

Samsara Dog

by Helen Manos and Julie Vivas

Stage 3

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ENGLISH UNIT OF WORK

Stage : 3	Term:	Weeks:
Key Concept:	Personal growth and insights that develop throughout the text.	
Text set:	<p><i>Focus text: Samsara Dog</i> by Helen Manos and Julie Vivas <i>The Rainbow Bear</i> Michael Morpurgo <i>The Three Questions</i> Leo Tolstoy <i>Woolvs in the sitee</i> Margaret Wild <i>Zero To Hero</i> Rob Childs <i>Dragon Hunter</i> Nazam Anhar</p>	
Focus:	<p>Integrating English Stage 3 content descriptors: S & L - Speaking & Listening R & V - Reading & Viewing R & C - Reading & Composing W & R - Writing & Representing Spelling G, P & V - Grammar, Punctuation and Vocabulary TI & C - Thinking imaginatively and creatively E T - Expressing themselves R on L - Reflecting on Learning</p>	
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	

LITERACY CONTINUUM for Modelled Reading (Stage appropriate)	Session Modes/Skills	Explicit Modelled Reading	Guided reading (Where to next?)
<p>Comprehension C11</p> <ol style="list-style-type: none"> Analyses and evaluates the ways that inference is used in a text to build understanding. Re-examines sections of texts for evidence to support interpretations and opinions. Evaluates a personal interpretation of a text by critically re-examining evidence within the text. Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text. Analyses texts to explain and compare how audience, purpose and context influence texts. Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented. Analyses and responds to language and grammatical techniques used to influence an audience. Analyses and compares how information and ideas are presented in a range of texts on the one topic. <p>Comprehension C12</p> <ol style="list-style-type: none"> Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations. Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented. Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented. Interprets texts by identifying and discussing multiple purposes within the same text. Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic. Analyses texts to compare how language structures and features are used to position readers and viewers. Analyses and evaluates how written information and visual images shape meaning by comparing texts on the same topic. <p>Vocab C11</p> <ol style="list-style-type: none"> Makes effective word choices in response to purpose and audience when creating texts. Demonstrates understanding of new words for new concepts. Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. Refines vocabulary choice in response to purpose and audience when editing and reviewing own and peer's writing <p>Vocab C12</p> <ol style="list-style-type: none"> Uses new words for known concepts, e.g. blissful for happy. Increasingly uses appropriate content vocabulary when creating spoken and written texts about specific topics. Accurately uses the vocabulary associated with digital technology and electronic texts. Draws on knowledge of word origins to work out meaning of new words. 	<p>1 G, V & P Spelling <i>Vocab</i></p> <p>R & V predicting summarising interpret picture books</p> <p>S & L metalinguage paraphrasing questioning summarising</p>	<p>VOCAB & PREDICTING</p> <p>Before: Pre-teach vocabulary and phonics (words can be used for spelling). Look at picture on front page and predict what the story may be about. Demonstrate how to work out words though chunking (words with prefixes & suffixes: from the text), syntax and semantics within a sentence and find synonyms.</p> <p>During: Model reading using fluency and phrasing:</p> <ul style="list-style-type: none"> Students can record their difficult words on post-it notes Demonstrate monitoring strategy by REREADING to clarify meaning and use <i>think alouds</i> to explain how to read text with quotation marks. Students predict after every two pages using the predicting strategy <i>SO FAR...NEXT</i> with a partner. <p>After: Students summarise the text so far, using Key Word Strategy (<i>Revisit, Reflect, Retell</i> - Linda Hoyt). Thinking partners identify the main theme or message of the text? What evidence do they have?</p>	<p>Differentiate groups according to Literacy Continuum Clusters and choose appropriate double pages to photocopy for reading:</p> <ul style="list-style-type: none"> Reading conference (see Monitoring sheet) Choose common sight words and decoding skills from the text or word lists to treat Discuss the illustrations and how they add meaning to the text Students reread pages (monitoring) to develop fluency <p>Reciprocal teaching: <i>Predictor, Questioner, Monitoring, Summariser</i></p>
	<p>2 G, V & P Spelling <i>Vocab</i></p> <p>R & V summarising interpret personal perspective</p> <p>S & L paraphrasing questioning summarising metalinguage</p>	<p>UNDERSTANDING</p> <p>Before:</p> <ul style="list-style-type: none"> Review last lesson, including vocab and phonics. Students create a mind map of events. Discuss emotions which have been raised in the reader so far, in connection to the characters in the book. Make a list to refer to during the text. Students create questions they have about the text- which are displayed to be referred to during the text. eg: Why did the author..... characters feelings, actions..... <p>During: Model reading using fluency and phrasing: Students record their difficult words on sticky notes. Eg: write words to describe how the character is feeling.</p> <p>After: Students share viewpoints on reincarnation - drawing on personal experience and understanding (religious backgrounds). Students answer questions from the viewpoints of others. Eg: Christian, Buddhist.</p>	<p>Differentiate groups (as above - choose a different double page)</p> <ul style="list-style-type: none"> 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) to develop fluency Reciprocal teaching: <i>Predictor, Questioner, Monitoring, Summariser</i>
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)		

LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Reading	Guided reading
<p>Comprehension C11</p> <p>1. Analyses and evaluates the ways that inference is used in a text to build understanding.</p> <p>2. Re-examines sections of texts for evidence to support interpretations and opinions.</p> <p>3. Evaluates a personal interpretation of a text by critically re-examining evidence within the text.</p> <p>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.</p> <p>5. Analyses texts to explain and compare how audience, purpose and context influence texts.</p> <p>6. Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented.</p> <p>7. Analyses and responds to language and grammatical techniques used to influence an audience.</p> <p>8. Analyses and compares how information and ideas are presented in a range of texts on the one topic.</p> <p>Comprehension C12</p> <p>1. Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence.</p> <p>2. Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations.</p> <p>3. Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented.</p> <p>4. Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented.</p> <p>5. Interprets texts by identifying and discussing multiple purposes within the same text.</p> <p>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.</p> <p>7. Analyses texts to compare how language structures and features are used to position readers and viewers.</p> <p>8. Analyses and evaluates how written information and visual images shape meaning by comparing texts on the same topic.</p> <p>Vocab C11</p> <p>1. Makes effective word choices in response to purpose and audience when creating texts.</p> <p>2. Demonstrates understanding of new words for new concepts.</p> <p>3. Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words.</p> <p>4. Refines vocabulary choice in response to purpose and audience when editing and reviewing own and peer's writing</p> <p>Vocab C12</p> <p>1. Uses new words for known concepts, e.g. <i>blissful</i> for <i>happy</i>.</p> <p>2. Increasingly uses appropriate content vocabulary when creating spoken and written texts about specific topics.</p> <p>3. Accurately uses the vocabulary associated with digital technology and electronic texts.</p> <p>4. Draws on knowledge of word origins to work out meaning of new words.</p>	<p>3</p> <p>G, V & P</p> <p>Spelling</p> <p>Vocab</p> <p>R & V</p> <p>summarising</p> <p>interpret</p> <p>personal</p> <p>perspective</p> <p>S & L</p> <p>paraphrasing</p> <p>questioning</p> <p>summarising</p> <p>metalinguage</p> <p>R & C/W & R</p> <p>language forms</p> <p>and features</p> <p>complex</p> <p>sentences</p>	<p>LITERARY STRUCTURE</p> <p>Before:</p> <ul style="list-style-type: none"> Review vocab: Focus on spelling and meanings of unknown words and find synonyms. Demonstrate how to work out the meaning of a difficult word (prefixes & suffixes). Review previous text by using summarising strategy <i>I REMEMBER (Revisit, Reflect, Retell - Linda Hoyt)</i>. recalling and reflecting on interesting information Students predict what will happen in the rest of this book using <i>MEMORABLE MOMENTS (Revisit, Reflect, Retell - Linda Hoyt)</i> - Students continue their predictions by finishing the sentence: I anticipate the most memorable moment will be... <p>During:</p> <ul style="list-style-type: none"> Students record VIP on post-it notes. Thinking partners identify written/grammatical structure. Eg: short, long sentences and how that impacts the reader and their emotions. Thinking partners discuss author's purpose and use of language/word choices etc. <p>After: Students create a character diagram to summarise the characters traits.</p>	<p>Differentiate groups (as above - choose a different double page or anther text from the text set)</p> <ul style="list-style-type: none"> 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: <i>Predictor, Questioner, Monitoring, Summariser</i>
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<p>Independent tasks</p>	<p>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)</p>		

LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Writing	Guided Writing	Independent Writing												
<p>Writing 11</p> <p>1. Writes coherent, structured texts for a range of purposes and contexts.</p> <p>2. Deliberately structures language in a way that creates more cohesive, imaginative, informative and persuasive texts..</p> <p>3. Shows awareness of accurately acknowledging sources in relevant texts.</p> <p>4. Refines writing in response to feedback.</p> <p>5. Selects appropriate language for purpose, e.g. descriptive, persuasive, topic, technical, evaluative, emotive, and colloquial.</p> <p>6. Uses topic sentences and appropriately organises main and subordinate ideas.</p> <p>7. Experiments with using complex punctuation to engage the reader and achieve purpose.</p> <p>8. Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words.</p> <p>9. Writes fluently with appropriate size, slope and spacing.</p> <p>10. Uses word processing programs confidently and accurately, integrating various functions.</p> <p>11. Plans and designs more complex multi modal texts</p>	<p>1</p> <p>G, P & V W & R R & C</p> <p>language forms and features complex sentences</p>	<ul style="list-style-type: none"> Select a paragraph from the text to model to students. Compare simple, compound and complex sentences. Teacher defines sentence types. Students highlight various sentence types with different colours. Thinking partners - create own sentences and use a graphic organiser to record. <table border="1" data-bbox="920 564 1473 678"> <thead> <tr> <th>Simple</th> <th>Compound</th> <th>Complex</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Simple	Compound	Complex				<ul style="list-style-type: none"> Use a graphic organiser to record sentence types they will use in their own writing in the next session: <p>:</p> <table border="1" data-bbox="1505 379 1926 494"> <thead> <tr> <th>Simple</th> <th>Compound</th> <th>Complex</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Simple	Compound	Complex				<p>Students choose a text:</p> <p>Writing tasks (Teach this)</p>
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<p>Writing 12</p> <p>1. Writes sustained texts for a wide range of purposes.</p> <p>2. Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience.</p> <p>3. Creates well planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation.</p> <p>4. Critically reflects on effectiveness of own/others' writing and seeks and responds to feedback from others.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>8. Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables.</p> <p>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.</p> <p>Vocab C11 (continued)</p> <p>Vocab C12 (continued)</p>	<p>2</p> <p>G, P & V W & R R & C</p> <p>language forms and features complex sentences connectives</p>	<ul style="list-style-type: none"> Students collaborate and create sentences including all 3 types of sentences for the teacher to scribe. Teacher increases the complexity of the sentence: adding verbs and adverbs to improve student sentences. 	<p>Using the graphic organiser above, students write their own sentence/s - Modelled writing is removed from view.</p> <ul style="list-style-type: none"> VISUALISE: Students create a mental image of their sentence. VERBALISE: Students tell their sentence to the other group members (thinking partners, talking triangles). WRITE: Students write their paragraph. 	<p>Students choose a text:</p> <p>Writing tasks (Teach this)</p>												

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	<p>4</p> <p>W & R</p> <p>R & C</p> <p>reread and edit</p> <p>plan, draft and publish</p> <p>Reflecting on learning</p>	<p>Use the previous day's modelled sentence/s for students to edit.</p> <p>Add and insert errors to the sentence. Students make corrections</p>	<p>PARTNER EDITING: Sentences are read by a partner for editing and reflection using the writing criteria. Sentences are revised. Create a rubric to demonstrate sentence types.</p>	<p>Students choose a text:</p> <ul style="list-style-type: none"> Find and list various connectives <p>TEACHER EDITING Conferencing during independent tasks</p>
Continuing the unit:				
<p>Other texts (text set):</p> <p><i>The Rainbow Bear</i> Michael Morgurgo</p> <p><i>The Three Questions</i> Leo Tolstoy</p> <p><i>Woolvs in the sitee</i> Margaret Wild</p> <p><i>Zero To Hero</i> Rob Childs</p> <p>READING: Using the above texts, cover the same literacy continuum markers and English syllabus content descriptors as listed in this unit.</p> <p>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.</p>				

VOCAB/GRAMMAR FOR TEXT SET:

	<i>The Rainbow Bear</i>	<i>The Three Questions</i>	<i>Woolvs in the sitee</i>	<i>Zero To Hero</i>
Vocab & Spelling				
Grammar & Punctuation				

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

The CAFE Book: Engaging All Students in Daily Literacy Assessment and Instruction by Gail Boushey and Joan Moser, "The Sisters." Copyright © 2009. Stenhouse Publishers.

Student rubric for writing**Name****My writing includes:**

A simple sentence	
A compound sentence	
A complex sentence	
YEAR 5	
Writes coherent, structured texts for a range of purposes and contexts.	
Uses topic sentences and appropriately organises main and subordinate ideas.	
Experiments with using complex punctuation to engage the reader and achieve purpose.	
YEAR 6	
Creates well planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation.	
Critically reflects on effectiveness of own/others' writing and seeks and responds to feedback from others.	
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.	










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

Outcome: Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies	Key Concept Personal growth
Develop and apply contextual knowledge	
*understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504) ⚙️	
*appreciate how demanding texts, eg extended novels and informative texts, contain increasing levels of complexity and abstraction to enhance enjoyment	
*explain and justify the responsible use of digital technologies 🖥️ ⚖️ ⚖️	
Understand and apply knowledge of language forms and features	
*compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708) 🖥️ ⚙️⚙️	
*analyse how text structures and language features work together to meet the purpose of a text (ACELY1711) ⚙️⚙️	
*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) 📊	
*recognise the effect of multimedia elements, eg film techniques, animation, voice-overs, sound effects, framing, close-ups 🖥️	
*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) 🖥️ ⚙️⚙️	
Respond to, read and view texts	
*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) ⚙️⚙️	
*navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702) ⚙️	
* 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	



















SPEAKING AND LISTENING

Stage Three EN3-1A

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

<p>Outcome: <i>Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features</i></p>	<p>Key Concept Personal growth</p>
<p>Develop and apply contextual knowledge</p>	
<p>* compare and justify the ways in which spoken language differs from written language according to purpose, audience and context</p>	
<p>* 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) </p>	
<p>* understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA 1516) </p>	
<p>* understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA 1515) </p>	
<p>Understand and apply knowledge of language forms and features</p>	
<p>* use and describe language forms and features of spoken texts appropriate to a range of purposes, audiences and contexts</p>	
<p>* use appropriate metalanguage to identify and describe relationships between and among texts</p>	
<p>* develop criteria to evaluate the effectiveness of spoken texts</p>	
<p>* use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT 1795) </p>	
<p>Respond to and compose texts</p>	
<p>* 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) </p>	
<p>* 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) </p>	
<p>* 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) </p>	
<p>* participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY 1709) </p>	
<p>* identify and summarise key ideas and information from guest speakers eg note-taking or using digital technologies </p>	
<p>* discuss and experiment with ways to strengthen and refine spoken texts in order to entertain, inform, persuade or inspire the audience</p>	









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

<p><i>Outcome: Composes, edits and presents well-structured and coherent texts</i></p>	<p>Key Concept Personal growth</p>
<p>Engage personally with texts</p>	
<p>*understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas</p>	
<p>*experiment and use aspects of composing that enhance learning and enjoyment</p>	
<p>*recognise and discuss issues related to the responsible use of digital communication  </p>	
<p>Develop and apply contextual knowledge</p>	
<p>*identify and explore underlying themes and central storylines in imaginative texts</p>	
<p>*explore and analyse the effectiveness of informative and persuasive devices in texts </p>	
<p>*understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language </p>	
<p>Understand and apply knowledge of language forms and features</p>	
<p>*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)  </p>	
<p>*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</p>	
<p>*understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)</p>	
<p>*investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522) </p>	
<p>Respond to and compose texts</p>	
<p>*compose imaginative and informative texts that show evidence of developed ideas</p>	
<p>*compose texts that include sustained and effective use of persuasive devices, eg texts dealing with environmental issues </p>	
<p>*present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)  </p>	
<p>*create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798) </p>	
<p>*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) </p>	
<p>*compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics </p>	
<p>*use increasingly complex research data from print and digital sources to compose short and sustained texts  </p>	
<p>*assess the reliability of resources, including digital resources, when researching topics  </p>	
<p>*reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1705, ACELY1715) </p>	
<p>*develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1706, ACELY1716)</p>	
<p>*use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1707, ACELY1717)</p>	

RESPONDING AND COMPOSING

Stage Three EN3-5B

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

Outcome: Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts	Key Concept Personal growth
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 	

GRAMMAR, PUNCTUATION AND VOCAB

Stage Three EN3-6B


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

<i>Outcome: Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies</i>	Key Concept Personal growth
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	

SPELLING

Stage Three EN3-4A

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

<p>Outcome: Draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts</p>	<p>Key Concept Personal growth</p>
<p>Develop and apply contextual knowledge</p>	
<p>* understand how accurate spelling supports the reader to read fluently and interpret written text with clarity</p>	
<p>Understand and apply knowledge of language forms and features</p>	
<p>* 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)</p>	
<p>* understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)</p>	
<p>Respond to and compose texts</p>	
<p>* recognise most misspelt words in their own writing and use a variety of resources for correction</p>	
<p>* integrate a range of spelling strategies and conventions to accurately spell most words, including words of many syllables, when composing imaginative and other texts</p>	
<p>* use morphemic, visual, syntactic, semantic and phonological strategies, eg recognition of letter patterns of words, when composing texts</p>	
<p>* demonstrate an awareness of the limitations of spell check features in digital communication </p>	

THINKING CREATIVELY AND IMAGINATIVELY

Stage Three EN3-7C









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

<p><i>Outcome: Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts</i></p>	<p>Key Concept Personal growth</p>
<p>Engage personally with texts</p>	
<ul style="list-style-type: none"> • recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning 	
<ul style="list-style-type: none"> • interpret events, situations and characters in texts 	
<ul style="list-style-type: none"> • explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience 	
<ul style="list-style-type: none"> • think critically about aspects of texts such as ideas and events 	
<ul style="list-style-type: none"> • think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text 	
<p>Develop and apply contextual knowledge</p>	
<ul style="list-style-type: none"> • 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) ⚙️⚙️ 	
<ul style="list-style-type: none"> • compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest 	
<ul style="list-style-type: none"> • explore and discuss simple appropriation of texts 	
<p>Understand and apply knowledge of language forms and features</p>	
<ul style="list-style-type: none"> • 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) ⚙️⚙️ 	
<ul style="list-style-type: none"> • identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT 1617) 	
<p>Respond to and compose texts</p>	
<ul style="list-style-type: none"> • create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT 1612, ACELT 1618) ⚙️⚙️ 	
<ul style="list-style-type: none"> • adapt aspects of print or media texts to create new texts by thinking creatively and imaginatively about character, setting, narrative voice, dialogue and events ⚙️ 	
<ul style="list-style-type: none"> • analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT 1614) ⚙️ 	
<ul style="list-style-type: none"> • experiment with others' imaginative texts by changing aspects such as time, place, characters, rhythm, mood, sound effects and dialogue ⚙️ 	
<ul style="list-style-type: none"> • interpret a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express an analytical conclusion about those texts ⚙️⚙️ 	

EXPRESSING THEMSELVES

Stage Three EN3-8D



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

<p><i>Outcome: Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts</i></p>	<p>Key Concept Personal growth</p>
<p>Engage personally with texts</p>	
<p>*recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610) </p>	
<p>*consider how texts about local events and issues in the media are presented to engage the reader or viewer </p>	
<p>Develop and apply contextual knowledge</p>	
<p>*make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)</p>	
<p>*understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502) </p>	
<p>*identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608) </p>	
<p>Understand and apply knowledge of language forms and features</p>	
<p>* recognise how the use of language and visual features can depict cultural assumptions in texts </p>	
<p>*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</p>	
<p>Respond to and compose texts</p>	
<p>*identify and describe the representation of people, places and events in film and the media</p>	
<p>*explore, discuss and appreciate connections between Dreaming stories and contemporary Aboriginal and Torres Strait Islander life </p>	
<p>*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) </p>	
<p>*discuss and explore moral, ethical and social dilemmas encountered in texts </p>	
<p>*respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world</p>	
<p>*compose a variety of texts, eg poetry, that reflect their understanding of the world around them</p>	
<p>*discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference</p>	

REFLECTING ON LEARNING

Stage Three EN3-9E

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

<p><i>Outcome: Recognises, reflects on and assesses their strength as a learner</i></p>	<p>Key Concept Personal growth</p>
<p>Develop and apply contextual knowledge</p>	
<p>*begin to understand the difference between their way of learning and the way others learn</p>	
<p>* reflect on own learning achievements against specific criteria</p>	
<p>Understand and apply knowledge of language forms and features</p>	
<p>*recognise that there is a language for discussing learning experiences</p>	
<p>* discuss how the reader or viewer can enjoy and discover a wide range of literary experiences through texts</p>	
<p>Respond to and compose texts</p>	
<p>* develop criteria for assessing their own and others' presentations </p>	
<p>* critically reflect on the effectiveness of their own and others' writing, seeking and responding to feedback</p>	
<p>* identify selections of own writing that they believe reflect their growth and competence as writers</p>	
<p>* formulate questions for specific purposes, eg to clarify and reflect </p>	
<p>* 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</p>	
<p>* describe how skills in speaking, listening, reading/viewing and writing/representing contribute to language development</p>	