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| Outcomes | **FOCUS: Developing comprehension and vocabulary knowledge.** |
| **EN2-4A** **Reading and Viewing 1****EN2-8B** **Reading and Viewing 2** **EN2-1A Speaking and Listening 1****EN2-6B Speaking and Listening 2** **EN2-5A Spelling** **EN2-9B Grammar, Punctuation & Vocab** EN2-10C Thinking imaginatively EN2-11D Expressing themselves EN2-12-E Reflecting on learning  | **Content descriptors**: use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604);; use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of homophones, contractions, syllables, word families and common prefixes; use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692); identify syllables in multisyllabic words in order to support decoding of longer words in context to make meaning; Use strategies to confirm predictions about author intent; 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.**Content descriptors**: recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492); identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, animations and images. **Content descriptors**: understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488); 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); 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; respond appropriately to the reading of texts to demonstrate enjoyment and pleasure.**Content descriptors**: identify purposes for listening in a variety of formal and informal situations discuss how writers and composers of texts engage the interest of the reader or viewer; 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) **Content descriptors**: understand how knowledge of word origins supports spelling; use morphemic, visual, syntactic, semantic and phonological knowledge when attempting to spell unknown words; discuss and use strategies for spelling difficult words; use knowledge of alphabetical order to locate information in texts, eg dictionaries, glossaries.**Content descriptors**: Understand that choice of vocabulary impacts text effectiveness; experiment with vocabulary choices to engage the listener or reader. **Content descriptors**: 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 (ACELT1605); identify and discuss how vocabulary establishes setting and atmosphere; justify interpretations of a text, including responses to characters, information and ideas, eg 'The main character is selfish because ␣'; respond to texts by identifying and discussing aspects of texts that relate to their own experience.**Content descriptors**: draws connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596); make connections between students' own experiences and those of characters and events represented in texts; identify the point of view in a text and suggest alternative points of view (ACELY1675); consider and discuss ideas drawn from their world and the worlds of their text. **Content descriptors**: 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. |
| Text & Skill Focus | Activities | Cluster 9  | Resources |
| PredictingMaking ConnectionsText to selfText to textActivating Prior knowledgeQuestioningMaking PredictionsVocabularySpellingGrammarParts of speechVocabularyHere QuestionsFigurative LanguageAuthor’s IntentionSummarisingTex to Self ConnectionPredictingVocabularyFigurative Language | **Prereading** – Scan cover of book ‘Rowan of Rin’ and put up on IWB. Discuss the writing, illustrations and authors.Make predictions about the text – Example – What type of text might this be? (fantasy, quest)What makes you think that? What do we know about the author, Emily Rodda?What other books has she written? Give each child the stencil of the cover. Ask them to write some predictions around the outside of the border. Share some predictions with class.**Chapter 1**Read chapter 1. Ask children to write some ‘I wonder… ‘ **questions** during reading. Model an example. I wonder why the water has dried up?Ask children to share some of their ‘I wonder… questions with a partner. Share some with the whole class.Stop at different points to discuss **vocabulary.** Ask children to attempt to spell the word using their knowledge of spelling rules, letter sound correspondence, suffixes, prefixes. Write the correct word on the board discussing the spelling.Ask some questions to prompt good predictions about word meaning– What might this word mean? How can we make a good guess? What word could we use to replace it in the sentence? Can you see a base word? What does the prefix/suffix mean?Read the word in context and ask children to think about what part of speech it is. Using all the information above ask children to write down what they think the meaning is. Look it up in the dictionary and then children write down the definition and the part of speech. Add the word to the vocabulary wall chart. They will use the corresponding pages in their booklet. Vocabulary words can be used as extension spelling words. Choose one of the new words to become the ‘WOW’ Word of the week. Ask children to try to use this new word in their spoken and written language. Show children the ‘Here’ wall chart and discuss what HERE questions are. Model some examples from the text. Ask children to write down some here questions from chapter 1. In a group of 4 ask children to ask their ‘Here question’ and the rest of the group answers the question.**Figurative Language**Stop at any figurative language in the text. Ask children to identify the type of figurative language the author has used eg. Simile and get children to record it in their reading booklet. They write the type of figurative language on the left and the example on the right. They may also need to write what the figurative language means eg. He is a little devil is a metaphor and it means that his behaviour is naughty.**Strategies to engage the reader**In reading books ask children to identify some ways that authors engage the reader. Write down as many examples in their reading book. Example: suspense, revealing some information, repetition, complication, short sharp sentences, dialogue, action. Stop at various key points in the story. Ask children to identify some of the strategies the author has used to engage the reader.At the end of the chapter ask children to think about the main things that happened. Ask children, If I was away from school for the day could you tell me in one or two sentences what I missed? Children summarise the chapter in one or two sentences to a partner in their reading booklet ‘Chapter Summaries’ Model an example of a chapter summary. Share some verbal summarise with the whole class. Children write a chapter summary in their booklet.**Read the connections – Text to self- poster**Model a Text to self connection – This makes me think of when there was a drought and we had water restrictions. Rowan reminds me of my brother because he is quiet and loves looking after animals.Ask children to turn to the ‘connections to text’ page in their booklet. Ask children to write sentence starters from ‘Text to self’ poster that they can use and refer to.Ask children to share one text to self connection with a partner.Ask children to write one text to self connection.**Read Chapter 2**Do some before reading predictions. Read chapter 2 stopping at important sections.Do ‘I wonder…’ questions about the main characters in the story during reading. Choose some to go onto I wonder... board.Identify any figurative language and write them down as before.New vocabulary – repeat as in Chapter 1 and add new words to vocabulary wall and enter into books.  | ReadingReads for sustained periods (15-20 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days. Uses visual representations, e.g. photographs, tables, charts to enhance meaning when reading factual texts. Selects and uses the most effective word identification strategy to maintain fluency and meaning. ComprehensionDemonstrates an awareness of how to use skimming/scanning and text features such as subheadings to locate specific information. Builds understanding during reading by discussing possible consequences of actions and events. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events. Builds understanding about the meaning of a text by actively seeking information from different parts of a text. Shows an awareness through discussion that texts can present different perspectives. Analyses the ways ideas and information are presented by making comparisons between texts. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text. Analyses a text by discussing visual, aural and written techniques used in the text. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links. Vocabulary knowledge Uses synonyms for a range of common words. Uses simple content specific vocabulary in appropriate ways when creating texts. Uses relevant vocabulary associated with digital technology and electronic texts. Understands how prefixes and suffixes change word meanings. | Scanned cover of book.Book cover activity in folderRowan of Rin BookI wonder wall chartVocabulary wall chartdictionaryreading bookletVocabulary chartWOW chartHere questions posterReading BookReading BookBookletConnections to Self PosterBooklet - summarisingText to self pasterBookletRowan of RinI wonder posterVocabulary  |

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| Text & Skill Focus | Activities | Modes | Resources |

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| Connections to SelfFigurative languageHidden QuestionsVisualisationText to Text ConnectionsSummarisingPredictionsQuestionsConnections | Write any text to self connections during reading.Identify and write down any figurative language.Introduce – **Hidden Questions.** Read the poster and examples. Model an example of a hidden question from Chapter 2. Ask children to write up definition and examples in their book to refer back to. Ask children to create some hidden questions and ask these questions to a partner. Share some with whole class.**Visualisation poster** – Discuss with students. Ask children to close their eyes and imagine what Sheba looks like. Ask children to draw a detailed picture of her. Ask children to use descriptive words around the outside of the picture that includes the different senses. Eg. Smells like… feels like… sounds like… looks like….**Connections – Text to Text**. Read and discuss the Text to Text poster. Ask children to write sentence starters in their book to refer back to. Model an example – This book is a quest and it reminds me of Deltora Quest. Ask children to think of and share some examples of Text to Text connections they have made about the text so far.Discuss and write a one to two sentence summary of chapter 2.Ask children to make verbal and written predictions about Chapter 3.Read chapter 3 stopping to discuss vocabulary, figurative language and other key points. Ask children to write any I wonder… questions. Add any Text to self or Text to Text Connections during reading. Add some good examples to the I wonder...board.**Introduce – Head questions.** Read the poster and examples. Model an example of a head question from Chapter 3. Ask children to create some head questions in their booklet and ask these questions to a partner. Share some with whole class.**Connections – Text to World**. Read and discuss the Text to World poster. Ask children to write sentence starters in their book to refer back to. Model an example – Ask children to think of and share some examples of Text to World connections they have made about the text so far. | SpellingConstructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience. Plans and organises ideas and using headings, graphic organisers, questions and mind maps. Uses a variety of spelling strategies to spell high frequency words correctly. Chooses verbs, adverbials, nouns and adjectivals to express specific ideas and details. Uses joined letters of consistent size.  | BookletHidden questions posterVisualisation PosterText to Text PosterReading BookHead questions posterText to World poster |
| Text & Skill Focus | Activities | Modes | Resources |
| SummarisingPredictingVocabularyFig LanguageMaking ConnectionsQuestionsInferringSummarisingPredictingVocabulary | Discuss and write a one or two sentences summary of Chapter 3.Ask children to make verbal and written predictions about Chapter 4.Read chapter 4 stopping to discuss vocabulary, figurative language and other key points. Ask children to write any I wonder… questions and any Text to self, Text to Text or text to World Connections during reading.**Introduce – Heart questions.** Read the poster and examples. Model an example of a heart question from Chapter 4. Ask children to write up definition and examples in their book to refer back to. Ask children to create some head questions and ask these questions to a partner. Share some with whole class.**Inferring** – Explain what inferring is. When we infer we make connections about our prior knowledge and what is happening in the text. We use clues or hints in the story to make those connections. They are not directly stated in the text. For example – She was shivering and pulled the scarf tightly around her neck. What season might this be in? Probably winter. It doesn’t say it is winter or it is cold but we can infer it from the text. Relate it to Hidden questions. Model an inference from Chapter 4.Discuss and write a one or two sentences summary of Chapter 4.Ask children to make verbal and written predictions about Chapter 5.Read chapter 4 stopping to discuss vocabulary, figurative language and other key points. Put good written examples next to posters as modelled examples for other children to look at.Continue with modelled reading in the same format throughout the book moving increasingly from modelled to independent as the term progresses. |  | Reading BookletPostersHeart questions posterInferring ChartHidden question posterReading bookletposters |
| Assessment | Assessment Activities | Modes | Resources |
| DiscussionsWork samplesReading ContractAssessment | Use a chart to record quality of verbal responsesWork samples from reading booklet demonstrating all of the strategies (Predicting, Making Connections, Questioning, Vocabulary Development, Summarising.Quality of answers on reading contract.Read and record, passage from text |  | Assessment ChartReading BooksRead & Record answers |

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| Evaluation |
| Were the activities too hard/too easy? Did the children find the texts interesting and motivation? Could the children move from modelled to independent? Was there the right combination of whole class to pairs to independent activities? |

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| Classroom Organisation |
| The activities are heavily whole class with lots of modelling. The modelling gradually moves to independent. Some children may move to independent quickly and will be encouraged to do so. There will be lots of peer discussions before writing. Children will sit in their normal mixed ability pairs until some children move to independent. Then children who need extra modelling will sit together as the term progresses. Modelled reading will occur 4 times a week for approximately 20 minutes each session. |