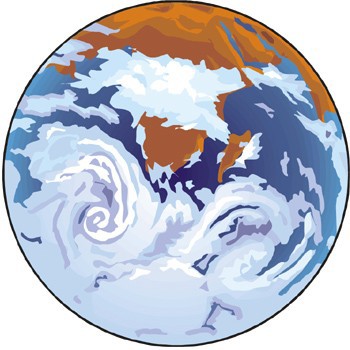
**** C:\Users\christine.fraser1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\92RI0C20\MC900441866[1].wmf **SCIENCE/ENGLISH UNIT OF WORK** C:\Users\christine.fraser1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\66JFGD3R\MC900083185[1].wmf

**Willmot PS**

**Chris Fraser & Stage 2 teachers**

2013

***The Solar System***

**Stage 2**

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| Stage : 2 Term: Weeks: | |
| Key Concept: | Understanding our *Solar System* (Science)  Understanding structure in informative texts |
| Texts: | Super teacher website: Texts on planets  [***www.superteacherworksheets.com***](http://www.superteacherworksheets.com/)  <http://ngexplorer.cengage.com/pathfinder/1205/teachers.html#projectableedition> |
| Focus: | Integrating English Stage 2 modes and skills: **S & L**-Speaking & Listening **R & V**-Reading & Viewing **W & R**-Writing & Representing **Spelling G, P & V**- Grammar, Punctuation & Vocabulary |
| Acceptable Evidence: | Students’ basic comprehension & vocabulary is poor - plotting on the Literacy Continuum  Students need short texts to develop comprehension skills. |
| Critical aspects: | Comprehension, Vocabulary, Reading texts, Writing |
| Learning across the curriculum: | Literacy, Numeracy, Creative and critical thinking |
| Assessment: | Super teacher evaluation worksheets |
| KLAs | This is an English unit of work. Science outcomes/research tasks could be  further developed for the science component eg <http://popplet.com/> |

Outcomes across KLAs

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| **LITERACY CONTINUUM** | **Session**  **Modes/Skills** | **Explicit Modelled** **Reading**  **for SUN - PREDICTING** | **Guided reading** |
| **Comprehension C9**  1. Builds understanding during reading by discussing possible consequences of actions and events.  2. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events.  3. Builds understanding about the meaning of a text by actively seeking information from different parts of a text.  4. Shows an awareness through discussion that texts can present different perspectives.  5. Analyses the ways ideas and information are presented by making comparisons between texts.  6. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text.  7. Analyses a text by discussing visual, aural and written techniques used in the text.  8. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links.  **Comprehension C10**  1. Interprets text by inferring connections, causes and consequences during reading.  2. Responds to and interprets texts by discussing the differences between literal and inferred meanings.  3. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts.  4 .Identifies ways texts present different perspectives.  5. Evaluates text accuracy and credibility by comparing texts on a similar topic.  6. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview.  7. Responds to and analyses texts by discussing the ways language structures and features shape meaning.  8. Responds to and interprets texts by integrating sources of information in texts.  **Vocab C9** 1. Uses synonyms for a range of common words.  2.Uses simple content specific vocabulary in appropriate ways when creating texts.  3.Uses relevant vocabulary associated with digital technology and electronic texts.  4.Understands how prefixes and suffixes change word meanings.  **Vocab C10** 1. Demonstrates understanding that words can have different meanings in different contexts.  2. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge.  3. Shows awareness that there are a number of ways to work out the meaning of unknown words.  4. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses | 1  **G, P & V**  **Spelling**  *Vocab:*  sun-solar  living things- life  middle-centre  core-centre  power-energy  fiery-flaming  unbelievable-  incredible  temperature-hotness  surface-top  **R & V 1**  vocab  images  syllables | **Before:**   * Show students cover and title of a text about the sun and discuss what the type of text it is – imaginative, informative and persuasive. * Skim and scan a few pages of the text. Students discuss the images and predict the text (words, phrases) with their thinking partners.   **During:**  Teacher continues to skim and scan the text. Groups of 4 students record 4 predictions (eg words, sentences, information) from the images. Record on sticky notes.  **After:**  Students discuss their predictions and list possible synonyms for words which may be found in the text or another text on the sun. Use this word bank for teaching word identification and spelling strategies (syllables).  C:\Users\christine.fraser1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FJT1PV9H\MP900403207[1].jpg C:\Users\christine.fraser1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\66JFGD3R\MC900083185[1].wmf C:\Users\christine.fraser1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\92RI0C20\MP900448652[1].jpg C:\Users\christine.fraser1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\92RI0C20\MC900441866[1].wmf  Discuss other visual images pertaining to the sun. | 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 diagrams and how they add meaning to the text * Student reread pages **(Monitoring sheet)** to develop fluency. * Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser* |
| 2  **G, P & V**  **Spelling**  *Vocab:*  review synonyms  **S & L 1** questioning  point of view  **R & V 1**  vocab  images  syllables | **Before:**   * Revise predictions and vocab from session 1. Use word bank for word identification and spelling strategies (syllables). * The same groups allocate a prediction for each group member to be responsible for during reading.   **During:**  Teacher reads the text from *superteacher* while students listen for their prediction to see if their prediction is included.  **After:**   * Students discuss in their groups: Was your prediction correct? Did you get extra information? Why wasn’t your prediction included in this text? Could you find it in other texts? Were synonyms used in place of your words? * Teacher skims and scans other texts to find predictions that are included. * All information is listed to display. | 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 diagrams and how they add meaning to the text * Student reread pages **(monitoring)** to develop fluency. * Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser* |

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| **LITERACY CONTINUUM** | **Session**  **Modes/Skills** | **Explicit Modelled** **Reading**  **for EARTH - PREDICTING** | **Guided reading** |
| **Comprehension C9**  1. Builds understanding during reading by discussing possible consequences of actions and events.  2. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events.  3. Builds understanding about the meaning of a text by actively seeking information from different parts of a text.  4. Shows an awareness through discussion that texts can present different perspectives.  5. Analyses the ways ideas and information are presented by making comparisons between texts.  6. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text.  7. Analyses a text by discussing visual, aural and written techniques used in the text.  8. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links.  **Comprehension C10**  1. Interprets text by inferring connections, causes and consequences during reading.  2. Responds to and interprets texts by discussing the differences between literal and inferred meanings.  3. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts.  4 .Identifies ways texts present different perspectives.  5. Evaluates text accuracy and credibility by comparing texts on a similar topic.  6. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview.  7. Responds to and analyses texts by discussing the ways language structures and features shape meaning.  8. Responds to and interprets texts by integrating sources of information in texts.  **Vocab C9** 1. Uses synonyms for a range of common words.  2.Uses simple content specific vocabulary in appropriate ways when creating texts.  3.Uses relevant vocabulary associated with digital technology and electronic texts.  4.Understands how prefixes and suffixes change word meanings.  **Vocab C10** 1. Demonstrates understanding that words can have different meanings in different contexts.  2. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge.  3. Shows awareness that there are a number of ways to work out the meaning of unknown words.  4. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses | 3  **G, P & V**  **Spelling**  *Vocab:*  homonyms  predictive word bank  **R & V 1**  vocab  images  **S & L 1**  point of view | **Before:**  Introduce the title from the text (*superteacher*). Discuss the homonym - Earth and earth. With thinking partners, students give other examples of homonyms. Create a word bank of homonyms for teaching word identification and spelling strategies.  **During:**  Skim and scan other texts about the Earth. Predict 5 words and phrases that may be found in the *superteacher* text.  **After:**  Discuss the predicted words, their meanings and the reason they were chosen. Record on a graphic organiser.   |  |  |  | | --- | --- | --- | | **Predicted**  **Words/phrases** | **Meanings** | **Reason** | |  |  |  | | 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 diagrams and how they add meaning to the text * Student reread pages **(Monitoring sheet)** to develop fluency * Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser* |
| 4  **G, P & V**  **Spelling**  **S & L 1** questioning  point of view  **R & V 1**  vocab  images  **R & V 2**  structure  meaning  author’s intent | **Before:** Review the predictive word bank from the previous session.  **During:**  Read one paragraph at a time together as a class, highlighting predicted words when they occur in the text.  **After:**  Discuss what predicted words were in the text, what other words we could have predicted, what and why words predicted were not in the text. Place them in a graphic organiser.   |  |  |  |  | | --- | --- | --- | --- | | **Predicted Words/**  **phrases** | **In the text** | **Not in the text** | **Other**  **key words** (**not predicted)** | |  |  |  |  | | **Why?** | **Why?** | **Why?** | **Why?** | | 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 diagrams and how they add meaning to the text * Student reread pages **(monitoring)** to develop fluency * Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser* |

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| **LITERACY CONTINUUM** | **Session**  **Modes/Skills** | **Explicit Modelled** **Reading**  **for MERCURY - VISUALISING** | **Guided reading** |
| **Comprehension C9**  1. Builds understanding during reading by discussing possible consequences of actions and events.  2. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events.  3. Builds understanding about the meaning of a text by actively seeking information from different parts of a text.  4. Shows an awareness through discussion that texts can present different perspectives.  5. Analyses the ways ideas and information are presented by making comparisons between texts.  6. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text.  7. Analyses a text by discussing visual, aural and written techniques used in the text.  8. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links.  **Comprehension C10**  1. Interprets text by inferring connections, causes and consequences during reading.  2. Responds to and interprets texts by discussing the differences between literal and inferred meanings.  3. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts.  4 .Identifies ways texts present different perspectives.  5. Evaluates text accuracy and credibility by comparing texts on a similar topic.  6. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview.  7. Responds to and analyses texts by discussing the ways language structures and features shape meaning.  8. Responds to and interprets texts by integrating sources of information in texts.  **Vocab C9** 1. Uses synonyms for a range of common words.  2.Uses simple content specific vocabulary in appropriate ways when creating texts.  3.Uses relevant vocabulary associated with digital technology and electronic texts.  4.Understands how prefixes and suffixes change word meanings.  **Vocab C10** 1. Demonstrates understanding that words can have different meanings in different contexts.  2. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge.  3. Shows awareness that there are a number of ways to work out the meaning of unknown words.  4. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses | 5  **G, P & V**  **Spelling**  *Vocab:*  nearest/  closest  revolves/  turns  extremely/very  airless  glare  craters  radar  atmosphere  **R & V 1**  vocab  images  **S & L 1**  summarising | B**efore:**  Discuss meanings and synonyms for vocab from the text (pre-teaching strategy). Model chunking words to assist word identification and spelling.   * Explain the five senses to students – seeing, smelling, hearing, touching, tasting. * Extract descriptive sentences from the text. Read these sentences. Students point to the sense that the language of the text describes (eg nearest the sun, glare of the sun, frozen water,460C, no atmosphere).   **During:**  Model reading with fluency and phrasing.   * Repeat the above during reading. Students can have prompt cards for the senses and hold up the appropriate card when that sense is described.   C:\Users\christine.fraser1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\6AUL7QJ4\MP900448626[1].jpg C:\Users\christine.fraser1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\6AUL7QJ4\MP900409149[1].jpg C:\Users\christine.fraser1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FJT1PV9H\MP900403680[1].jpg C:\Users\christine.fraser1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\6AUL7QJ4\MP900411759[1].jpg C:\Users\christine.fraser1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\66JFGD3R\MP900448668[1].jpg  **After:**   * Students use the **summarising** strategy – *Partner retelling* with their thinking partner. Students retell the senses they experienced during reading. * Teacher scribes some students’ sensory experiences.   Teacher discusses the author’s purpose for connecting descriptive language to the senses (creating vivid imagery). | 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 diagrams and how they add meaning to the text * Student reread pages **(Monitoring sheet)** to develop fluency * Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser* |
| 6  **G, P & V**  **Spelling**  **R & V 1**  vocab  images  **R & V 2**  structure  meaning  author’s intent  **S & L 1**  summarising | **Before:**   * Review meanings and synonyms for vocab. Model chunking words to assist word identification and spelling * Teacher reads different phrases (the sun’s rays, dry hot and practically airless). Students point to the sense and visualise the images.   **During:**  Students sketch their images during and after each paragraph.  **After:**   * With thinking partners, students retell the text from their sketches. * Teacher writes a joint summary from the students’ sketches, while discussing the purpose of paragraphs in texts and its descriptive language. | 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 diagrams and how they add meaning to the text * Student reread pages **(monitoring)** to develop fluency * Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser* |

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| **LITERACY CONTINUUM** | **Session**  **Modes/Skills** | **Explicit Modelled** **Reading**  **for VENUS – VISUALISING/QUESTIONING** | **Guided reading** |
| **Comprehension C9**  1. Builds understanding during reading by discussing possible consequences of actions and events.  2. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events.  3. Builds understanding about the meaning of a text by actively seeking information from different parts of a text.  4. Shows an awareness through discussion that texts can present different perspectives.  5. Analyses the ways ideas and information are presented by making comparisons between texts.  6. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text.  7. Analyses a text by discussing visual, aural and written techniques used in the text.  8. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links.  **Comprehension C10**  1. Interprets text by inferring connections, causes and consequences during reading.  2. Responds to and interprets texts by discussing the differences between literal and inferred meanings.  3. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts.  4 .Identifies ways texts present different perspectives.  5. Evaluates text accuracy and credibility by comparing texts on a similar topic.  6. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview.  7. Responds to and analyses texts by discussing the ways language structures and features shape meaning.  8. Responds to and interprets texts by integrating sources of information in texts.  **Vocab C9** 1. Uses synonyms for a range of common words.  2.Uses simple content specific vocabulary in appropriate ways when creating texts.  3.Uses relevant vocabulary associated with digital technology and electronic texts.  4.Understands how prefixes and suffixes change word meanings.  **Vocab C10** 1. Demonstrates understanding that words can have different meanings in different contexts.  2. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge.  3. Shows awareness that there are a number of ways to work out the meaning of unknown words.  4. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses | 7  **G, P & V**  **Spelling**  *Vocab:*  twin-similar  opposite-different  extremely-exceedingly  detailed-thorough  spacecraft  sunrise  sunset  clockwise  **S & L 1** questioning  **S & L 2** sequencing  **R & V 1**  vocab images  **R & V 2**  structure  meaning  author’s intent | **Before:**   * Discuss meanings and synonyms for vocab. Model chunking words (& compound words- spacecraft, sunrise, sunset, clockwise) to assist word identification and spelling. * Discussion with thinking partners about the image of Venus using other texts. * Teacher models ‘I wonder…’   **During:**  Teacher reads a paragraph at a time from the *superteacher* text giving students thinking time to visualise the paragraph before finding *‘I wonder…’* questions with a partner.  **After:**  Share ‘I wonders…’ and record them on a graphic organiser.   |  |  |  |  | | --- | --- | --- | --- | | Paragraph1 | Paragraph2 | Paragraph3 | Paragraph4 | |  |  |  |  | | 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 diagrams and how they add meaning to the text * Student reread pages **(Monitoring sheet)** to develop fluency * Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser* |
| 8  **G, P & V**  **Spelling**  **S & L 1**  questioning  summarising  **S & L 2**  rephrase questions  sequencing | **Before:** MAKING CONECTIONS   * Review meanings and synonyms for vocab. Model chunking words, including compound words to assist word identification and spelling. * Revisit ‘I wonder…’ questions * Thinking partners create questions for the *Double Entry* task (attached).   **During:**  The teacher rereads text pausing to allow for questions to be answered from the *Double Entry* journal.  **After:**  Students share answers found to their questions.  Create a summary- compare and contrast with the Earth. | 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 diagrams and how they add meaning to the text * Student reread pages **(monitoring)** to develop fluency * Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser* |

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| **LITERACY CONTINUUM** | **Session**  **Modes/Skills** | **Explicit Modelled** **Reading**  **for MARS - QUESTIONING** | **Guided reading** |
| **Comprehension C9**  1. Builds understanding during reading by discussing possible consequences of actions and events.  2. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events.  3. Builds understanding about the meaning of a text by actively seeking information from different parts of a text.  4. Shows an awareness through discussion that texts can present different perspectives.  5. Analyses the ways ideas and information are presented by making comparisons between texts.  6. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text.  7. Analyses a text by discussing visual, aural and written techniques used in the text.  8. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links.  **Comprehension C10**  1. Interprets text by inferring connections, causes and consequences during reading.  2. Responds to and interprets texts by discussing the differences between literal and inferred meanings.  3. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts.  4 .Identifies ways texts present different perspectives.  5. Evaluates text accuracy and credibility by comparing texts on a similar topic.  6. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview.  7. Responds to and analyses texts by discussing the ways language structures and features shape meaning.  8. Responds to and interprets texts by integrating sources of information in texts.  **Vocab C9** 1. Uses synonyms for a range of common words.  2.Uses simple content specific vocabulary in appropriate ways when creating texts.  3.Uses relevant vocabulary associated with digital technology and electronic texts.  4.Understands how prefixes and suffixes change word meanings.  **Vocab C10** 1. Demonstrates understanding that words can have different meanings in different contexts.  2. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge.  3. Shows awareness that there are a number of ways to work out the meaning of unknown words.  4. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses | 9  **G, P & V**  **Spelling**  *Vocab:*  minerals  surface  canyon  evidence  scientists  microscopic  meteorites  rovers  roam  Martians  **S & L 1**  questioning  **S & L 2**  rephrase questions  sequencing | **Before:**  Discuss meanings and synonyms for vocab. Model chunking words to assist word identification and spelling.  **During:**  Teacher pauses after each paragraph to ask ***thin*** questions for thinking partners to answer:   * Where is the Solar system? * How does Mars get its reddish colour? * Who was the planet named after?   **After:**  Discus the questions – *here* questions can be called ***thin*** question (literal – ‘wh’ questions) and the answers are in the text. C:\Users\sashcroft\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\PJVIJPSO\MC900412396[1].wmf | 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 diagrams and how they add meaning to the text * Student reread pages **(Monitoring sheet)** to develop fluency * Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser* |
| 10  **G, P & V**  **Spelling**  **S & L 1** questioning  point of view  **S & L 2**  rephrase questions  sequencing  **R & V 1**  vocab images  **R & V 2**  structure  meaning | **Before:**  Review meanings and synonyms for vocab. Model chunking words to assist word identification and spelling.  **During:**  Teacher pauses after each paragraph to ask ***thick*** questions for thinking partners to answer:   * How do scientists know about the size of ‘Olympus Mons’? * Why did they send rover to Mars? * How would the scientists know that water once flowed over surface of Mars? * What do they do with the photos of Mars?   **After:**  Discuss the difference between ‘thin’ and ‘thick’ questions.  List the questions with their answers. C:\Users\sashcroft\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\946222C1\MM900283880[1].gif | 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 diagrams and how they add meaning to the text * Student reread pages **(monitoring)** to develop fluency * Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser* |

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| **LITERACY CONTINUUM** | **Session**  **Modes/Skills** | **Explicit Modelled** **Reading**  **for JUPITOR – VISUALISING/SUMMARISING** | **Guided reading** |
| **Comprehension C9**  1. Builds understanding during reading by discussing possible consequences of actions and events.  2. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events.  3. Builds understanding about the meaning of a text by actively seeking information from different parts of a text.  4. Shows an awareness through discussion that texts can present different perspectives.  5. Analyses the ways ideas and information are presented by making comparisons between texts.  6. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text.  7. Analyses a text by discussing visual, aural and written techniques used in the text.  8. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links.  **Comprehension C10**  1. Interprets text by inferring connections, causes and consequences during reading.  2. Responds to and interprets texts by discussing the differences between literal and inferred meanings.  3. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts.  4 .Identifies ways texts present different perspectives.  5. Evaluates text accuracy and credibility by comparing texts on a similar topic.  6. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview.  7. Responds to and analyses texts by discussing the ways language structures and features shape meaning.  8. Responds to and interprets texts by integrating sources of information in texts.  **Vocab C9** 1. Uses synonyms for a range of common words.  2.Uses simple content specific vocabulary in appropriate ways when creating texts.  3.Uses relevant vocabulary associated with digital technology and electronic texts.  4.Understands how prefixes and suffixes change word meanings.  **Vocab C10** 1. Demonstrates understanding that words can have different meanings in different contexts.  2. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge.  3. Shows awareness that there are a number of ways to work out the meaning of unknown words.  4. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses | 11  **G, P & V**  **Spelling**  *Vocab:*  chanting  gravity  hurricane  axis  astronomer  probes  *Superlatives:*  fastest  largest  strongest  brightest  earliest | **Before:**  Discuss meanings for vocab (superlatives). Model chunking words to assist word identification and spelling.  **During:** Teacher pauses after each paragraph for students to sketch the main idea in the visual wheel.  **After:**  Thinking partners retell the text in sequence using their sketches to assist. | 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 diagrams and how they add meaning to the text * Student reread pages **(Monitoring sheet)** to develop fluency * Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser* |
| 12  **G, P & V**  **Spelling**  **S & L 1**  questioning  summarising  point of view  **S & L 2**  rephrase questions  sequencing  **R & V 1**  vocab images  **R & V 2**  structure  meaning | **Before:**  Review meanings for vocab (superlatives). Model chunking words to assist word identification and spelling.  **During:**  Students confer with thinking partners after each paragraph and add key words from the text to their sketches.  **After:**  Students answer fact or fib questions using their visual wheel to assist.   |  |  | | --- | --- | | **FACT** | **FIB** |   Jupiter is the smallest planet.  It doesn’t have any moons.  Its gravity is the strongest of all planets.  It moves very slowly because it is so big.  It takes 12 years to orbit the sun.  It is a gas planet.  Its surface is called Great Blue Spot.  Space probes have travelled to Jupiter.  You can see it at night. | 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 diagrams and how they add meaning to the text * Student reread pages **(monitoring)** to develop fluency * Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser* |

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| **LITERACY CONTINUUM** | **Session**  **Modes/Skills** | **Explicit Modelled** **Reading**  **for SATURN – MAKING CONNECTIONS** | **Guided reading** |
| **Comprehension C9**  1. Builds understanding during reading by discussing possible consequences of actions and events.  2. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events.  3. Builds understanding about the meaning of a text by actively seeking information from different parts of a text.  4. Shows an awareness through discussion that texts can present different perspectives.  5. Analyses the ways ideas and information are presented by making comparisons between texts.  6. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text.  7. Analyses a text by discussing visual, aural and written techniques used in the text.  8. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links.  **Comprehension C10**  1. Interprets text by inferring connections, causes and consequences during reading.  2. Responds to and interprets texts by discussing the differences between literal and inferred meanings.  3. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts.  4 .Identifies ways texts present different perspectives.  5. Evaluates text accuracy and credibility by comparing texts on a similar topic.  6. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview.  7. Responds to and analyses texts by discussing the ways language structures and features shape meaning.  8. Responds to and interprets texts by integrating sources of information in texts.  **Vocab C9** 1. Uses synonyms for a range of common words.  2.Uses simple content specific vocabulary in appropriate ways when creating texts.  3.Uses relevant vocabulary associated with digital technology and electronic texts.  4.Understands how prefixes and suffixes change word meanings.  **Vocab C10** 1. Demonstrates understanding that words can have different meanings in different contexts.  2. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge.  3. Shows awareness that there are a number of ways to work out the meaning of unknown words.  4. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses | 13  **G, P & V**  **Spelling**  *Vocab:*  telescope agriculture  material  surrounded compared  **W & R 1** planning  **R & V 1**  vocab  images  **S & L 2**  sequencing | **Before:**   * Discuss meanings and synonyms for new vocab. Model chunking words and specifically …ed words to assist word identification and spelling. * Teacher models *Coding strategy* using another text on Saturn.   **During:** As the teacher reads the *superteacher* text, students complete the *Coding strategy* task (attached)with a thinking partner.  **After:**   |  |  |  | | --- | --- | --- | | **C** | **I already knew this!** | **It has 7 rings** | | **+** | **New information** | **2nd largest planet** | | **!** | **Wow** | **It’s a ball of gas** | | **?** | **I don’t understand** | **Outer core** |   Students list the coding components on a class graphic organiser for display. For example: | 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 diagrams and how they add meaning to the text * Student reread pages **(Monitoring sheet)** to develop fluency * Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser* |
| 14  **R & V 1**  vocab images  **R & V 2**  structure  meaning  **S & L 1**  summarising | **Before:**   * Discuss meanings and synonyms for new vocab. Model chunking words and specifically …ed words to assist word identification and spelling. * Review student knowledge about Jupiter – use thinking partners and list main points (*Very Important Points*  VIPs).   **During:**  Use a graphic organiser to compare Saturn to Jupiter (same/different). Teacher pauses after each paragraph for thinking partners to write on their sticky notes (eg blue - same, yellow - different).  **After:**  Students place their sticky notes on the graphic organiser.  Has anything been left out? (eg both are gas planets) | 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 diagrams and how they add meaning to the text * Student reread pages **(monitoring)** to develop fluency * Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser* |
| **LITERACY CONTINUUM**  **for Modelled Reading (Stage appropriate)** | **Session**  **Modes/Skills** | **Explicit Modelled** **Reading for PLUTO – SUMMARISING/MAKING CONNECTIONS** | **Guided reading**  **(Where to next?)** |
| **Comprehension C9**  1. Builds understanding during reading by discussing possible consequences of actions and events.  2. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events.  3. Builds understanding about the meaning of a text by actively seeking information from different parts of a text.  4. Shows an awareness through discussion that texts can present different perspectives.  5. Analyses the ways ideas and information are presented by making comparisons between texts.  6. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text.  7. Analyses a text by discussing visual, aural and written techniques used in the text.  8. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links.  **Comprehension C10**  1. Interprets text by inferring connections, causes and consequences during reading.  2. Responds to and interprets texts by discussing the differences between literal and inferred meanings.  3. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts.  4 .Identifies ways texts present different perspectives.  5. Evaluates text accuracy and credibility by comparing texts on a similar topic.  6. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview.  7. Responds to and analyses texts by discussing the ways language structures and features shape meaning.  8. Responds to and interprets texts by integrating sources of information in texts.  **Vocab C9** 1. Uses synonyms for a range of common words.  2.Uses simple content specific vocabulary in appropriate ways when creating texts.  3.Uses relevant vocabulary associated with digital technology and electronic texts.  4.Understands how prefixes and suffixes change word meanings.  **Vocab C10** 1. Demonstrates understanding that words can have different meanings in different contexts.  2. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge.  3. Shows awareness that there are a number of ways to work out the meaning of unknown words.  4. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses | **15**  **G, P & V**  **Spelling**  *Vocab:*  dwarf  orbit irregular  headlines  underworld  methane  **R & V 1**  vocab  images  **R & V 2**  structure  meaning  author’s intent  **S & L 1**  summarising  **S & L 2**  sequencing | **Before:**  Discuss meanings and synonyms for vocab  Model chunking/compound word to assist word identification and spelling.  **During:**  Read one paragraph at a time:   * After each paragraph, students choose a *Very Important Point* (VIP) with their thinking partner to write on a sticky note.   **After:**   * Discuss the author’s purpose for writing “Poor, poor Pluto”. * Read the students VIPs as they place their sticky notes on a graphic organiser:   Pluto  A3 or butchers paper | Differentiate groups according to Literacy Continuum Clusters and choose appropriate double pages to photocopy for reading:   * Reading conference (see **Monitoring sheet**) * Choose common sight words and decoding skills from the text or word lists to treat * Discuss the diagrams and how they add meaning to the text * Students reread pages **(monitoring)** to develop fluency   Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser* |
| **16**  **G, P & V**  **Spelling**  **R & V 1**  vocab  images  **R & V 2**  structure  meaning  author’s intent  **W & R 1** planning  **S & L 1**  summarising  **S & L 2**  sequencing | **Before:**  Review vocab for meaning, word recognition & spelling.   * Reread VIPs on the graphic organiser.   (VIPs are organised per paragraph).  **During:**  Read one paragraph at a time:  After each paragraph, the class chooses the most appropriate VIP - discuss why?  **After:**  Compare Pluto to another planet already treated using the VIPs and a graphic organiser. What did we learn about the last planet? How is it the same or different to Pluto? | Differentiate groups (as above – choose a different double page)   * Reading conference (see **Monitoring sheet**) * Review common sight words and decoding skills from the previous session and new words from the text * Discuss the diagrams and how they add meaning to the text * Student reread pages **(monitoring)** to develop fluency * Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser* |

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| **LITERACY CONTINUUM** | **Session**  **Modes/Skills** | **Explicit Modelled** **Writing** | **Guided Writing** |
| **Writing C9**  • Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience.  • Plans and organises ideas using headings, graphic organisers, questions and mind maps.  • Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose.  • Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic.  • Uses a variety of spelling strategies to spell high frequency words correctly.  • Chooses verbs, adverbials, nouns and adjectivals to express specific ideas and details.  **Writing C10**  • Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences.  • Rereads and revises text to check and improve meaning, deleting unnecessary information or adding new information.  • Uses sentence and simple punctuation correctly.  • Uses morphemic, visual, phonic knowledge and knowledge of prefixes and suffixes to spell and edit words.  • Uses grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information.  **Vocab C9**  1. Uses synonyms for a range of common words.  **Vocab C10**  1. Demonstrates understanding that words can have different meanings in different contexts.  2. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge. | 1  **G, P & V**  **W & R 1** Informative writing- choice of vocabulary  planning prior to writing  **W & R 2**  purpose  images  **G, P & V** organisation of ideas | Students choose a planet that they would like to write about as a class.   * With thinking partners, students create sentences for the teacher to scribe. Teacher increases the complexity of the sentence: adding adjectives to the nouns or adverbs to verbs in the sentence, using commas for lists of adjectives. * Count how many words are in the sentence now. Is it longer and more interesting? Students visualise. Does it make a more vivid image? * Prepositional phrases can also be added to the sentence. * Sentences are arranged in order to create a paragraph. | Students choose a planet that they would like to write about individually or with a partner.   * Use a graphic organiser from modelled reading and elaborate to construct a paragraph summarising the planet. * Students record the main points and vocab they will use in writing. |
| 2  **G, P & V**  paragraphing  phrases  noun groups  verb groups  **W & R 1** Informative writing- choice of vocabulary  planning prior to writing  **W & R 2**  purpose  images    **G, P & V** Organisation of ideas | * Students collaborate to create more oral sentence on the chosen planet for the teacher to scribe and add them to the previous session’s sentences. * Teacher increases the complexity of the sentence: adding adjectives to the nouns or adverbs to verbs in the sentence, using commas for lists of adjectives as well as connectives. * Count how many words are in the sentence now. Is it longer and more interesting? Students visualise. Does it make a more vivid image? * Prepositional phrases can also be added to the sentence. * Sentences are rearranged in order to create a paragraph. | Using their graphic organisers, students write their own sentences describing the planet.  **THINK:** Thinking time should be given to students to create their sentence before writing is expected.  **VISUALISE:** Students create a mental image of their sentence/s.  **VERBALISE:** Students tell their sentence to the other group members (thinking partners, talking triangles).  **WRITE:** Students write their sentence/s. A ***Have a go!*** section at the bottom of the page allows students to attempt the correct spelling and the teacher can discuss the students’ attempt and write the word correctly (errorless learning). |

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| **LITERACY CONTINUUM** | **Session**  **Modes/Skills** | **Explicit Modelled** **Writing** | **Guided Writing** |
| **Writing C9**  • Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience.  • Plans and organises ideas using headings, graphic organisers, questions and mind maps.  • Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose.  • Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic.  • Uses a variety of spelling strategies to spell high frequency words correctly.  • Chooses verbs, adverbials, nouns and adjectivals to express specific ideas and details.  **Writing C10**  • Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences.  • Rereads and revises text to check and improve meaning, deleting unnecessary information or adding new information.  • Uses sentence and simple punctuation correctly.  • Uses morphemic, visual, phonic knowledge and knowledge of prefixes and suffixes to spell and edit words.  • Uses grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information.  **Vocab C9**  1. Uses synonyms for a range of common words.  **Vocab C10**  1. Demonstrates understanding that words can have different meanings in different contexts.  2. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge. | 3  **W & R 2**  descriptive language  purpose/vocab  **G, P & V**  pronouns  connectives | Using the previous days modelled sentence/s:   * extract words for teaching various spelling strategies. * change the structure (position of phrases) of the sentence. Does it still make sense? * add another descriptive sentence using pronouns (eg it) and connectives to make a complex sentence. | **READ & REVIEW** Students:   * review and refine their sentences * add to their previous sentences * formulate their sentences into paragraphs |
| 4  **W & R 1**  reread and edit  **W & R 2**  purpose  images vocab  **Reflecting on learning** | Use the previous day’s modelled sentence/s for students to edit.  Add and insert errors to the sentence. Students make corrections.  Sentences are made into paragraphs based on the main idea. | **PARTNER EDITING:**   * Sentences are read by a partner for editing and reflection using the writing criteria. Sentences are revised. * Students create illustrations to enhance the meaning if the text. |
| **Continuing the unit:** | | |
| **Other texts:**  *Superteacher:*  Uranus C:\Users\sashcroft\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\946222C1\MC900083169[1].wmf Neptune C:\Users\sashcroft\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\F7J4F1D3\MC900083167[1].wmf  **READING:** Using the above texts, use other Super 6 strategy teaching ideas, but cover the same literacy continuum markers and English syllabus content descriptors as listed in this unit.  **WRITING:** Following this unit outline for writing, create a complete informative text incorporating students’ descriptive paragraphs on the planets in this unit.  Make a Popplet showing the relationship between the planets.  <http://popplet.com/> | | |

**MONITORING From Assessment to Conferring: Sample Needs and Strategies**

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| **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.

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

\*Mandatory requirements

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

\*Mandatory requirements

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

\*Mandatory requirements

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

\*Mandatory requirements

**DOUBLE ENTRY JOURNAL**

**NAME TEXT**

|  |  |
| --- | --- |
| MY QUESTION | IN THE TEXT IS SAYS |
|  |  |

**CODING STRATEGY**

**NAME TEXT**

|  |  |  |
| --- | --- | --- |
| **C** | **I already knew this!** |  |
| **+** | **New information** |  |
| **!** | **Wow** |  |
| **??** | **I don’t understand** |  |

How did this help you as a reader?

|  |
| --- |
|  |

**SPEAKING AND LISTENING 1** Objective A:



communicate through speaking, listening, reading, writing, viewing and representing\*

**Stage Two EN2-1A**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Key concept:**  **Informative text srtucture** | |  | **Literacy Continuum** |
| **Develop and apply contextual knowledge** | | | **Year Four**  **Cluster 10**  🞎 Reading Texts  🞎 Comprehension  🞎 Vocabulary Knowledge  🞎 Aspects of Writing  🞎 Aspects of Speaking  **Year Four**  **Cluster 10**  🞎 Reading Texts  🞎 Comprehension  🞎 Vocabulary Knowledge  🞎 Aspects of Writing  🞎 Aspects of Speaking |
| \*understand the ways in which spoken language differs from written language when  adopting a range of roles | |  |
| \*interpret ideas and information in spoken texts and listen for key points in order to  carry out tasks and use information to share and extend ideas and information (ACELY1687) | |  |
| \*understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) | |  |
| **Understand and apply knowledge of language forms and features** | | |
| \*understand that successful cooperation with others depends on shared use of social  conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476) | |  |
| \*understand and adopt the different roles in a debate, eg through experience of formal  debates and role-playing | |  |
| **Respond to, and compose texts** | | |
| \*interact effectively in groups or pairs, adopting a range of roles | |  |
| \*use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1688, ACELY1792) | |  |
| \*use information to support and elaborate on a point of view | |  |
| \*demonstrate understanding of ideas and issues in texts through dramatic  representation, role-play and simulations | |  |
| \*retell or perform part of a story from a character's point of view | |  |
| \*adapt language to suit familiar situations, eg giving instructions to a younger child | |  |
| \*respond appropriately to the reading of texts to demonstrate enjoyment and pleasure | |  |

**CODES Modelled, guided and independent reading**

**Modelled, guided and independent writing**

communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts

Developed by S Westwood Adapted by C Fraser

**SPEAKING AND LISTENING 2** Objective B



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

**Stage Two EN2-6B**

identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Key concept:**  **Informative text srtucture** | |  | **Literacy Continuum** |
| **Develop and apply contextual knowledge** | | | **Year Four**  **Cluster 10**  🞎 Reading Texts  🞎 Comprehension  🞎 Vocabulary Knowledge  🞎 Aspects of Writing  🞎 Aspects of Speaking  **Year Four**  **Cluster 10**  🞎 Reading Texts  🞎 Comprehension  🞎 Vocabulary Knowledge  🞎 Aspects of Writing  🞎 Aspects of Speaking |
| \*discuss ways in which spoken language differs from written language and how spoken language varies according to different audiences, purposes and contexts | |  |
| \*make connections between Standard Australian English and different methods of communication, including home language, sign language and body language | |  |
| \*understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487) | |  |
| \*understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475) | |  |
| \*identify purposes for listening in a variety of formal and informal situations | |  |
| **Understand and apply knowledge of language forms and features** | | |
| \*identify organisational patterns and language features of spoken texts appropriate to a range of purposes | |  |
| \*understand the use of vocabulary in discussing and presenting spoken texts in familiar and unfamiliar contexts | |  |
| **Respond to, and compose texts** | | |
| \* plan, rehearse and deliver presentations incorporating learned content and taking  into account the particular purposes and audiences (ACELY1689) | |  |
| \*discuss how writers and composers of texts engage the interest of the reader or viewer | |  |
| \*listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) | |  |
| \*plan and deliver short presentations, providing some key details in logical sequence (ACELY1677) | |  |
| \*use persuasive language to compose simple persuasive texts appropriate to a range of contexts | |  |
| \*enhance presentations by using some basic oral presentation strategies, eg using notes as prompts, volume and change in emphasis | |  |

**Reading and viewing 1**

Objective A:

Communicate through speaking, listening, reading, writing, viewing and representing\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies | **Key concept:**  **Informative text structure** | |  | **Literacy**  **Continuum** |
| **Develop and apply contextual knowledge** | | | **Year Three**  **Cluster 9**  🞎 Reading Texts  🞎 Comprehension  🞎 Vocabulary Knowledge  🞎 Aspects of Writing  🞎 Aspects of Speaking  **Year Four**  **Cluster 10**  🞎 Reading Texts  🞎 Comprehension  🞎 Vocabulary Knowledge  🞎 Aspects of Writing  🞎 Aspects of Speaking |
| \* discuss how a reader's self-selection of texts for enjoyment can be informed by reading experiences | |  |
| \* draw on experiences, knowledge of the topic or context to work out the meaning of unknown words | |  |
| **Understand and apply knowledge of language forms and features** | | |
| \*use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604) | |  |
| \*understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491) | |  |
| \*know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480) | |  |
| \*skim a text for overall message and scan for particular information, eg headings, key words | |  |
| \*identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686) | |  |
| Develop and apply graphological, phonological, syntactic and semantic knowledge | | |
| \*use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of homophones, contractions, syllables, word families and common prefixes | |  |
| \*identify syllables in in order to support decoding of longer words in context to make meaning | |  |
| \*recognise high frequency sight words (ACELA1486) | |  |
| Respond to, read and view texts | | |
| \*read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691) | |  |
| \*read texts, including poems and scripted drama, using appropriate expression, eg pitch, pause, emphasis and attending to punctuation | |  |
| \*use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692) | |  |
| \*use strategies to confirm predictions about author intent in imaginative, informative and persuasive texts | |  |
| \*recognise how aspects of personal perspective influence responses to texts | |  |
| \*recognise cohesive links in texts, eg pronouns that refer back to particular people or things, and understand how they contribute to meaning multisyllabic words | |  |
| \*connect information by observing text connectives | |  |
| \*summarise a paragraph and indicate the main idea, key points or key arguments in imaginative, informative and persuasive texts | |  |
| \*interpret text by discussing the differences between literal and inferred meanings | |  |
| \* justify interpretations of a text, including responses to characters, information and ideas | |  |

**Stage Two**

**Reading and viewing 2**

Objective B:

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter | **Key concept:**  **Informative text structure** | |  | **Literacy**  **Continuum** |
| **Develop and apply contextual knowledge** | | | **Year Three**  **Cluster 9**  🞎 Reading Texts  🞎 Comprehension  🞎 Vocabulary Knowledge  🞎 Aspects of Writing  🞎 Aspects of Speaking  **Year Four**  **Cluster 10**  🞎 Reading Texts  🞎 Comprehension  🞎 Vocabulary Knowledge  🞎 Aspects of Writing  🞎 Aspects of Speaking |
| identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678) | |  |
| understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490) | |  |
| interpret how imaginative, informative and persuasive texts vary in purpose, structure and topic | |  |
| **Understand and apply knowledge of language forms and features** | | |
| identify organisational patterns and language features of print and visual texts appropriate to a range of purposes | |  |
| identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690) | |  |
| understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478) | |  |
| explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1483, ACELA1496) | |  |
| identify the features of online texts that enhance navigation (ACELA1790) | |  |
| recognise the use of figurative language in texts, eg similes, metaphors, idioms and personification, and discuss their effects | |  |
| recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492) | |  |
| discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599) | |  |
| identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793) | |  |
| Respond to, read and view texts | | |
| discuss personal choices of texts for enjoyment | |  |
| respond to a wide range of literature and analyse purpose and audience | |  |
| discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600) | |  |
| identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, animations and images | |  |

Stage Two EN2-8B

Objective A.

Communicate through speaking, listening, reading, writing, viewing and representing\*

**WRITING & REPRESENTING 1**

**Stage Two EN2-2A**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language | **Key concept:**  **Informative text structure** | |  | **Literacy Continuum** |
| **Develop and apply contextual knowledge** | | | **Year Three**  **Cluster 9**  🞎 Reading Texts  🞎 Comprehension  🞎 Vocabulary Knowledge  🞎 Aspects of Writing  🞎 Aspects of Speaking  **Year Four**  **Cluster 10**  🞎 Reading Texts  🞎 Comprehension  🞎 Vocabulary Knowledge  🞎 Aspects of Writing  🞎 Aspects of Speaking |
| \*identify key elements of planning, composing, reviewing and publishing in order to meet the demands of composing texts on a particular topic for a range of purposes and audiences | |  |
| \*experiment and share aspects of composing that enhance learning and enjoyment | |  |
| \* discuss issues related to the responsible use of digital communication | |  |
| **Understand and apply knowledge of language forms and features** | | |
| \*plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1682, ACELY1694) | |  |
| \*understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606) | |  |
| Respond to and compose texts | | |
| \*plan, compose and review imaginative and persuasive texts | |  |
| \*discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features | |  |
| \*plan and organise ideas using headings, graphic organisers, questions and mind maps | |  |
| \*create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601, ACELT1794) | |  |
| \*create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791) | |  |
| \*experiment with visual, multimodal and digital processes to represent ideas encountered in texts | |  |
| \*identify elements of their writing that need improvement and review using feedback from teacher and peers | |  |
| \*reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) | |  |
| \*reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695) | |  |

Objective B

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts | **Key concept:**  **Informative text structure** | |  | **Literacy Continuum** |
| **Develop and apply contextual knowledge** | | | **Year Three**  **Cluster 9**  🞎 Reading Texts  🞎 Comprehension  🞎 Vocabulary Knowledge  🞎 Aspects of Writing  🞎 Aspects of Speaking  **Year Four**  **Cluster 10**  🞎 Reading Texts  🞎 Comprehension  🞎 Vocabulary Knowledge  🞎 Aspects of Writing  🞎 Aspects of Speaking |
| \*   * identify and analyse the purpose and audience of imaginative, informative and persuasive texts | |  |
| * understand how characters, actions and events in imaginative texts can engage the reader or viewer | |  |
| **Understand and apply knowledge of language forms and features** | | |
| * understand how a range of language features can shape readers' and viewers' understanding of subject matter | |  |
| * describe how audience and purpose impact on language forms and features in imaginative, informative and persuasive texts | |  |
| * examine how evaluative language can be varied to be more or less forceful (ACELA1477) | |  |
| * use images in imaginative, informative and persuasive texts to enhance meaning | |  |
| * understand how audience and purpose influence the choice of vocabulary | |  |
| Respond to and compose texts | | |
| * discuss how texts, including their own, are adjusted to appeal to different audiences, how texts develop the subject matter and how they serve a wide variety of purposes | |  |
| * express a point of view for a particular purpose in writing, with supporting arguments | |  |
| * make constructive statements that agree/disagree with an issue | |  |
| * compare and review written and visual texts for different purposes and audiences | |  |

**WRITING & REPRESENTING 2**

**Stage Two EN2-2A**

**Grammar, punctuation**

**& vocabulary**

**Stage Two EN2-9B**

Objective B.

“use language to shape and make meaning according to purpose, audience and context”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts | **Key concept:**  **Informative text structure** | |  | **Literacy Continuum** |
| **Develop and apply contextual knowledge** | | | **Year Three**  **Cluster 9**  🞎 Reading Texts  🞎 Comprehension  🞎 Vocabulary Knowledge  🞎 Aspects of Writing  🞎 Aspects of Speaking  **Year Four**  **Cluster 10**  🞎 Reading Texts  🞎 Comprehension  🞎 Vocabulary Knowledge  🞎 Aspects of Writing  🞎 Aspects of Speaking |
| \*understand that effective organisation of ideas in imaginative, informative and persuasive texts enhances meaning | |  |
| \* understand that choice of vocabulary impacts on the effectiveness of texts | |  |
| **Understand and apply knowledge of language forms and features** | | |
| \*understand that paragraphs are a key organisational feature of written texts (ACELA1479) | |  |
| \*understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481) | |  |
| \*understand how to elaborate on ideas in texts through the use of prepositional phrases | |  |
| \*understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495) | |  |
| \*understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493) | |  |
| \*identify and use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information | |  |
| \*understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482) | |  |
| \*experiment with punctuation to engage the reader and achieve purpose | |  |
| \*investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494) | |  |
| \*use apostrophes for contractions | |  |
| \*identify a variety of connectives in texts to indicate time, to add information and to clarify understanding | |  |
| Understand and apply knowledge of vocabulary | | |
| \*learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484) | |  |
| \*experiment with vocabulary choices to engage the listener or reader | |  |
| Respond to, and compose texts | | |
| \*compose a range of effective imaginative, informative and persuasive texts using language appropriate to purpose and audience | |  |
| \*use grammatical features to create complex sentences when composing texts | |  |
| \*experiment with figurative language when composing texts to engage an audience, eg similes, metaphors, idioms and personification | |  |
| \*incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498) | |  |

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**SPELLING**

**Stage Two EN2-5A**

Objective A.

Communicate through speaking, listening, reading, writing, viewing and representing\*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words | | | | | **Key concept:**  **Informative text structure** | |  | **Literacy Continuum** |
| **Develop and apply contextual knowledge** | | | | | | | **Year Three**  **Cluster 9**  🞎 Reading Texts  🞎 Comprehension  🞎 Vocabulary Knowledge  🞎 Aspects of Writing  🞎 Aspects of Speaking  **Year Four**  **Cluster 10**  🞎 Reading Texts  🞎 Comprehension  🞎 Vocabulary Knowledge  🞎 Aspects of Writing  🞎 Aspects of Speaking |
| \* understand how accurate spelling supports the reader to read fluently and interpret written text | | | | | |  |
| **Understand and apply knowledge of language forms and features** | | | | | | |
| \* understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1485, ACELA1779) | | | | | |  |
| \* recognise homophones and know how to use context to identify correct spelling (ACELA1780) | | | | | |  |
| \*understand how knowledge of word origins supports spelling | | | | | |  |
| Respond to and compose texts | | | | | | |
| \*use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts | | | | | |  |
| \*use morphemic, visual, syntactic, semantic and phonological knowledge when attempting to spell unknown words | | | | | |  |
| \*discuss and use strategies for spelling difficult words | | | | | |  |
| \*experiment with spell check applications and develop an awareness of the limitations of their features in digital technology | | | | | |  |
| \*use knowledge of alphabetical order to locate information in texts, eg dictionaries, glossaries | | | | | |  |
| \*identify spelling errors in own writing and unknown texts and provide correct spelling | | | | | |  |
|  |  |  |  |  | | |

**Thinking imaginatively, creatively and interpretively**

**Stage Two EN2-10c**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts | **Key concept:**  **Informative text structure** | |  | **Literacy Continuum** |
| **Engage personally with texts** | | | **Year Three**  **Cluster 9**  🞎 Reading Texts  🞎 Comprehension  🞎 Vocabulary Knowledge  🞎 Aspects of Writing  🞎 Aspects of Speaking  **Year Four**  **Cluster 10**  🞎 Reading Texts  🞎 Comprehension  🞎 Vocabulary Knowledge  🞎 Aspects of Writing  🞎 Aspects of Speaking |
| \*share responses to a range of texts and identify features which increase reader enjoyment | |  |
| \*respond to texts by identifying and discussing aspects of texts that relate to their own experience | |  |
| **Develop and apply contextual knowledge** | | |
| \*discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605) | |  |
| \*identify and analyse the different organisational patterns and features to engage their audience | |  |
| Understand and apply knowledge of language forms and features | | |
| \*identify creative language features in imaginative, informative and persuasive texts that contribute to engagement | |  |
| \*identify and discuss how vocabulary establishes setting and atmosphere | |  |
| Respond to and compose texts | | |
| \*create literary texts that explore students' own experiences and imagining (ACELT1607) | |  |
| \*use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences | |  |
| \*respond to a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts | |  |
| \*justify interpretations of a text, including responses to characters, information and ideas, eg 'The main character is selfish because …' | |  |
| \*make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1594, ACELT1602) | |  |

Objective D.

express themselves and their relationships with others and their world

**Expressing Themseves**

**Stage Two EN2-11D**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| responds to and composes a range of texts that express viewpoints of the world similar to and different from their own | **Key concept:**  **Informative text structure** | |  | **Literacy Continuum** |
| **Engage personally with texts** | | | **Year Three**  **Cluster 9**  🞎 Reading Texts  🞎 Comprehension  🞎 Vocabulary Knowledge  🞎 Aspects of Writing  🞎 Aspects of Speaking  **Year Four**  **Cluster 10**  🞎 Reading Texts  🞎 Comprehension  🞎 Vocabulary Knowledge  🞎 Aspects of Writing  🞎 Aspects of Speaking |
| \* recognise how texts draw on a reader's or viewer's experience and knowledge to make meaning and enhance enjoyment | |  |
| \* recognise how aspects of personal perspective influence responses to texts | |  |
| **Develop and apply contextual knowledge** | | |
| \* draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) | |  |
| \* discuss how people from different times and cultures may respond differently to characters, actions and events in texts | |  |
| \* recognise the ways that stories depict Australians who are significant at a local and community level | |  |
| Understand and apply knowledge of language forms and features | | |
| \*understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489) | |  |
| \* identify and compare the differences between texts from a range of cultures, languages and times | |  |
| \* make connections between students' own experiences and those of characters and events represented in texts | |  |
| Respond to and compose texts | | |
| \*consider and discuss ideas drawn from their world and the worlds of their texts | |  |
| \*compose a variety of texts, eg simple poetry, that include aspects of home and local community life | |  |
| \*experiment with visual, multimodal and digital technologies to represent aspects of experience and relationships eg <http://popplet.com/> | |  |
| \*respond to and appreciate how Dreaming stories form part of an oral tradition for Aboriginal and Torres Strait Islander peoples | |  |
| \*discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference | |  |
| \*respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world | |  |
| \*identify the point of view in a text and suggest alternative points of view (ACELY1675) | |  |
| \*discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) | |  |
| \* describe and discuss ethical issues encountered in texts | |  |
| \*justify personal opinions by citing evidence, negotiating with others and recognising opinions presented | |  |
| \*draw on the literature and ideas from other countries and times to compose imaginative and informative texts | |  |
|  | | |

**Reflecting on learning**

*E. learn and reflect on their learning through their study of English*

**Stage Two EN2-12E**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| recognises and uses an increasing range of strategies to reflect on their own and others’ learning | **Key concept:**  **Informative text structure** | |  |  |
| **Develop and apply contextual knowledge** | | | **Literacy Continuum** |
| \* recognise how own texts can be influenced by a rich text environment  *(eg walls that teach. anchor charts, graphic organiser)* | |  |
| \* identify different ways of learning in English and consider own preferences | |  |
| \* develop criteria for the successful completion of tasks | |  |
| Understand and apply knowledge of language forms and features | | |
| \* discuss different ways we learn to read and write | |  |
| \* appreciate how the reader or viewer can enjoy a range of literary experiences through texts | |  |
| Respond to and compose texts | | |
| \* develop criteria for establishing personal preferences for literature(ACELT1598) | |  |
| \* jointly develop and use criteria for assessing their own and others' presentations | |  |
| \* discuss the roles and responsibilities when working as a member of a group and understand the benefits of working collaboratively with peers to achieve a goal | |  |
| \* describe how some skills in speaking, listening, reading/viewing, writing/representing help the development of language learners | |  |
| \* reflect on own reading and identify the qualities of texts that have contributed to enjoyment of the text | |  |
|  | | |