Cannon *Little Beauty* Anthony Browne *Voices in the park* A Browne	
Focus:	Integrating English Stage 2 content descriptors: **S & L** - Speaking & Listening **R & V** - Reading & Viewing **W & R** - Writing & Representing **Spelling** **G, P & V** - Grammar, Punctuation and Vocabulary **T I & C** -Thinking imaginatively and creatively **E T** - Expressing themselves **R on L** - Reflecting on Learning	
Acceptable Evidence:	Plotting students on the Literacy Continuum - student comprehension of texts needs development.	
Critical aspects:	Comprehension, Vocabulary, Reading texts, Writing	
Learning across the curriculum:	Literacy, creative and critical thinking, difference and diversity	

LITERACY CONTINUUM for Modelled Reading (Stage appropriate)	Session Modes/Skills	Explicit Modelled Reading	Guided reading (Where to next?)	Independent reading
Comprehension C9 1. Builds understanding during reading by discussing possible consequences of actions and events. 2. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events. 3. Builds understanding about the meaning of a text by actively seeking information from different parts of a text. 4. Shows an awareness through discussion that texts can present different perspectives. 5. Analyses the ways ideas and information are presented by making comparisons between texts. 6. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text. 7. Analyses a text by discussing visual, aural and written techniques used in the text. 8. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links. **Comprehension C10** 1. Interprets text by inferring connections, causes and consequences during reading.	**Ch 1** **G, P & V** **Spelling** leaned peered staring whispered rectangular floating electric sharpener weird ruffling **R & V 1** inference	PERSONAL RESPONSE to the text **Before:** • *Walk and talk* task (Sheena Cameron, P57): Predicting- look at cover and predict type of text, the plot and one sentence which could be in the text (students make notes). • Students circulate around the room to read their predictions to others. • Pre-teach vocab – select words from the vocab list to find synonyms **During:** • Teacher stops regularly for students to discuss their predictions with their thinking partner. **After:** Students confirm or revise their predictions from the text.	Use school magazine, text from the text set or copied pages from *A duck for a day* to apply same skills: • Reading conference (see **Monitoring sheet**) • Choose common sight words and decoding skills from the text or word lists to treat depending on students cluster markers for reading texts & phonics (differentiation). • Discuss the illustrations and how they add meaning to the text. • Students reread pages to a to develop fluency.	Develop text sets based on the key concept Students choose a text: • Read to self–record reading • Students find difficult words to list and find meanings (use dictionary and thesaurus) • Read to partner
2. Responds to and interprets texts by discussing the differences between literal and inferred meanings. 3. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts. 4 .Identifies ways texts present different perspectives. 5. Evaluates text accuracy and credibility by comparing texts on a similar topic. 6. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview. 7. Responds to and analyses texts by discussing the ways language structures and features shape meaning. 8. Responds to and interprets texts by integrating sources of information in texts. **Vocab C9** 1. Uses synonyms for a range of common words. 2. Uses simple content specific vocabulary in appropriate ways when creating texts. 3. Uses relevant vocabulary associated with digital technology and electronic texts. 4. Understands how prefixes and suffixes change word meanings. **Vocab C10** 1. Demonstrates understanding that words can have different meanings in different contexts. 2. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge. 3. Shows awareness that there are a number of ways to work out the meaning of unknown words. 4. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses	**Ch 2/3** **G, P & V** **R & V 1** **Spelling** *Vocab:* *Reached* *Unlatched* *Feathers* *Waddling* *Twinkle* *Sloshing* *Tongue* *Bounce* *Alphabetical* *Demands* *Frowned* *strawberry* **S & L 1** summarising 'Wh' questions	UNDERSTANDING the text **Before:** Pre-teach and review vocab. Summarizes previous chapter using Wh questions –who what where when. Story walk with chapter 1 to model how illustrations add meaning during reading. **During:** With thinking partners, students discuss "How do the illustrations add meaning to the text?' **After:** Partners report back to the class, regarding how the illustrations assisted them in understanding the text. Key words can be placed on photocopies of some of the illustrations to be displayed in the classroom *(walls that teach).*	Use school magazine, text from the text set or copied pages from *A duck for a day* to apply same skills: • Reading conference (see **Monitoring sheet**) • Choose common sight words and decoding skills from the text or word lists to treat depending on students cluster markers for reading texts & phonics (differentiation). • Discuss the illustrations and how they add meaning to the text. Students reread pages to develop fluency.	Students choose a text: • Read to self–record reading • Read to partner • Answer WH questions from a text.

LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Reading	Guided reading	Independent reading
Comprehension C9 1. Builds understanding during reading by discussing possible consequences of actions and events. 2. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events. 3. Builds understanding about the meaning of a text by actively seeking information from different parts of a text. 4. Shows an awareness through discussion that texts can present different perspectives. 5. Analyses the ways ideas and information are presented by making comparisons between texts. 6. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text. 7. Analyses a text by discussing visual, aural and written techniques used in the text. 8. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links. **Comprehension C10** 1. Interprets text by inferring connections, causes and consequences during reading.	**Ch 4/5** **G,P, & V** *Vocab:* aquatic peered secure weird temporary **R & V 2** Literary text structure **W & R 1** Planning using chapters	**TEXT STRUCTURE & sequencing** **Before:** • Pre-teach and review difficult vocab. • Discuss the structure of a chapter book (each chapter builds on the previous chapter making it necessary to review previous chapters). • VIPs for the text so far are recorded on an anchor chart. **During: Monitoring** One word, one idea (Oczkus, p117) Students record their personal unknown words while teacher is reading. **After:** Teacher lists students' unknown words and thinking partners discuss the meanings in the context of the story.	**Use school magazine, a text from the text set or copied pages from *A duck for a day* to apply same skills:** • Reading conference (see **Monitoring sheet**) • Choose common sight words and decoding skills from the text or word lists to treat depending on students cluster markers for reading texts & phonics (differentiation). • Discuss the illustrations and how they add meaning to the text. • Students reread pages to develop fluency.	Students choose a text: • Read to self – record reading • Read to partner Reading/writing tasks eg sequencing sentences, complete the sentence, *Word wizard* – copy a sentence and define a chosen word (meaning within the sentence).
2. Responds to and interprets texts by discussing the differences between literal and inferred meanings. 3. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts. 4. Identifies ways texts present different perspectives. 5. Evaluates text accuracy and credibility by comparing texts on a similar topic. 6. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview. 7. Responds to and analyses texts by discussing the ways language structures and features shape meaning. 8. Responds to and interprets texts by integrating sources of information in texts. **Vocab C9** 1. Uses synonyms for a range of common words. 2. Uses simple content specific vocabulary in appropriate ways when creating texts. 3. Uses relevant vocabulary associated with digital technology and electronic texts. 4. Understands how prefixes and suffixes change word meanings. **Vocab C10** 1. Demonstrates understanding that words can have different meanings in different contexts. 2. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge. 3. Shows awareness that there are a number of ways to work out the meaning of unknown words. 4. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses	**Ch 6/7** **G, P & V** *Vocab:* knot environment technically trampoline scrambled cozy freaked photographs camera **R & V 2** Texts vary in purpose **S & L 1** Summarising	**TYPES OF TEXTS** **Before:** • Pre-teach and review vocab • Add VIPs from the previous chapter to the anchor chart. • Teacher discusses the three different types of text that can occur through the one literary text – choose examples from previous chapters. **During:** Teacher stops reading for thinking partners to identify different types of texts during reading eg informative (factual information p.43) imaginative (p.45 on the trampoline), persuasive (p. 46 providing evidence). **After:** Add phrases from the chapters to the graphic organiser: | Informative	Imaginative	Persuasive
---	---	---
				Use school magazine, a text from the text set or copied pages from *A duck for a day* to apply same skills: • Reading conference (see **Monitoring sheet**) • Choose common sight words and decoding skills from the text or word lists to treat depending on students cluster markers for reading texts & phonics (differentiation). • Discuss the illustrations and how they add meaning to the text. • Students reread pages to develop fluency. Add phrases from the guided text: | Inform	Imagine	Persuade
---	---	---
				Students choose a text: • Read to self– record reading • Read to partner • Choose a section of the text and on a sticky note record the type of text: *imaginative, *informative, *persuasive

Sharon Joyce Glossodia PS and Chris Fraser Literacy Numeracy Leader WSR

LITERACY CONTINUUM for Modelled Reading (Stage appropriate)	Session Modes/Skills	Explicit Modelled Reading	Guided reading (Where to next?)	Independent reading
Comprehension C9 1. Builds understanding during reading by discussing possible consequences of actions and events. 2. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events. 3. Builds understanding about the meaning of a text by actively seeking information from different parts of a text. 4. Shows an awareness through discussion that texts can present different perspectives. 5. Analyses the ways ideas and information are presented by making comparisons between texts. 6. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text. 7. Analyses a text by discussing visual, aural and written techniques used in the text. 8. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links. **Comprehension C10** 1. Interprets text by inferring connections, causes and consequences during reading. 2. Responds to and interprets texts by discussing the differences between literal and inferred meanings. 3. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts. 4 .Identifies ways texts present different perspectives. 5. Evaluates text accuracy and credibility by comparing texts on a similar topic. 6. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview. 7. Responds to and analyses texts by discussing the ways language structures and features shape meaning. 8. Responds to and interprets texts by integrating sources of information in texts. **Vocab C9** 1. Uses synonyms for a range of common words. 2. Uses simple content specific vocabulary in appropriate ways when creating texts. 3. Uses relevant vocabulary associated with digital technology and electronic texts. 4. Understands how prefixes and suffixes change word meanings. **Vocab C10** 1. Demonstrates understanding that words can have different meanings in different contexts. 2. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge. 3. Shows awareness that there are a number of ways to work out the meaning of unknown words.4. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses	**Ch 8/9** **G,P,& V** *Vocab:* *Jiggled* *Leaned* *Diagrams* *Excellent* *Impressive* *Frowned* *Difficult* *Feathery* *underneath* **R & V 2** Author's intent Enjoyment **S & L 1** Point of view Role play	AUTHOR'S INTENT **Before:** • Pre-teach and review vocab. • Add VIPs from the previous chapter to the anchor chart • Thinking partners discuss the teacher's purpose of creating criteria for having the duck at home. **During:** Students list character traits of the student during reading (eg caring, responsibility, self-reflection). **After:** Role play interviews with the author; Why did you write this book? What are you trying to teach? Where did you get your ideas?	**Use school magazine, a text from the text set or copied pages from *A duck for a day* to apply same skills:** • Reading conference (see **Monitoring sheet**) • Choose common sight words and decoding skills from the text or word lists to treat depending on students cluster markers for reading texts & phonics (differentiation). • Discuss the illustrations and how they add meaning to the text –discuss author's intent. • Students reread pages to develop fluency.	Develop text sets based on the key concept Students choose a text: • Read to self–record reading • Students find difficult words to list and find meanings (use dictionary and thesaurus) • Read to partner • Identify author's intent and write on a sticky note
	Ch10/11 **G,P,& V** *Vocab:* Laundry Kitchen Probably Fence Pellets Weird Clever Chihuahuas Dangerous **R & V 1** language features *Verbs:* thumped changed looking waited fly rustling raced hops froze sleep care Imagine escape swung floating	LANGUAGE DEVICES **Before:** Pre-teach and review vocab Add VIPs from the previous chapter to the anchor chart. Teacher chooses some verbs from the previous chapter and explains how they add meaning to the text through imagery -create a word cloud of verbs. **During:** Students create a word cloud of verbs used during teacher reading that create a more vivid image. **After:** Students' verbs are compiled to make a class *cloud of verbs* to display in the classroom *(walls that teach).*	**Use school magazine, a text from the text set or copied pages from *A duck for a day* to apply same skills:** • Reading conference (see **Monitoring sheet**) • Choose common sight words and decoding skills from the text or word lists to treat depending on students cluster markers for reading texts & phonics (differentiation). • Discuss the illustrations and how they add meaning to the text - do they reflect the **verbs** that are used in the text? • Students reread pages to develop fluency.	Students choose a text: • Read to self–record reading • Read to partner • List important verbs to place in a word cloud

LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Reading	Guided reading	Independent reading
Comprehension C9 1. Builds understanding during reading by discussing possible consequences of actions and events. 2. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events. 3. Builds understanding about the meaning of a text by actively seeking information from different parts of a text. 4. Shows an awareness through discussion that texts can present different perspectives. 5. Analyses the ways ideas and information are presented by making comparisons between texts. 6. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text. 7. Analyses a text by discussing visual, aural and written techniques used in the text. 8. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links. **Comprehension C10** 1. Interprets text by inferring connections, causes and consequences during reading. 2. Responds to and interprets texts by discussing the differences between literal and inferred meanings. 3. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts. 4 .Identifies ways texts present different perspectives. 5. Evaluates text accuracy and credibility by comparing texts on a similar topic. 6. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview. 7. Responds to and analyses texts by discussing the ways language structures and features shape meaning. 8. Responds to and interprets texts by integrating sources of information in texts. **Vocab C9** 1. Uses synonyms for a range of common words. 2. Uses simple content specific vocabulary in appropriate ways when creating texts. 3. Uses relevant vocabulary associated with digital technology and electronic texts. 4. Understands how prefixes and suffixes change word meanings. **Vocab C10** 1. Demonstrates understanding that words can have different meanings in different contexts. 2. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge. 3. Shows awareness that there are a number of ways to work out the meaning of unknown words.4. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses	**12/13** **G ,P,& V** *Vocab:* *Dream* *Towards* *Pyjamas* *Closer* *Staggered* *Disgusting* *Frantically* *Coughing* *Fought* *Squelchy* *Squishy* *Particular* *uniform* **S & L 1** Point of view	QUESTIONING **Before:** Pre-teach and review vocab Add VIPs for the previous chapter to the anchor chart. **During:** Read chapters to class. Hot seat character interview.p71 Chose a child to be character, others ask questions. **After:** Class description of how Abbey and Noah felt.- present as "web"	**Use school magazine or a text from the text set or copied pages from *A duck for a day* to employ same skills:** • Reading conference (see **Monitoring sheet**) • Choose common sight words and decoding skills from the text or word lists to treat depending on students cluster markers for reading texts & phonics (differentiation). • Discuss the illustrations and how they add meaning to the text. Discuss Abbey and Noah's reactions and feelings. • Students reread pages to develop fluency.	Students choose a text: • Read to self – record reading • Read to partner Writing tasks eg sequencing sentences, complete the sentence, *(Teach this)*
	14/15 **G ,P,& V** *Vocab:* *Remember* *Skirt* *Sensible* *Proud* *Secure* *Rescued* *Hesitated* *actually*	MAKING CONNECTIONS **Before:** Pre-teach and review vocab Add VIPs for the previous chapter to the anchor chart. **During:** Read to class. Stop reading and model interactive think aloud strategy. **After:** Each child writes their connection on strip of paper and make chain. P97	**Use school magazine or a text from the text set or copied pages from *A duck for a day* to employ same skills:** • Reading conference (see **Monitoring sheet**) • Choose common sight words and decoding skills from the text or word lists to treat depending on students cluster markers for reading texts & phonics (differentiation). • Discuss the illustrations and how they add meaning to the text. • Students reread pages to develop fluency.	Students choose a text: • Read to self– record reading • Read to partner Writing tasks *(Teach this)*

Sharon Joyce Glossodia PS and Chris Fraser Literacy Numeracy Leader WSR

LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Writing	Guided Writing	Independent Writing
Writing C9 • Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience. • Plans and organises ideas using headings, graphic organisers, questions and mind maps. • Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose. • Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic. • Uses a variety of spelling strategies to spell high frequency words correctly. • Chooses verbs, adverbials, nouns and adjectivals to express specific ideas and details. **Writing C10** • Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences. • Rereads and revises text to check and improve meaning, deleting unnecessary information or adding new information. • Uses sentence and simple punctuation correctly. • Uses morphemic, visual, phonic knowledge and knowledge of prefixes and suffixes to spell and edit words. • Uses grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information. **Vocab C9** 1. Uses synonyms for a range of common words. **Vocab C10** 1. Demonstrates understanding that words can have different meanings in different contexts. 2. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge. 3. Shows awareness that there is a number of ways to work out the meaning of unknown words..4. Finds the meaning of unknown/ unfamiliar words in reference sources eg dictionaries	**1** **G, P & V** **W & R 1** Descriptive writing- choice of vocabulary planning prior to writing eg words with suffixes	**LANGUAGE FEATURES** (persuasive writing) Teacher writes sentences from the Chapter 1 to : • Locate nouns (highlight) • Locate adjectives (highlight) Find the adjectives used to describe given nouns (highlight). • Find words that affect the modality of the sentence	• Use a graphic organiser to link nouns and adjectives | Adjectives	Nouns
---	---
	cage
	dog
	goldfish
curly	
pink	
messy		 Students list nouns and adjectives that they will use in their writing – *Why I should be able to look after an animal at home* (persuasive writing).	• Children write imaginative, simple sentence about some of the nouns eg dog, cage, cover, handbags. • Make sentences more interesting by including adjectives.
	2 **W & R 1** reread and edit **Reflecting on learning**	**LANGUAGE FEATURES** (persuasive writing) Thinking partners create four arguments (for and against) relating to the text regarding keeping an animal at home. Teacher scribes: 	FOR	AGAINST
---	---
1.	1.
2.	2.
3.	3.
4.	4.		Using their graphic organisers, students create an opening paragraph explaining their point of view. Student criteria for their writing: | NAME	
---	---
Adjectives	
Modality	
3 sentences	
Simple punctuation			Use adjectives to describe what they think the duck will look like. Make a list: Eg fluffy noisy cute

Sharon Joyce Glossodia PS and Chris Fraser Literacy Numeracy Leader WSR

LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Writing	Guided Writing	Independent Writing
Writing C9 • Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience. • Plans and organises ideas using headings, graphic organisers, questions and mind maps. • Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose. • Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic. • Uses a variety of spelling strategies to spell high frequency words correctly. • Chooses verbs, adverbials, nouns and adjectivals to express specific ideas and details. **Writing C10** • Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences. • Rereads and revises text to check and improve meaning, deleting unnecessary information or adding new information. • Uses sentence and simple punctuation correctly. • Uses morphemic, visual, phonic knowledge and knowledge of prefixes and suffixes to spell and edit words. • Uses grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information.	**3** **W & R 1** reread and edit **Reflecting on learning**	Using the previous day's graphic organiser: • extract words for teaching various spelling strategies. • change the structure (position of phrases) of the sentence. Does it still make sense? Does it change the modality? • add another descriptive sentence using pronouns (eg she, he) and connectives.	**READ & REVIEW** Students: • review and refine their paragraph • add to their previous sentence	Students choose a text: • Create a list of adjectives (including words with prefixes and suffixes). Writing tasks *(Teach this etc)*
	4 **W & R 1** reread and edit **Reflecting on learning**	Use the previous day's modelled sentences for students to edit: • add and insert errors to the sentence. • students make corrections	**PARTNER EDITING:** • paragraph is read by a partner for editing and reflection using the writing criteria. • paragraph is revised.	Students choose a text: • Find and list various connectives Writing tasks *(Teach this etc)* **TEACHER EDITING** Conferencing during independent tasks
	Continuing the unit:			
	Other texts: *Voices in the park* *Little Beauty* *Crickwing* *Tree of birds* **READING:** Using the above texts, cover the same literacy continuum markers and English syllabus content descriptors as listed in this unit. **WRITING:** Follow this unit outline and create a character, setting and/or plot to create a complete imaginative text incorporating students' descriptive paragraph in this unit.			

Sharon Joyce Glossodia PS and Chris Fraser Literacy Numeracy Leader WSR

VOCAB/GRAMMAR FOR TEXT SET:

	Crickwing	*Little Beauty*	*Voices in the park*	*Tree of birds*
Vocab & Spelling				
Grammar & Punctuation				

WRAP UP (R & V 1 & 2, S & L 2) : Compare and contrast texts   Evaluate and personally respond to texts   Justify favourite text

Sharon Joyce Glossodia PS and Chris Fraser Literacy Numeracy Leader WSR

MONITORING From Assessment to Conferring: Sample Needs and Strategies

What We Are Seeing	Potential Goals	Possible Strategy	Alternative Strategy
Reading too quickly	Fluency	Adjust and apply different reading rates to match text	Phrasing, use punctuation
Leaving off ends of words	Accuracy	Cross checking	Chunk letters together
Little expression, lacks prosody, and omits punctuation	Fluency	Phrasing, using punctuation	Voracious reading
Can't remember what was read	Comprehension	Check for understanding	Retell or summarize Make a picture or mental image Determine importance using theme, main ideas, & supporting details
Stalls on words	Accuracy	Skip the word, then come back	Blend sounds; stretch and reread
Student jumps right into reading story, then lacks understanding	Comprehension	Use prior knowledge to connect with text	Ask questions while reading Make connections to text
Doesn't remember details but understands the main idea	Comprehension	Retell the story	Recognize literary elements
Doesn't stick with a book	Reading Behaviors Book Selection	Read appropriate-level text Choose good-fit books	Voracious reading
Chooses books that are too hard	Reading Behaviors Fluency Expand Vocabulary Comprehension Accuracy	Read appropriate-level text	Ask, Does this make sense?
Can comprehend literally but can't read between the lines	Comprehension	Infer and support with evidence	Ask questions while reading Predict what will happen; use text to confirm
Reads words with correct letters but wrong sounds	Accuracy	Flip the sound	Cross checking
Sounds out each individual letter	Accuracy	Chunk letters together	Blend sounds
Beginning reader, knows few words but most letter sounds	Fluency Accuracy	Practice common sight words and high-frequency words	Blend sounds; stretch and reread
Doesn't remember details from nonfiction	Comprehension	Use text features (titles, headings, captions, graphic features)	Determine and analyze author's purpose and support with text
Doesn't understand the text because does not understand key word in selection	Expand Vocabulary	Tune in to interesting words	Reread to clarify the meaning of a word Ask someone to define the word for you

Sharon Joyce Glossodia PS and Chris Fraser Literacy Numeracy Leader WSR

Student Criteria for Writing Cluster 8 ★★★★★★★★					
Date					
*Writes at least one page	☺	☺	☺	☺	☺
*Publishes using a variety of medium	☺	☺	☺	☺	☺
*Shows evidence of revision, proof-reading & editing	☺	☺	☺	☺	☺
*Spells unfamiliar words	☺	☺	☺	☺	☺
Uses quotation marks for direct speech	☺	☺	☺	☺	☺
*Uses commas in lists	☺	☺	☺	☺	☺
*Produces grammatically accurate sentences	☺	☺	☺	☺	☺

*Mandatory requirements

Sharon Joyce Glossodia PS and Chris Fraser Literacy Numeracy Leader WSR

⭐ Student Criteria for Writing ⭐	Cluster 9				
Date					
•*Constructs well-sequenced text using language appropriate to purpose and audience.	☺	☺	☺	☺	☺
•*Uses some effective planning, eg: simple graphic organiser, questions, mind map.	☺	☺	☺	☺	☺
•*Uses a variety of spelling strategies to spell high frequency words correctly.	☺	☺	☺	☺	☺
•*Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose.	☺	☺	☺	☺	☺
•*Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic	☺	☺	☺	☺	☺
•*Chooses verbs, adverbials, nouns and adjectivals to express specific ideas and details.	☺	☺	☺	☺	☺
•Uses joined letters of consistent size.	☺	☺	☺	☺	☺
•Uses simple word processing functions eg spell check, grammar check. Experiments with creating simple multimodal texts using digital text creation programs	☺	☺	☺	☺	☺

*Mandatory requirements

Sharon Joyce Glossodia PS and Chris Fraser Literacy Numeracy Leader WSR

⭐ **Student Criteria for Writing** ⭐	Cluster 10				
Date					
• *Uses ideas from personal experiences and other texts.	☺	☺	☺	☺	☺
• Locates resources and accesses information when planning.	☺	☺	☺	☺	☺
• *Uses morphemic, visual, phonic knowledge and knowledge of prefixes and suffixes to spell and edit words.	☺	☺	☺	☺	☺
• *Rereads and revises text to check and improve meaning, deleting unnecessary information or adding new information.	☺	☺	☺	☺	☺
• Creates meaningful sentences using a variety of sentence beginnings, including adverbial and adjectival clauses to create complex sentences.	☺	☺	☺	☺	☺
• *Uses sentence and simple punctuation correctly	☺	☺	☺	☺	☺
• *Uses grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information.	☺	☺	☺	☺	☺
• Shows awareness of the need to justify opinions with supporting evidence.	☺	☺	☺	☺	☺
• Consolidates handwriting that is consistent in form	☺	☺	☺	☺	☺

⭐ **Student Criteria for Writing** ⭐ Cluster 11					
Date					
• Writes coherent, structured texts for a range of purposes and contexts.	☺	☺	☺	☺	☺
• Deliberately structures language in a way that creates more cohesive imaginative, informative and persuasive texts.	☺	☺	☺	☺	☺
• Shows awareness of accurately acknowledging sources in relevant texts.	☺	☺	☺	☺	☺
• Refines writing in response to feedback.	☺	☺	☺	☺	☺
• Selects appropriate language for purpose, e.g. descriptive	☺	☺	☺	☺	☺
• Uses topic sentences & organises main & subordinate ideas.	☺	☺	☺	☺	☺
• Experiments with using complex punctuation to engage the reader & achieve purpose	☺	☺	☺	☺	☺
• Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words	☺	☺	☺	☺	☺
• Writes fluently with appropriate size, slope and spacing.	☺	☺	☺	☺	☺
• Uses word processing programs confidently and accurately, integrating various functions.	☺	☺	☺	☺	☺
• Plans and designs more complex multi modal texts.	☺	☺	☺	☺	☺

Objective A Communicate through speaking, listening, reading, writing, viewing and representing

Outcome: Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.	Key Concept RESPONSIBILITY AND CARING

Develop and apply contextual knowledge	
* discuss how a reader's self-selection of texts for enjoyment can be informed by reading experiences	
* draw on experiences, knowledge of the topic or context to work out the meaning of unknown words	

Understand and apply knowledge of language forms and features	
* use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604) ✿✿	
* understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)	
* know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)	
* skim a text for overall message and scan for particular information, eg headings, key words	
* identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)✿✿	

Develop and apply graphological, phonological, syntactic and semantic knowledge	
* use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of homophones, contractions, syllables, word families and common prefixes	
* identify syllables in multisyllabic words in order to support decoding of longer words in context to make meaning	
* recognise high frequency sight words (ACELA1486)	

Respond to, read and view texts	
* read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691) ✿✿	
* read texts, including poems and scripted drama, using appropriate expression, eg pitch, pause, emphasis and attending to punctuation	
* use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692) ✿	
* use strategies to confirm predictions about author intent in imaginative, informative and persuasive texts	
* recognise how aspects of personal perspective influence responses to texts	
* recognise cohesive links in texts, eg pronouns that refer back to particular people or things, and understand how they contribute to meaning	
* connect information by observing text connectives	
* summarise a paragraph and indicate the main idea, key points or key arguments in imaginative, informative and persuasive texts	
* interpret text by discussing the differences between literal and inferred meanings	
* justify interpretations of a text, including responses to characters, information and ideas	

Sharon Joyce Glossodia PS and Chris Fraser Literacy Numeracy Leader WSR

Objective B Use language to shape and make meaning according to purpose, audience and context

Outcome: Identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter.	Key Concept RESPONSIBILITY AND CARING
Develop and apply contextual knowledge	
* identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678) ⚙	
* understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)	
* interpret how imaginative, informative and persuasive texts vary in purpose, structure and topic	
Understand and apply knowledge of language forms and features	
* identify organisational patterns and language features of print and visual texts appropriate to a range of purposes	
* identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690) ⚙	
* understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)	
* explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1483, ACELA1496) 💻 ⚙	
* identify the features of online texts that enhance navigation (ACELA1790) 💻	
* recognise the use of figurative language in texts, eg similes, metaphors, idioms and personification, and discuss their effects	
* recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)	
* discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599) ⚙	
* identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793) 💻	
Respond to, read and view texts	
* discuss personal choices of texts for enjoyment	
* respond to a wide range of literature and analyse purpose and audience	
* discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600) ⚙	
* identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, animations and images 🖩💻	

Outcome: Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts.	Key Concept RESPONSIBILITY AND CARING
Develop and apply contextual knowledge	
*understand the ways in which spoken language differs from written language when adopting a range of roles	
*interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) ⚙⚙	
*understand that social interactions influence the way people engage with ideas and respond to others eg when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) 👥⚙	
Understand and apply knowledge of language forms and features	
*understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476) 👥	
*understand and adopt the different roles in a debate, eg through experience of formal debates and role-playing	
Respond to and compose texts	
*interact effectively in groups or pairs, adopting a range of roles	
*use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1688, ACELY1792) ⚙ 👥	
*use information to support and elaborate on a point of view	
*demonstrate understanding of ideas and issues in texts through dramatic representation, role-play and simulations	
*retell or perform part of a story from a character's point of view	
*adapt language to suit familiar situations, eg giving instructions to a younger child	
*respond appropriately to the reading of texts to demonstrate enjoyment and pleasure	

Objective B *Use language to shape and make meaning according to purpose, audience and context*

Outcome: Identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features.	Key Concept RESPONSIBILITY AND CARING
Develop and apply contextual knowledge	
*discuss ways in which spoken language differs from written language and how spoken language varies according to different audiences, purposes and contexts	
*make connections between Standard Australian English and different methods of communication, including home language, sign language and body language 👫 ✥ 🌐 ✋	
*understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487) 🌐 ✋ ⓐ	
*understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475) 🌐 ⚙ ✋ ⓐ	
*identify purposes for listening in a variety of formal and informal situations	
Understand and apply knowledge of language forms and features	
*identify organisational patterns and language features of spoken texts appropriate to a range of purposes	
*understand the use of vocabulary in discussing and presenting spoken texts in familiar and unfamiliar contexts	
Respond to and compose texts	
*plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689) 👫 ⚙	
*discuss how writers and composers of texts engage the interest of the reader or viewer	
*listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) 👫	
*plan and deliver short presentations, providing some key details in logical sequence (ACELY1677) 👫 ⚙	
*use persuasive language to compose simple persuasive texts appropriate to a range of contexts	
*enhance presentations by using some basic oral presentation strategies, eg using notes as prompts, volume and change in emphasis 👫	

WRITING AND REPRESENTING   1

Objective A Communicate through speaking, listening, reading, writing, viewing and representing

Outcome: Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language	Key Concept RESPONSIBILITY AND CARING
Develop and apply contextual knowledge	
*identify key elements of planning, composing, reviewing and publishing in order to meet the demands of composing texts on a particular topic for a range of purposes and audiences ⭐	
*experiment and share aspects of composing that enhance learning and enjoyment	
* discuss issues related to the responsible use of digital communication 💻 ⚖️	
Understand and apply knowledge of language forms and features	
*plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1682, ACELY1694) 💻 ⚙️	
*understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, eg nonsense words, spoonerisms, neologisms and puns (ACELT1606) ⚙️	
Respond to and compose texts	
*plan, compose and review imaginative and persuasive texts	
*discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features	
*plan and organise ideas using headings, graphic organisers, questions and mind maps	
*create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, eg perspective, distance and angle (ACELT1601, ACELT1794) 🌐 ⚙️ 👫 💻	
*create texts that adapt language features and patterns encountered in literary texts, eg characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)	
*experiment with visual, multimodal and digital processes to represent ideas encountered in texts 💻	
*identify elements of their writing that need improvement and review using feedback from teacher and peers	
*reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) 💻	

Objective B *Use language to shape and make meaning according to purpose, audience and context*

Outcome: identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts	Key Concept RESPONSIBILITY AND CARING
Develop and apply contextual knowledge	
• identify and analyse the purpose and audience of imaginative, informative and persuasive texts	
• understand how characters, actions and events in imaginative texts can engage the reader or viewer	
Understand and apply knowledge of language forms and features	
• understand how a range of language features can shape readers' and viewers' understanding of subject matter	
• describe how audience and purpose impact on language forms and features in imaginative, informative and persuasive texts	
• examine how evaluative language can be varied to be more or less forceful (ACELA1477) ✿	
• use images in imaginative, informative and persuasive texts to enhance meaning	
• understand how audience and purpose influence the choice of vocabulary	
Respond to and compose texts	
• discuss how texts, including their own, are adjusted to appeal to different audiences, how texts develop the subject matter and how they serve a wide variety of purposes	
• express a point of view for a particular purpose in writing, with supporting arguments	
• make constructive statements that agree/disagree with an issue ⚖ 👫	
• compare and review written and visual texts for different purposes and audiences	

GRAMMAR, PUNCTUATION AND VOCAB

Objective B Use language to shape and make meaning according to purpose, audience and context

Outcome: Uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts	Key Concept RESPONSIBILITY AND CARING
Develop and apply contextual knowledge	
*understand that effective organisation of ideas in imaginative, informative and persuasive texts enhances meaning	
*understand that choice of vocabulary impacts on the effectiveness of texts	
Understand and apply knowledge of language forms and features	
*understand that paragraphs are a key organisational feature of written texts (ACELA1479)	
*understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)	
*understand how to elaborate on ideas in texts through the use of prepositional phrases	
*understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)	
*understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)	
*identify and use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information	
*understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482)	
*experiment with punctuation to engage the reader and achieve purpose	
*investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)	
*use apostrophes for contractions	
*identify a variety of connectives in texts to indicate time, to add information and to clarify understanding	
Understand and apply knowledge of vocabulary	
*learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484) 👥	
*experiment with vocabulary choices to engage the listener or reader	
Respond to and compose texts	
*compose a range of effective imaginative, informative and persuasive texts using language appropriate to purpose and audience	
*use grammatical features to create complex sentences when composing texts	
*experiment with figurative language when composing texts to engage an audience, eg similes, metaphors, idioms and personification	
*incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)	

Sharon Joyce Glossodia PS and Chris Fraser Literacy Numeracy Leader WSR

SPELLING

Objective A Communicate through speaking, listening, reading, writing, viewing and representing

Outcome: Uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words	Key Concept RESPONSIBILITY AND CARING
Develop and apply contextual knowledge	
* understand how accurate spelling supports the reader to read fluently and interpret written text	
Understand and apply knowledge of language forms and features	
* understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1485, ACELA1779)	
* recognise homophones and know how to use context to identify correct spelling (ACELA1780)	
*understand how knowledge of word origins supports spelling	
Respond to and compose texts	
*use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts	
*use morphemic, visual, syntactic, semantic and phonological knowledge when attempting to spell unknown words	
*discuss and use strategies for spelling difficult words	
*experiment with spell check applications and develop an awareness of the limitations of their features in digital technology	
*use knowledge of alphabetical order to locate information in texts, eg dictionaries, glossaries	
*identify spelling errors in own writing and unknown texts and provide correct spelling	

Sharon Joyce Glossodia PS and Chris Fraser Literacy Numeracy Leader WSR

THINKING CREATIVELY AND IMAGINATIVELY

Objective C *Think in ways that are imaginative, creative, interpretive and critical*

Outcome: Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts	Key Concept RESPONSIBILITY AND CARING
Engage personally with texts	
• share responses to a range of texts and identify features which increase reader enjoyment	
• respond to texts by identifying and discussing aspects of texts that relate to their own experience	
Develop and apply contextual knowledge	
* discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT 1605) ⚙	
• identify and analyse the different organisational patterns and features to engage their audience	
Understand and apply knowledge of language forms and features	
• identify creative language features in imaginative, informative and persuasive texts that contribute to engagement	
• identify and discuss how vocabulary establishes setting and atmosphere	
Respond to and compose texts	
• create literary texts that explore students' own experiences and imagining (ACELT 1607) 👫 ⚙	
• use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences ⚙ 💻	
• respond to a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts ⚙	
• justify interpretations of a text, including responses to characters, information and ideas, eg 'The main character is selfish because …'	
• make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT 1594, ACELT 1602) ⚙	

EXPRESSING THEMSELVES

Stage Two EN2-11D

Objective D Express themselves and their relationships with others and their world

Outcome: Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own	Key Concept RESPONSIBILITY AND CARING
Engage personally with texts	
* recognise how texts draw on a reader's or viewer's experience and knowledge to make meaning and enhance enjoyment	
* recognise how aspects of personal perspective influence responses to texts	
Develop and apply contextual knowledge	
* draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) 👫 ⚙	
* discuss how people from different times and cultures may respond differently to characters, actions and events in texts ✚ 🌐 ⓐ	
* recognise the ways that stories depict Australians who are significant at a local and community level 👋 ⓐ 🌐 ✚	
Understand and apply knowledge of language forms and features	
*understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489) 👫 ⚙	
* identify and compare the differences between texts from a range of cultures, languages and times	
* make connections between students' own experiences and those of characters and events represented in texts	
Respond to and compose texts	
*consider and discuss ideas drawn from their world and the worlds of their texts	
*compose a variety of texts, eg simple poetry, that include aspects of home and local community life 🌱 👋	
*experiment with visual, multimodal and digital technologies to represent aspects of experience and relationships 💻	
*respond to and appreciate how Dreaming stories form part of an oral tradition for Aboriginal and Torres Strait Islander peoples 👋	
*discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference ⓐ 🌐	
*respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world 💻	
*identify the point of view in a text and suggest alternative points of view (ACELY1675) 👫 ⚙	
*discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) 👫	
* describe and discuss ethical issues encountered in texts ⚖ ⚙	
*justify personal opinions by citing evidence, negotiating with others and recognising opinions presented	
*draw on the literature and ideas from other countries and times to compose imaginative and informative texts ✚ 🌐 ⓐ	

Sharon Joyce Glossodia PS and Chris Fraser Literacy Numeracy Leader WSR

REFLECTING ON LEARNING

Stage Two EN2-12E

Objective E Learn and reflect on their learning through their study of English

Outcome: Recognises and uses an increasing range of strategies to reflect on their own and others' learning	Key Concept RESPONSIBILITY AND CARING
Develop and apply contextual knowledge	
*recognise how own texts can be influenced by a rich text environment	
*identify different ways of learning in English and consider own preferences	
*develop criteria for the successful completion of tasks	
Understand and apply knowledge of language forms and features	
*discuss different ways we learn to read and write	
*appreciate how the reader or viewer can enjoy a range of literary experiences through texts	
Respond to and compose texts	
*develop criteria for establishing personal preferences for literature (ACELT 1598) ⚙	
*jointly develop and use criteria for assessing their own and others' presentations ⚙ 👥 ✦	
*discuss the roles and responsibilities when working as a member of a group and understand the benefits of working collaboratively with peers to achieve a goal. 👥 ✦	
*describe how some skills in speaking, listening, reading/viewing, writing/representing help the development of language learners	
*reflect on own reading and identify the qualities of texts that have contributed to enjoyment of the text	