Hitler's daughter
by Jackie French

The moral dilemma

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2013

KEY CONCEPT ENGLISH

Exploring ethical and social dilemmas in texts

http://www.jackiefrench.com/hitlersd.html (Questions answered by the author)

http://ethemes.missouri.edu/themes/1425 (Book talks & student blog book review on *Hitler's daughter*)

http://www.skwirk.com.au/p-u_s-55_u-269 (Summary and student quiz)

http://www.jackiefrench.com/hitler.html

http://www.curriculumpress.edu.au/main/goproduct/12102 (*Let's read history with Jackie French* – teaching suggestions and activities)

http://www.scholastic.com/teachers/book/hitlers-daughter (Teacher questioning suggestions)

HISTORY
Student research:
World War 2

http://www.thenile.com.au/books/Richard-Panchyk/World-War-II-for-Kids-A-History-with-21-Activities/9781556524554/

(*World War ll for Kids: A History with 21 Activities* by Richard Panchyk)

ICT

http://www.bbc.co.uk/schools/primaryhistory/world_war2/

http://www.bbc.co.uk/schools/primaryhistory/world_war2/the_war_effort/

http://www.bbc.co.uk/schools/primaryhistory/world_war2/growing_up_in_wartime/

http://www.primaryhomeworkhelp.co.uk/war/

http://www.primaryresources.co.uk/history/history1.htm

PERSONAL DEVELOPMENT
Relationships
Moral dilemmas

Explore the theme of the novel in more detail during PDHPE.

Chris Fraser Literacy Numeracy Leader WSR 2013

ENGLISH UNIT OF WORK

Stage : 3	Term:	Weeks:

Key Concept:	Exploring ethical and social dilemmas in texts - story telling through texts Justifying opinions and evaluating ideas with evidence from the text: Justice
Texts:	*FOCUS TEXT: Hitler's daughter* by Jackie French *SUPPORTING TEXTS:* *Nelson Mandela: Long walk to freedom* by Chris Van Wyk *My brother, Martin* by Christine King Farris *Through my eyes* by Ruby Bridges *Once* by Morris Gleitzman *Then* by Morris Gleitzman
Focus:	Integrating English Stage 3 content descriptors: **S & L** - Speaking & Listening **R & V** - Reading & Viewing **R & C** - Responding and Composing **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 - To develop students' comprehension and vocabulary.
Critical aspects:	Comprehension, Vocabulary, Reading texts, Writing
Learning across the curriculum:	Literacy, creative and critical thinking, difference and diversity
Appendix	Further information in the appendix is indicated by *

ITERACY CONTINUUM for Modelled Reading (Stage appropriate)	Session Modes/Skills	Explicit Modelled Reading	Guided reading (Where to next?)
Comprehension C11 1. Analyses and evaluates the ways that inference is used in a text to build understanding. 2. Re-examines sections of texts for evidence to support interpretations and opinions. 3. Evaluates a personal interpretation of a text by critically re-examining evidence within the text. 4. Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text. 5. Analyses texts to explain and compare how audience, purpose and context influence texts. 6. Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented. 7. Analyses and responds to language and grammatical techniques used to influence an audience. 8. Analyses and compares how information and ideas are presented in a range of texts on the one topic. **Comprehension C12** 1. Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. 2. Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations. 3. Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented. 4. Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented. 5. Interprets texts by identifying and discussing multiple purposes within the same text. 6. Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic. 7. Analyses texts to compare how language structures and features are used to position readers and viewers. 8. Analyses and evaluates how written information and visual images shape meaning by comparing texts on the same topic. **Vocab C11** 1. Makes effective word choices in response to purpose and audience when creating texts. 2. Demonstrates understanding of new words for new concepts. 3. Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. 4. Refines vocabulary choice in response to purpose and audience when editing and reviewing own and peer's writing **Vocab C12** 1. Uses new words for known concepts, e.g. *blissful* for *happy*. 2. Increasingly uses appropriate content vocabulary when creating spoken and written texts about specific topics. 3. Accurately uses the vocabulary associated with digital technology and electronic texts. 4. Draws on knowledge of word origins to work out meaning of new words.	**Chapters 1,2** **G, P & V** **Spelling** *Vocab* huddled trundled plunked enquiringly gurgled tortured concentration camps irritated terraces scrambled lurched **S & L** Spoken text **R & V** images	**Vocabulary** - DFK * **Before:** • Discuss students' knowledge of WW2. • Discuss the structure of a chapter book. • Complete the DFK chart to pre-teach extracted vocab. | Don't know	Familiar	Know
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		| **During:** Students visualise the setting - describe the area where the children live. Discuss *Don't know* words in context as they arise. **After:** Students find synonyms for vocab. Play *Teach this:* 'Synonyms Class game' With thinking partners, students brainstorm their oral story and take notes or record (to be completed during the unit).	Differentiate groups according to Literacy Continuum Clusters and choose appropriate double pages to photocopy for reading: • Reading conference (see **Monitoring sheet** *) • Treat common sight words and decoding skills from the text or review vocab (word origins) • Students reread pages **(monitoring)** to develop fluency Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser*
	Chapters 3,4 **G, P & V** **Spelling** *After reading* *Vocab* rumbled depressing squelched satisfaction conquered reluctantly uneasily limply absorbed occupying indulgently weaklings **S & L** Spoken text	**Predicting** - PREDICTING BINGO **Before:** Review vocab for chapters 1 & 2 • Thinking partners summarise the previous chapters. • Students play predicting BINGO: Teacher models process for whole class. Students draw a noughts & crosses grid. Students predict words for the chapter based on what they already know. These content words need to be written onto the grid (cannot include words such as *it, the, on* etc) 2 -3 minutes to record. **During:** Students colour their predicted words when they are read. Students also note unfamiliar words on sticky notes to discuss after reading. **After:** Discuss students' unfamiliar words. Add new vocab to the DFK chart. Teacher rereads phrases containing new vocab (words in context). Create synonyms & discuss word origins. Replay *Teach this* synonym game Students continue with their oral stories.	as above **EVALUATION NOTES**
Independent tasks	Develop text sets based on the key concept: Students choose a text and find difficult words to list and find meanings (use dictionary and thesaurus) *Teach this* "Word alternatives' game. Students continue with their oral stories.		

LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Reading	Guided reading
Comprehension C11 1. Analyses and evaluates the ways that inference is used in a text to build understanding. 2. Re-examines sections of texts for evidence to support interpretations and opinions. 3. Evaluates a personal interpretation of a text by critically re-examining evidence within the text. 4. Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text. 5. Analyses texts to explain and compare how audience, purpose and context influence texts. 6. Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented. 7. Analyses and responds to language and grammatical techniques used to influence an audience. 8. Analyses and compares how information and ideas are presented in a range of texts on the one topic. **Comprehension C12** 1. Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. 2. Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations. 3. Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented. 4. Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented. 5. Interprets texts by identifying and discussing multiple purposes within the same text.	**Chapters 5,6** **G, P & V** **Spelling** *Vocab* puzzled brewed whirlpool disagreed trickled sprawling pleaded outskirts grippe **R & V/R & C** Text structure Point of view Author's intent	Predicting – I WONDER **Before:** • Review previous vocab & discuss new vocab, word origins, prefixes for opposites (disagreed) & synonyms. • Thinking partners predict Mark's *I wonders*. Teacher lists *I wonders* • Discuss the difference between FACT & FICTION. Use a True/False chart for the story so far: **Hitler's daughter** | True	False
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		  During: Add information to the true/false chart. **After:** Discuss: • Literary texts can also be informative texts. • Differentiating between fact and fiction, • Author's intent - to use facts to engage the reader & develop knowledge as well as enjoyment. • Using prior knowledge and research to clarify factual information. • Students continue with their oral stories.	Differentiate groups (as above – choose a different double page or anther text from the text set) • Reading conference (see **Monitoring sheet**) • Review common sight words and decoding skills from the previous session and new words from the text • Discuss the illustrations and how they add meaning to the text • Student reread pages **(Monitoring sheet)** to develop fluency Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser*
6. Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic. 7. Analyses texts to compare how language structures and features are used to position readers and viewers. 8. Analyses and evaluates how written information and visual images shape meaning by comparing texts on the same topic. **Vocab C11** 1. Makes effective word choices in response to purpose and audience when creating texts. 2. Demonstrates understanding of new words for new concepts. 3. Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. 4. Refines vocabulary choice in response to purpose and audience when editing and reviewing own and peer's writing **Vocab C12** 1. Uses new words for known concepts, e.g. *blissful* for *happy*. 2. Increasingly uses appropriate content vocabulary when creating spoken and written texts about specific topics. 3. Accurately uses the vocabulary associated with digital technology and electronic texts. 4. Draws on knowledge of word origins to work out meaning of new words.	**Chapters 7,8** **G, P & V** **Spelling** *Vocab* pounded welded trustworthy dialect provisions hurriedly scythes whetted forge delicately vehemence subsided boasted	Predicting - PREDICTION TREE * **Before:** • Review previous vocab & discuss new vocab, word origins & synonyms. • Students predict possible or probable outcomes with their thinking partners. They support their predictions with clues/proof. Predictions are written on the prediction tree. **During:** Teacher pauses regularly to ask students about their predictions and fill in their prediction tree. **After:** • Thinking partners share their predictions and evidence. Was your prediction correct? Why wasn't your prediction included in this text? etc • Discuss the author's message – racism and its repercussions etc.	as above **EVALUATION NOTES**
Independent reading	Develop text sets based on the key concept: Students choose a text and find sections to label with sticky notes that are either FACT or FICTION. Students continue with their oral stories.		

LITERACY CONTINUUM for Modelled Reading (Stage appropriate)	Session Modes/Skills	Explicit Modelled Reading	Guided reading (Where to next?)
Comprehension C11 1. Analyses and evaluates the ways that inference is used in a text to build understanding. 2. Re-examines sections of texts for evidence to support interpretations and opinions. 3. Evaluates a personal interpretation of a text by critically re-examining evidence within the text. 4. Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text. 5. Analyses texts to explain and compare how audience, purpose and context influence texts. 6. Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented. 7. Analyses and responds to language and grammatical techniques used to influence an audience. 8. Analyses and compares how information and ideas are presented in a range of texts on the one topic. **Comprehension C12** 1. Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. 2. Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations. 3. Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented. 4. Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented. 5. Interprets texts by identifying and discussing multiple purposes within the same text. 6. Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic. 7. Analyses texts to compare how language structures and features are used to position readers and viewers. 8. Analyses and evaluates how written information and visual images shape meaning by comparing texts on the same topic. **Vocab C11** 1. Makes effective word choices in response to purpose and audience when creating texts. 2. Demonstrates understanding of new words for new concepts. 3. Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. 4. Refines vocabulary choice in response to purpose and audience when editing and reviewing own and peer's writing **Vocab C12** 1. Uses new words for known concepts, e.g. *blissful* for *happy*. 2. Increasingly uses appropriate content vocabulary when creating spoken and written texts about specific topics. 3. Accurately uses the vocabulary associated with digital technology and electronic texts. 4. Draws on knowledge of word origins to work out meaning of new words.	**Chapters 9,10** **G, P & V** **Spelling** *Vocab* relieved inherit temperament sharply genocide helplessly gazed ambush nudge **S & L** Spoken text **R & V** Message/intent **R & C** Point of view	**Questioning** – GENERATING QUESTIONS **Before:** Review previous vocab & discuss new vocab, word origins (suffixes – helplessly) & synonyms. • Thinking partners discuss concerns Mark may have about the relationship between Hitler and his daughter (the moral dilemma). *Teacher lists. • Students create questions (concerns) they would like to have answered (making connections to text). **During:** Teacher lists Mark's concerns as they arise. **After:** *List and compare Mark's concerns with those listed before reading. Do they match our predictions? Discuss the differences in Mark and Bonzo's thinking and attitudes to war and discontent.	Differentiate groups according to Literacy Continuum Clusters and choose appropriate double pages to photocopy for reading: • Reading conference (see **Monitoring sheet**) • Treat common sight words and decoding skills from the text or review vocab (word origins) • Students reread pages **(monitoring)** to develop fluency Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser*
	Chapters 11,12 **G, P & V** *Vocab* Resignedly exterminated savagely gloomily wading vanished lingered totalitarian demonstrations petitions draper evident **R & V** Images Summarising	**Visualising** - VISUAL WHEEL **Before:** • Review previous vocab & discuss new vocab, word origins & synonyms. • Review the text with a short oral summary and explain that students will be visualising during reading and sketching the main ideas in the next two chapters. **During:** Teacher pauses regularly during chapter 11 for students to sketch the main ideas in the visual wheel and add key words. Repeat for chapter 12. **After:** Thinking partners retell each chapter in sequence using their sketches and key words. (The visual wheel can be used to write a short summary of the chapter.)	as above **EVALUATION NOTES**
Independent tasks	Develop text sets based on the key concept: Partners take turns to – one student reads while their partner sketches the main ideas in sequence. Students continue with their **oral stories and create illustrations** in sequence for their ideas to date.		

LITERACY CONTINUUM for Modelled Reading (Stage appropriate)	Session Modes/Skills	Explicit Modelled Reading	Guided reading (Where to next?)
Comprehension C11 1. Analyses and evaluates the ways that inference is used in a text to build understanding. 2. Re-examines sections of texts for evidence to support interpretations and opinions. 3. Evaluates a personal interpretation of a text by critically re-examining evidence within the text. 4. Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text. 5. Analyses texts to explain and compare how audience, purpose and context influence texts. 6. Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented. 7. Analyses and responds to language and grammatical techniques used to influence an audience. 8. Analyses and compares how information and ideas are presented in a range of texts on the one topic. **Comprehension C12** 1. Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. 2. Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations. 3. Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented. 4. Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented. 5. Interprets texts by identifying and discussing multiple purposes within the same text. 6. Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic. 7. Analyses texts to compare how language structures and features are used to position readers and viewers. 8. Analyses and evaluates how written information and visual images shape meaning by comparing texts on the same topic. **Vocab C11** 1. Makes effective word choices in response to purpose and audience when creating texts. 2. Demonstrates understanding of new words for new concepts. 3. Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. 4. Refines vocabulary choice in response to purpose and audience when editing and reviewing own and peer's writing **Vocab C12** 1. Uses new words for known concepts, e.g. *blissful* for *happy*. 2. Increasingly uses appropriate content vocabulary when creating spoken and written texts about specific topics. 3. Accurately uses the vocabulary associated with digital technology and electronic texts. 4. Draws on knowledge of word origins to work out meaning of new words.	**Chapters 13,14** **G, P & V** **Spelling** *Vocab* muck engrossed drizzled ushered **S & L** Spoken text **R & V** images Language features **R & C** Structure **Chapters 15,16** **G, P & V** **Phrases** with his sleeve down the twisting stairs in the moonlight **R & V** Images Language features Summarising	**Visualising** - VISUAL VOCAB GLOSSARY **Before:** Place vocab/meaning in the table- monitoring eg: | Vocab	Meaning	in text
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muck	sludge	shovelled out the muck
engrossed	absorbed	engrossed in the story
drizzled	trickled	drizzled from the bus shelter…
ploughing	digging	ploughing over at the farm
ushered	guided	ushered Heidi through the door | **During:** Place phrase/clause/sentence in the table. **After:** Discuss the difference between phrases, clauses and simple sentences. Discuss how phrases and clauses add meaning to the sentence. Create a chart of examples from the text (an anchor chart). **Questioning and Visualising** **Before:** • Review previous chapter using **MAGIC JIGSAW* questioning strategy to recap on information of the previous chapter. With thinking partners, students formulate questions for peers to answer. • Visualising - Preview phrases: Thinking partners put phrases into oral sentences. **During:** Students list key descriptive words. **After:** • Students discuss their chosen descriptive words with their thinking partners. • Teacher list words as *Verbs, Adjectives or Adverbs.* • Teacher changes phrases to change the meaning of the sentences: eg *with a tissue, down the steep stairs, in the daylight*	Differentiate groups according to Literacy Continuum Clusters and choose appropriate double pages to photocopy for reading: • Reading conference (see **Monitoring sheet**) • Treat common sight words and decoding skills from the text or review vocab (word origins) • Students reread pages **(monitoring)** to develop fluency Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser* as above **EVALUATION NOTES**

| **Independent tasks**	Develop text sets based on the key concept: Students choose phrases, clauses and sentences to place into a table. *Teach this* tasks eg 'Sentence types matching game' – simple, compound, complex sentences. Students continue with their **oral stories and review their stories** – Are the chapters in sequence? Is there an introduction, orientation, complication and resolution.

LITERACY CONTINUUM for Modelled Reading (Stage appropriate)	Session Modes/Skills	Explicit Modelled Reading	Guided reading (Where to next?)
Comprehension C11 1. Analyses and evaluates the ways that inference is used in a text to build understanding. 2. Re-examines sections of texts for evidence to support interpretations and opinions. 3. Evaluates a personal interpretation of a text by critically re-examining evidence within the text. 4. Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text. 5. Analyses texts to explain and compare how audience, purpose and context influence texts. 6. Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented. 7. Analyses and responds to language and grammatical techniques used to influence an audience. 8. Analyses and compares how information and ideas are presented in a range of texts on the one topic. **Comprehension C12** 1. Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. 2. Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations. 3. Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented. 4. Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented. 5. Interprets texts by identifying and discussing multiple purposes within the same text. 6. Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic. 7. Analyses texts to compare how language structures and features are used to position readers and viewers. 8. Analyses and evaluates how written information and visual images shape meaning by comparing texts on the same topic. **Vocab C11** 1. Makes effective word choices in response to purpose and audience when creating texts. 2. Demonstrates understanding of new words for new concepts. 3. Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. 4. Refines vocabulary choice in response to purpose and audience when editing and reviewing own and peer's writing **Vocab C12** 1. Uses new words for known concepts, e.g. *blissful* for *happy*. 2. Increasingly uses appropriate content vocabulary when creating spoken and written texts about specific topics. 3. Accurately uses the vocabulary associated with digital technology and electronic texts. 4. Draws on knowledge of word origins to work out meaning of new words.	**Chapters 17,18** **G, P & V** **Spelling** *Vocab* congealed **S & L** Spoken text **R & V** Images Language features **R & C** Structure Point of view **WRAP UP** **R & V** Summarising **R & C** Point of view **Reflecting on learning**	Monitoring – DE BONO **Before:** Extract descriptive sentences from the text. Read these sentences. Students discuss the senses and emotions that the text elicits: eg *the bunker seemed damp, hear the explosions, had to empty chamber pots, food was scarce, fat congealed on top, strange yelling, along a tunnel, dust thickening the air, the tank squealed by.* **During:** Students list the senses and feelings that they experience during the reading. **After:** de Bono's RED HAT Students describe the emotions revealed in the text with their thinking partners. How would I feel? How might others feel? Summarising • Review previous chapters - summarising strategy *PASS AROUND RETELLS:* Students sit in group of 3 or 4 and one starts an oral retell from the beginning, which is continued by the next group member and so on. • Students summarise their response to the book by using *MEMORABLE MOMENTS* teaching idea and complete the sentence 'As I finished the chapter, I realised the most memorable moment was... ' and 'Another moment that was worthy of attention was ... ' • Students discuss the end of the story with their thinking partners: Was Heidi's story fact or fiction? Why? Would you have changed the ending? How?	Differentiate groups according to Literacy Continuum Clusters and choose appropriate double pages to photocopy for reading: • Reading conference (see **Monitoring sheet**) • Treat common sight words and decoding skills from the text or review vocab (word origins) • Students reread pages **(monitoring)** to develop fluency Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser* Bookmark technique: *STUDENT EVALUATION* | The part I found most interesting was...	
What I found confusing was...	
The task that helped me understand was...	
I learnt that...		 **EVALUATION NOTES**

Independent tasks	Develop text sets based on the key concept: Students choose a text and list descriptive words and phrases (words can be listed as adjectives or adverbs). Students continue with their **oral stories and review their stories** – Are the chapters in sequence? Is there an introduction, orientation, complication and resolution.

LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Writing	Guided Writing
Writing 11 1. Writes coherent, structured texts for a range of purposes and contexts. 2. Deliberately structures language in a way that creates more cohesive, imaginative, informative and persuasive texts. 3. Shows awareness of accurately acknowledging sources in relevant texts. 4. Refines writing in response to feedback. 5. Selects appropriate language for purpose, e.g. descriptive, persuasive, topic, technical, evaluative, emotive, and colloquial. 6. Uses topic sentences and appropriately organises main and subordinate ideas. 7. Experiments with using complex punctuation to engage the reader and achieve purpose. 8. Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words. 9. Writes fluently with appropriate size, slope and spacing. 10. Uses word processing programs confidently and accurately, integrating various functions. 11. Plans and designs more complex multi modal texts	**1** **W & R/R & C** Creating images Sentence structure Language features **G, P & V** Vocab choices Adjectives	• Students collaborate to create oral sentences relating to *Hitler's daughter* for the teacher to scribe. • Teacher increases the complexity of the sentences: adding adjectives to the nouns or adverbs to verbs in the sentence, using commas for lists of adjectives and adding connectives. • Students visualise. Does it make a more vivid image?	*Scribing oral stories* with teacher assistance. Students scribe their oral stories using their recordings and illustrations - adding descriptive words to improve sentences, combining sentences.
	2 **W & R/R & C** Creating images Sentence structure Language features **G, P & V** Phrases Sentence types	• Students collaborate to create oral sentences relating to *Hitler's daughter* for the teacher to scribe. • Prepositional phrases are added to the sentences. • Compare simple, compound and complex sentences and the author's choice when creating a story.	*Scribing oral stories* with teacher assistance. Students continue to scribe their oral stories, using their recordings and illustrations - adding prepositional phrases to improve sentences, choosing the correct sentence type depending on the intended effect.
Writing 12 1. Writes sustained texts for a wide range of purposes. 2. Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience. 3. Creates well planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation. 4. Critically reflects on effectiveness of own/others' writing and seeks and responds to feedback from others. 5. Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience. 6. Makes sentence level choices (e.g. short sentences to build tension; complex sentences to add detail) using a variety of sentence beginnings and dependent clauses. 7. Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks and commas to indicate clauses. 8. Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables. 9. Uses visuals to extend or clarify meaning, selects from a range of media and experiments creatively with the production of multimodal texts for audience impact. **Vocab C11** (continued) **Vocab C12** (continued)	**3** **W & R/R & C** Creating images Sentence structure Language features **G, P & V** Quotation marks Clines	Teacher scribes text using quotation marks from Hitler's daughter • Discuss the appropriate use of punctuation. • Develop clines for chosen vocab eg *said – whimpered, whispered, exclaimed, yelled,* etc. Students collaborate to create oral sentences with direct speech relating to Hitler's daughter for the teacher to scribe. • Discuss the appropriate use of punctuation.	*Scribing oral stories* with teacher assistance. Students continue to scribe their oral stories using their recordings and illustrations, reviewing direct speech punctuation and substituting words using clines.
	4 **W & R/R & C** Creating images Text structure Sentence structure Language features **G, P & V** Vocab choices	Teacher outlines the structure of a literary text: **Orientation:** answering Who What Where When - using compound and complex sentences **Complication:** including simple sentences (and exclamation marks) for effect. What happened? What happened next? What was the problem? **Resolution** How will the story end? What emotions will be elicited?	*Scribing oral stories* with teacher assistance. Students continue to scribe their oral stories using their recordings and illustrations, reviewing their story structure and sentence types.

LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Writing	Guided Writing
Writing 11 1. Writes coherent, structured texts for a range of purposes and contexts. 2. Deliberately structures language in a way that creates more cohesive, imaginative, informative and persuasive texts.. 3. Shows awareness of accurately acknowledging sources in relevant texts. 4. Refines writing in response to feedback. 5. Selects appropriate language for purpose, e.g. descriptive, persuasive, topic, technical, evaluative, emotive, and colloquial. 6. Uses topic sentences and appropriately organises main and subordinate ideas. 7. Experiments with using complex punctuation to engage the reader and achieve purpose. 8. Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words. 9. Writes fluently with appropriate size, slope and spacing. 10. Uses word processing programs confidently and accurately, integrating various functions. 11. Plans and designs more complex multi modal texts	**5** **W & R** reread and edit **Reflecting on learning**	Teacher develops a *Student Criteria for Writing* list and models its use with a piece of student's writing: eg <table><tr><td>At least 5 paragraphs</td><td></td></tr><tr><td>Accurate spelling of common words</td><td></td></tr><tr><td>Descriptive language (including phrases)</td><td></td></tr><tr><td>Well sequenced – follows literary text structure</td><td></td></tr><tr><td>Accurate punctuation for direct speech</td><td></td></tr></table>	**READ & REVIEW** Students: review and refine their stories according to the writing criteria. The student criteria vary depending on student plotting on the writing aspect of the literacy continuum.
Writing 12 1. Writes sustained texts for a wide range of purposes. 2. Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience. 3. Creates well planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation. 4. Critically reflects on effectiveness of own/others' writing and seeks and responds to feedback from others. 5. Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience. 6. Makes sentence level choices (e.g. short sentences to build tension; complex sentences to add detail) using a variety of sentence beginnings and dependent clauses. 7. Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks and commas to indicate clauses. 8. Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables. 9. Uses visuals to extend or clarify meaning, selects from a range of media and experiments creatively with the production of multimodal texts for audience impact. **Vocab C11** (continued) **Vocab C12** (continued)	**6** **W & R** reread and edit **Reflecting on learning**	Students read their stories to the class and receive constructive feedback. eg *I like the way you...* *I'd like to know what happens in the next chapter.* *You described... and it made me feel...*	**PARTNER EDITING:** Stories are read by a partner for editing and reflection using the writing criteria. Author revises writing accordingly to partner's suggestions.
	7 **S & L** **Oral stories**	Teacher models various publishing techniques, eg *blogging, recording as an oral story.* Students choose a technique for publishing.	Students publish work to share.

Continuing the unit:

Other texts:
Nelson Mandela: Long walk to freedom by Chris Van Wyk
My brother, Martin by Christine King Farris
Through my eyes by Ruby Bridges (informative text)
Once Morris Gleitzman or *Then* by Morris Gleitzman

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 further develop the writing completed in this unit or create another oral story for writing.

VOCAB/GRAMMAR FOR TEXT SET:

	Nelson Mandela	My brother, Martin	Through my eyes	Once or Then
Key ideas				
Vocab & Spelling				
Grammar & Punctuation				

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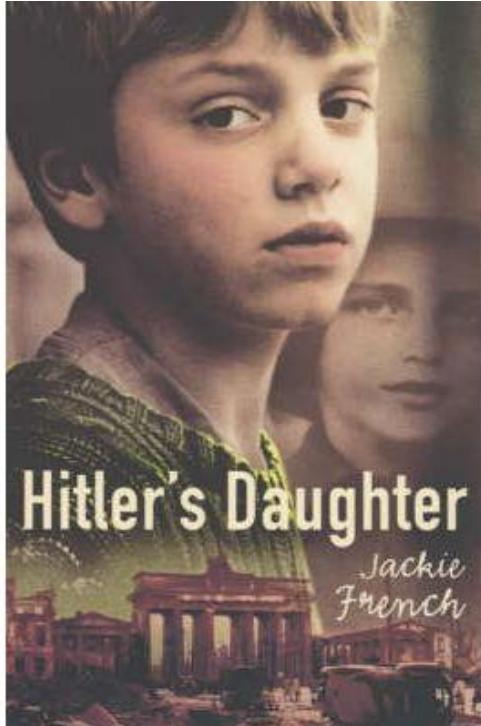
APPENDIX

- **Monitoring** (*The CAFE Book: Engaging All Students in Daily Literacy Assessment and Instruction* by Gail Boushey and Joan Moser)
- **Don't know, Familiar, Know** (Vocabulary development)
- **Prediction Tree: Chapters 7 & 8**
- **The moral dilemma : Chapters 9 & 10** (Thinking partners discuss concerns Mark may have about the relationship between Hitler and his daughter)
- **Magic Jigsaw: Chapters 15 & 16** (*Revisit, Reflect, Retell* by Linda Hoyt)
- **Checklist rubric for the NSW English Syllabus**

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

Chris Fraser Literacy Numeracy Leader WSR 2013

(proof)

(proof)

(prediction)

(proof)

(proof)

(prediction)

(prediction)

(proof)

(proof)

Topic
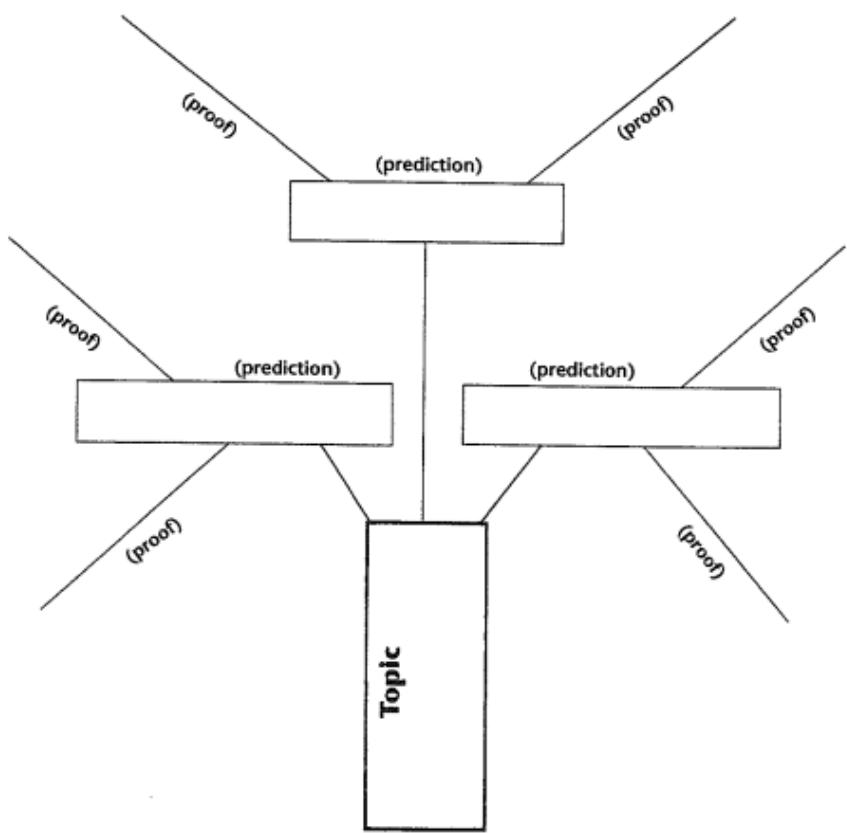
VOCABULARY DFK		
Don't know	Familiar	Know

THE MORAL DILEMMA: CHAPTERS 9 & 10 SESSION

Possible discussion Issues	BEFORE READING (eg: In regard to the discussion issues listed, how may Heidi feel about Hitler as a father/ his attitudes etc? How may Hitler feel about Heidi?)		DURING READING (teacher lists)	AFTER READING (teacher lists)
	What may be Mark's concerns?	What are our concerns/questions?	What were Mark's concerns?	Compare our predictions/concerns with Mark's concerns.
Love				
Loyalty Obligation				
Racism				
Disability				

A very special educator by the name of Caroline Papulski took an origami class and then quickly realized that the fascinating folded shape presented in class was a perfect vehicle for collecting student-generated questions.

Students have a wonderful time designing questions and answers that they can share with one another.

The following template profiles the steps in constructing a Magic Jigsaw that can be used:

✳ as a post-reading summary, to showcase questions.

✳ before reading, to profile questions that guide research.

✳ during reading, to collect questions that remain unanswered and need further research.

Magic Jigsaw: A Questioning Strategy

Comprehension Strand	Level of Thinking	Action Vocabulary
Question	Generating	Explain, add details
	Applying	Show construct, transfer understanding to a new context

The steps are as shown on the following page.
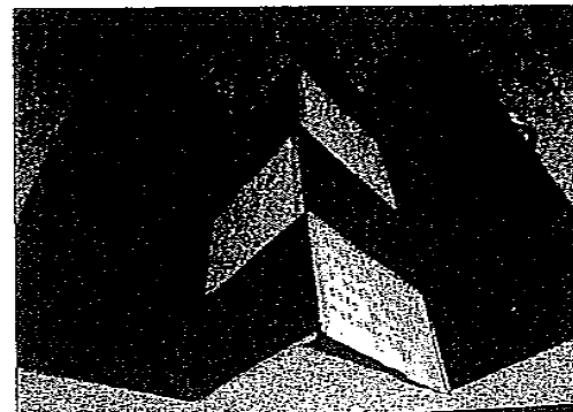
It is essential to fold the jigsaw into a W before attempting to expose the the answers hiding in the interior spaces.

A Magic Jigsaw is designed to showcase student-generated questions.
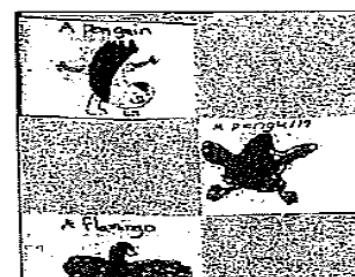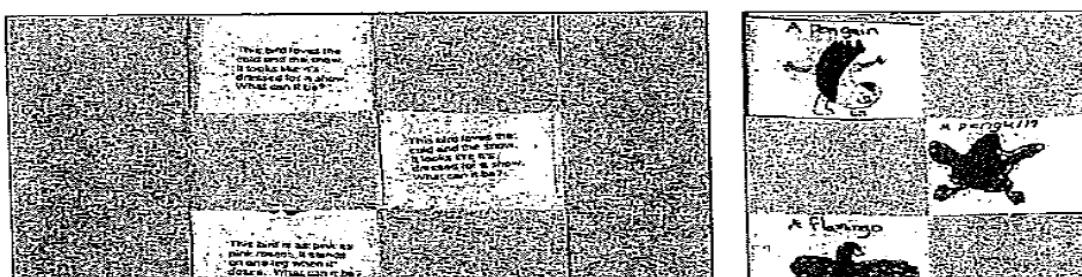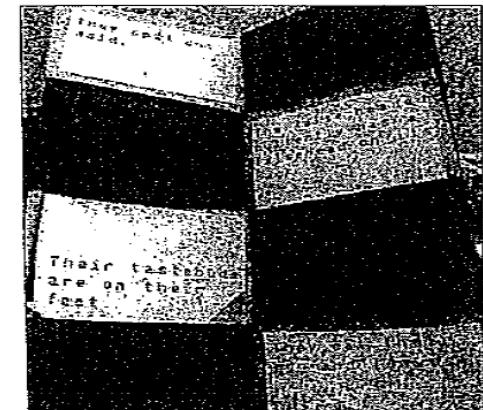
SPEAKING AND LISTENING
*Communicate through speaking, listening, reading, writing, viewing and representing**

Stage Three   EN3-1A

communicates effectively for variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features

Develop and apply contextual knowledge
* compare and justify the ways in which spoken language differs from written language according to purpose, audience and context

* understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA 1501) 🌐 👬 ⚙

* understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA 1516) ⚙

* understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA 1515) 🌐 👬 ✋
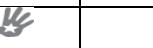
Understand and apply knowledge of language forms and features
* use and describe language forms and features of spoken texts appropriate to a range of purposes, audiences and contexts

* use appropriate metalanguage to identify and describe relationships between and among texts
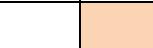
* develop criteria to evaluate the effectiveness of spoken texts

* use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT 1795) ⚙
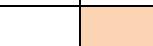
Respond to and compose texts
* plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY 1700, ACELY 1710) 👬 💻 ⚙

* use interaction skills eg paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY 1796) 👬 ⚙

* use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY 1816) 👬 ⚙

* participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY 1709) 👬 ⚙
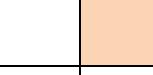
* identify and summarise key ideas and information from guest speakers eg note-taking or using digital technologies 💻 👬
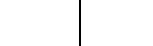
* discuss and experiment with ways to strengthen and refine spoken texts in order to entertain, inform, persuade or inspire the audience
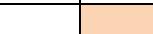
Literacy Continuum

Year Five
Cluster 11

☐ Reading Texts
☐ Comprehension
☐ Vocabulary Knowledge
☐ Aspects of Writing
☐ Aspects of Speaking

Year Six
Cluster 12

☐ Reading Texts
☐ Comprehension
☐ Vocabulary Knowledge
☐ Aspects of Writing
☐ Aspects of Speaking

READING AND VIEWING

Objective A. communicate through speaking, listening, reading, writing, viewing and representing*

Stage Three   EN3-3A

uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies

			Literacy Continuum
Develop and apply contextual knowledge			
*understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)			**Year Five** **Cluster 11**
*appreciate how demanding texts, eg extended novels and informative texts, contain increasing levels of complexity and abstraction to enhance enjoyment			□ Reading Texts
*explain and justify the responsible use of digital technologies			□ Comprehension
Understand and apply knowledge of language forms and features			□ Vocabulary Knowledge
*compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)			□ Aspects of Writing
*analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)			□ Aspects of Speaking
*recognise and compare how composers use a range of language features, including connectives, topic sentences and active and passive voice, to achieve their purposes			
*understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)			
*identify the impact of first-person and third-person narration on the reader/viewer			
*recognise how grammatical features help to build meaning in texts, including reference links and adverbial and adjectival phrases			
*recognise evaluative language, including emotive language and modality			
*understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)			
*identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)			**Year Six** **Cluster 12**
*recognise the effect of multimedia elements, eg film techniques, animation, voice-overs, sound effects, framing, close-ups			□ Reading Texts
*explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)			□ Comprehension
Respond to, read and view texts			□ Vocabulary Knowledge
*select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)			□ Aspects of Writing
*navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)			□ Aspects of Speaking
*interpret picture books, comic strips and sequences of digital images which do not contain written text			
*use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713)			
*recognise how aspects of personal perspective influence responses to text			
*summarise a text and evaluate the intended message or theme			
*analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts			
*discuss aspects of literature that influence personal choice in reading			

RESPONDING AND COMPOSING   *B-use language to shape and make meaning according to purpose, audience and context*

Stage Three   EN3-5B

Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts

Literacy Continuum

Develop and apply contextual knowledge

* identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts	
* discuss how the intended audience, structure and context of an extended range of texts influence responses to texts	

Understand and apply knowledge of language forms and features

* identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purposes of the text (ACELY 1701) ⚙	
* identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer	
* investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA 1797) 💻🖩	
* analyse strategies authors use to influence readers (ACELY 1801) ⚙	
* understand the use of objective and subjective language and bias (ACELA 1517) ⚙	
* discuss the conventions of a range of complex texts, eg act and stage directions in plays, literary devices in poems and stories, layout conventions in print and digital texts 📖	

Respond to and compose texts

* compose more complex texts using a variety of forms appropriate to purpose and audience	
* recognise the techniques used by writers to position a reader and influence their point of view	
* identify and use a variety of strategies to present information and opinions across a range of texts ⚙	
* consider and develop sustained arguments and discussions supported by evidence 👥	

Year Five
Cluster 11

☐ Reading Texts
☐ Comprehension
☐ Vocabulary Knowledge
☐ Aspects of Writing
☐ Aspects of Speaking

Year Six
Cluster 12

☐ Reading Texts
☐ Comprehension
☐ Vocabulary Knowledge
☐ Aspects of Writing
☐ Aspects of Speaking

WRITING AND REPRESENTING
A. Communicate through speaking, listening, reading, writing, viewing and representing

Stage Three   EN3-2A

composes, edits and presents well-structured and coherent texts

		Literacy Continuum
Engages personally with the text		
*understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas		**Year Five Cluster 11**
*experiment and use aspects of composing that enhance learning and enjoyment		
* recognise and discuss issues related to the responsible use of digital communication		☐ Reading Texts
Develop and apply contextual knowledge		☐ Comprehension
*identify and explore underlying themes and central storylines in imaginative texts		☐ Vocabulary Knowledge
*explore and analyse the effectiveness of informative and persuasive devices in texts		☐ Aspects of Writing
*understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language		☐ Aspects of Speaking
Understand and apply knowledge of language forms and features		
*plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)		
*understand, interpret and experiment with the use of imagery in imaginative texts, poetry and songs, eg similes, metaphors, personification and sound devices such as alliteration		
*understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)		
*investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)		
Respond to and compose texts		
*compose imaginative and informative texts that show evidence of developed ideas		
*compose texts that include sustained and effective use of persuasive devices, eg texts dealing with environmental issues		**Year Six Cluster 12**
*present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)		
*create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)		☐ Reading Texts
*experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)		☐ Comprehension ☐ Vocabulary Knowledge ☐ Aspects of Writing
*compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics		☐ Aspects of Speaking
*use increasingly complex research data from print and digital sources to compose short and sustained texts		
*assess the reliability of resources, including digital resources, when researching topics		
*reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1705, ACELY1715)		
*develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1706, ACELY1716)		
*use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1707, ACELY1717)		

GRAMMAR, PUNCTUATION AND VOCABULARY

B. use language to shape and make meaning according to purpose, audience &context

Stage Three   EN3-6B

uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies

		Literacy Continuum

Develop and apply contextual knowledge

*understand that language is structured to create meaning according to audience, purpose and context

*understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts

Understand and apply knowledge of language forms and features

*identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615) ⚙⚙

*understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507) ⚙⚙

*experiment using a range of language features, eg connectives, topic sentences, active and passive voice and nominalisation

*understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)

*understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523) ⚙⚙

*show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698) ⚙⚙

*identify a variety of connectives in texts to indicate time, add information, clarify understanding, show cause and effect and indicate condition/concession

*use complex punctuation to engage the reader and achieve purpose

*understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)

*understand the uses of commas to separate clauses (ACELA1521)

Understand and apply knowledge of vocabulary

*understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)

*investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)

Respond to, and compose texts

*select some more challenging language features, literary devices (eg irony, humour) and grammatical features (eg modality) to engage and influence an audience

*experiment with different types of sentences, eg short sentences to build tension and complex sentences to add detail

*use topic sentences and appropriately organise main (independent) and subordinate (dependent) ideas to enhance coherence in written texts

*select appropriate language for a purpose, eg descriptive, persuasive, technical, evaluative, emotive and colloquial, when composing texts

*use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts

Literacy Continuum

Year Five

Cluster 11
☐ Reading Texts
☐ Comprehension
☐ Vocabulary Knowledge
☐ Aspects of Writing
☐ Aspects of Speaking

Year Six

Cluster 12
☐ Reading Texts
☐ Comprehension
☐ Vocabulary Knowledge
☐ Aspects of Writing
☐ Aspects of Speaking

SPELLING *Objective A. communicate through speaking, listening, reading, writing, viewing and representing**

Stage Three   EN3-4A

draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts

Develop and apply contextual knowledge	
* understand how accurate spelling supports the reader to read fluently and interpret written text with clarity	
Understand and apply knowledge of language forms and features	
* understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1513, ACELA1514, ACELA1526)	
*understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)	
Respond to and compose texts	
* recognise most misspelt words in their own writing and use a variety of resources for correction	
* integrate a range of spelling strategies and conventions to accurately spell most words, including words of many syllables, when composing imaginative and other texts	
* use morphemic, visual, syntactic, semantic and phonological strategies, eg recognition of letter patterns of words, when composing texts	
* demonstrate an awareness of the limitations of spell check features in digital communication	

Literacy Continuum

Year Five
Cluster 11

☐ Reading Texts
☐ Comprehension
☐ Vocabulary Knowledge
☐ Aspects of Writing
☐ Aspects of Speaking

Year Six
Cluster 12

☐ Reading Texts
☐ Comprehension
☐ Vocabulary Knowledge
☐ Aspects of Writing
☐ Aspects of Speaking

THINKING IMAGINATIVELY, CREATIVELY, INTERPRETIVELY AND CRITICALLY

Objective C – think in ways that are imaginative, creative, interpretive and critical

Stage Three   EN3-7C

thinks imaginatively, creatively, interpretively and critically about information and identifies connections between texts when responding to and composing texts

Engages personally with the text

• recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning	
• interpret events, situations and characters in texts	
• explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience	
• think critically about aspects of texts such as ideas and events	
• think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text	

Develop and apply contextual knowledge

• identify, describe and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT 1616) ⚙	
• compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest	
• explore and discuss simple appropriation of texts	

Understand and apply knowledge of language forms and features

• understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA 1518) ⚙	
• identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT 1617)	

Respond to and compose texts

• create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT 1612, ACELT 1618) ⚙	
• adapt aspects of print or media texts to create new texts by thinking creatively and imaginatively about character, setting, narrative voice, dialogue and events ⚙	
• analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT 1614) ⚙	
• experiment with others' imaginative texts by changing aspects such as time, place, characters, rhythm, mood, sound effects and dialogue ⚙	
• interpret a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express an analytical conclusion about those texts ⚙	

Year Five
Cluster 11

☐ Reading Texts
☐ Comprehension
☐ Vocabulary Knowledge
☐ Aspects of Writing
☐ Aspects of Speaking

Year Six
Cluster 12

☐ Reading Texts
☐ Comprehension
☐ Vocabulary Knowledge
☐ Aspects of Writing
☐ Aspects of Speaking

EXPRESSING THEMSELVES
Objective D. express themselves and their relationships with others and their world

identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts		Literacy Continuum
Engages personally with the text		
*recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610) 🌐👬⚙		**Year Five** **Cluster 11**
*consider how texts about local events and issues in the media are presented to engage the reader or viewer 🌱		☐ Reading Texts ☐ Comprehension
Develop and apply contextual knowledge		☐ Vocabulary Knowledge
*make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)		☐ Aspects of Writing ☐ Aspects of Speaking
*understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502) 👬⚙		
*identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608) 🌐⚙👬		
Understand and apply knowledge of language forms and features		
* recognise how the use of language and visual features can depict cultural assumptions in texts 🧩🌐ⓐ		
*identify language features used to position the reader/viewer in a wide variety of communication activities for a range of purposes, including debates, formal talks, interviews, explanations, anecdotes and recitations		
Respond to and compose texts		
*identify and describe the representation of people, places and events in film and the media		
*explore, discuss and appreciate connections between Dreaming stories and contemporary Aboriginal and Torres Strait Islander life ✋		**Year Six** **Cluster 12**
*clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY 1699) 👬⚙		☐ Reading Texts ☐ Comprehension ☐ Vocabulary Knowledge
*discuss and explore moral, ethical and social dilemmas encountered in texts ⚙⚖		☐ Aspects of Writing ☐ Aspects of Speaking
*respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world		
*compose a variety of texts, eg poetry, that reflect their understanding of the world around them		
*discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference		

REFLECTING ON LEARNING

Stage Three   EN3-9E

recognises, reflects on and assesses their strength as a learner

		Literacy Continuum

Develop and apply contextual knowledge		**Year Five**
*begin to understand the difference between their way of learning and the way others learn		**Cluster 11**
* reflect on own learning achievements against specific criteria		☐ Reading Texts
		☐ Comprehension
Understand and apply knowledge of language forms and features		☐ Vocabulary Knowledge
* recognise that there is a language for discussing learning experiences		☐ Aspects of Writing
		☐ Aspects of Speaking
* discuss how the reader or viewer can enjoy and discover a wide range of literary experiences through texts		
Respond to and compose texts		
* develop criteria for assessing their own and others' presentations ⚙		
* critically reflect on the effectiveness of their own and others' writing, seeking and responding to feedback		**Year Six**
		Cluster 12
* identify selections of own writing that they believe reflect their growth and competence as writers		☐ Reading Texts
* formulate questions for specific purposes, eg to clarify and reflect ⚙		☐ Comprehension
		☐ Vocabulary Knowledge
* discuss and reflect on the roles and responsibilities when working as a member of a group and evaluate the benefits of working collaboratively with peers to achieve a goal		☐ Aspects of Writing
		☐ Aspects of Speaking
* describe how skills in speaking, listening, reading/viewing and writing/representing contribute to language development		