

The Solar System

Stage 2

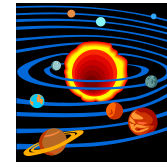
Willmot PS

Chris Fraser & Stage 2 teachers

2013



SCIENCE/ENGLISH UNIT OF WORK



Stage : 2	Term:	Weeks:
Key Concept:	Understanding our <i>Solar System</i> (Science) Understanding structure in informative texts	
Texts:	Super teacher website: Texts on planets 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

SCIENCE

EARTH & SPACE:

- * describes some observable changes over time on the Earth's surface that result from natural processes and human activity ST2-8ES
- * describes how relationships between the sun and the Earth cause regular changes ST2-9ES

ENGLISH

S & L - Speaking & Listening

R & V - Reading & Viewing

W & R - Writing & Representing

Spelling

G, P & V - Grammar, Punctuation and Vocabulary


MATHS

MA1-1WM


* describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

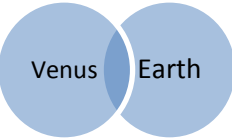
MA1-16MG



* represents and describes the positions of objects in everyday situations and on maps


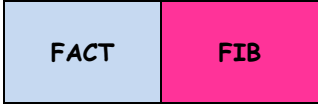
LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Reading for SUN - PREDICTING	Guided reading
<p>Comprehension C9</p> <ol style="list-style-type: none"> Builds understanding during reading by discussing possible consequences of actions and events. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events. Builds understanding about the meaning of a text by actively seeking information from different parts of a text. Shows an awareness through discussion that texts can present different perspectives. Analyses the ways ideas and information are presented by making comparisons between texts. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text. Analyses a text by discussing visual, aural and written techniques used in the text. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links. <p>Comprehension C10</p> <ol style="list-style-type: none"> Interprets text by inferring connections, causes and consequences during reading. Responds to and interprets texts by discussing the differences between literal and inferred meanings. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts. Identifies ways texts present different perspectives. Evaluates text accuracy and credibility by comparing texts on a similar topic. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview. Responds to and analyses texts by discussing the ways language structures and features shape meaning. Responds to and interprets texts by integrating sources of information in texts. <p>Vocab C9</p> <ol style="list-style-type: none"> Uses synonyms for a range of common words. Uses simple content specific vocabulary in appropriate ways when creating texts. Uses relevant vocabulary associated with digital technology and electronic texts. Understands how prefixes and suffixes change word meanings. <p>Vocab C10</p> <ol style="list-style-type: none"> Demonstrates understanding that words can have different meanings in different contexts. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge. Shows awareness that there are a number of ways to work out the meaning of unknown words. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses 	<p>1</p> <p>G, P & V</p> <p>Spelling</p> <p><i>Vocab:</i> sun-solar living things-life middle-centre core-centre power-energy fiery-flaming unbelievable-incredible temperature-hotness surface-top</p> <p>R & V 1</p> <p>vocab images syllables</p>	<p>Before:</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>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).</p>  <p>Discuss other visual images pertaining to the sun.</p>	<p>Differentiate groups (as above – choose a different double page or another 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 diagrams 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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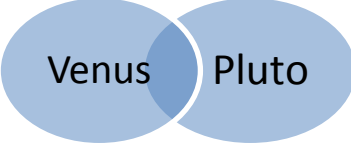
LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Reading for MERCURY - VISUALISING	Guided reading
<p>Comprehension C9</p> <ol style="list-style-type: none"> Builds understanding during reading by discussing possible consequences of actions and events. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events. Builds understanding about the meaning of a text by actively seeking information from different parts of a text. Shows an awareness through discussion that texts can present different perspectives. Analyses the ways ideas and information are presented by making comparisons between texts. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text. Analyses a text by discussing visual, aural and written techniques used in the text. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links. <p>Comprehension C10</p> <ol style="list-style-type: none"> Interprets text by inferring connections, causes and consequences during reading. Responds to and interprets texts by discussing the differences between literal and inferred meanings. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts. Identifies ways texts present different perspectives. Evaluates text accuracy and credibility by comparing texts on a similar topic. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview. Responds to and analyses texts by discussing the ways language structures and features shape meaning. Responds to and interprets texts by integrating sources of information in texts. <p>Vocab C9</p> <ol style="list-style-type: none"> Uses synonyms for a range of common words. Uses simple content specific vocabulary in appropriate ways when creating texts. Uses relevant vocabulary associated with digital technology and electronic texts. Understands how prefixes and suffixes change word meanings. <p>Vocab C10</p> <ol style="list-style-type: none"> Demonstrates understanding that words can have different meanings in different contexts. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge. Shows awareness that there are a number of ways to work out the meaning of unknown words. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses 	<p>5</p> <p>G, P & V Spelling</p> <p><i>Vocab:</i> nearest/ closest</p> <p>revolves/ turns</p> <p>extremely/very</p> <p>airless glare craters radar atmosphere</p> <p>R & V 1 vocab images</p> <p>S & L 1 summarising</p>	<p>Before: Discuss meanings and synonyms for vocab from the text (pre-teaching strategy). Model chunking words to assist word identification and spelling.</p> <ul style="list-style-type: none"> 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). <p>During: Model reading with fluency and phrasing.</p> <ul style="list-style-type: none"> Repeat the above during reading. Students can have prompt cards for the senses and hold up the appropriate card when that sense is described.  <p>After:</p> <ul style="list-style-type: none"> Students use the summarising strategy - <i>Partner retelling</i> 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). 	<p>Differentiate groups (as above - choose a different double page or another 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 diagrams 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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LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Reading for VENUS - VISUALISING/QUESTIONING	Guided reading								
<p>Comprehension C9</p> <ol style="list-style-type: none"> Builds understanding during reading by discussing possible consequences of actions and events. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events. Builds understanding about the meaning of a text by actively seeking information from different parts of a text. Shows an awareness through discussion that texts can present different perspectives. Analyses the ways ideas and information are presented by making comparisons between texts. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text. Analyses a text by discussing visual, aural and written techniques used in the text. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links. <p>Comprehension C10</p> <ol style="list-style-type: none"> Interprets text by inferring connections, causes and consequences during reading. Responds to and interprets texts by discussing the differences between literal and inferred meanings. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts. Identifies ways texts present different perspectives. Evaluates text accuracy and credibility by comparing texts on a similar topic. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview. Responds to and analyses texts by discussing the ways language structures and features shape meaning. Responds to and interprets texts by integrating sources of information in texts. <p>Vocab C9 1. Uses synonyms for a range of common words.</p> <ol style="list-style-type: none"> Uses simple content specific vocabulary in appropriate ways when creating texts. Uses relevant vocabulary associated with digital technology and electronic texts. Understands how prefixes and suffixes change word meanings. <p>Vocab C10 1. Demonstrates understanding that words can have different meanings in different contexts.</p> <ol style="list-style-type: none"> Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge. Shows awareness that there are a number of ways to work out the meaning of unknown words. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses 	<p>7</p> <p>G, P & V</p> <p>Spelling</p> <p><i>Vocab:</i> twin-similar opposite-different extremely-exceedingly detailed-thorough</p> <p>spacecraft sunrise sunset clockwise</p> <p>S & L 1 questioning S & L 2 sequencing</p> <p>R & V 1 vocab images</p> <p>R & V 2 structure meaning author's intent</p>	<p>Before:</p> <ul style="list-style-type: none"> 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...' <p>During: Teacher reads a paragraph at a time from the <i>superteacher</i> text giving students thinking time to visualise the paragraph before finding 'I wonder...' questions with a partner.</p> <p>After: Share 'I wonders...' and record them on a graphic organiser.</p> <table border="1" data-bbox="1173 692 1749 831"> <tr> <td>Paragraph 1</td> <td>Paragraph 2</td> <td>Paragraph 3</td> <td>Paragraph 4</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Paragraph 1	Paragraph 2	Paragraph 3	Paragraph 4					<p>Differentiate groups (as above - choose a different double page or another 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 diagrams 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>8</p> <p>G, P & V</p> <p>Spelling</p> <p>S & L 1 questioning summarising</p> <p>S & L 2 rephrase questions sequencing</p>	<p>Before: MAKING CONNECTIONS</p> <ul style="list-style-type: none"> 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 <i>Double Entry</i> task (attached). <p>During: The teacher rereads text pausing to allow for questions to be answered from the <i>Double Entry</i> journal.</p> <p>After: Students share answers found to their questions. Create a summary- compare and contrast with the</p>  <p>Earth.</p>	<p>Differentiate groups (as above - choose a different double page or another 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 diagrams and how they add meaning to the text Student reread pages (monitoring) to develop fluency Reciprocal teaching: <i>Predictor, Questioner, Monitoring, Summariser</i> 									



LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Reading for MARS - QUESTIONING	Guided reading
<p>Comprehension C9</p> <ol style="list-style-type: none"> Builds understanding during reading by discussing possible consequences of actions and events. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events. Builds understanding about the meaning of a text by actively seeking information from different parts of a text. Shows an awareness through discussion that texts can present different perspectives. Analyses the ways ideas and information are presented by making comparisons between texts. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text. Analyses a text by discussing visual, aural and written techniques used in the text. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links. <p>Comprehension C10</p> <ol style="list-style-type: none"> Interprets text by inferring connections, causes and consequences during reading. Responds to and interprets texts by discussing the differences between literal and inferred meanings. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts. Identifies ways texts present different perspectives. Evaluates text accuracy and credibility by comparing texts on a similar topic. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview. Responds to and analyses texts by discussing the ways language structures and features shape meaning. Responds to and interprets texts by integrating sources of information in texts. <p>Vocab C9 1. Uses synonyms for a range of common words.</p> <ol style="list-style-type: none"> Uses simple content specific vocabulary in appropriate ways when creating texts. Uses relevant vocabulary associated with digital technology and electronic texts. Understands how prefixes and suffixes change word meanings. <p>Vocab C10 1. Demonstrates understanding that words can have different meanings in different contexts.</p> <ol style="list-style-type: none"> Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge. Shows awareness that there are a number of ways to work out the meaning of unknown words. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses 	<p>9</p> <p>G, P & V</p> <p>Spelling</p> <p><i>Vocab:</i></p> <p>minerals surface canyon evidence scientists microscopic meteorites rovers roam</p> <p>Martians</p> <p>S & L 1 questioning</p> <p>S & L 2 rephrase questions sequencing</p>	<p>Before:</p> <p>Discuss meanings and synonyms for vocab. Model chunking words to assist word identification and spelling.</p> <p>During:</p> <p>Teacher pauses after each paragraph to ask thin questions for thinking partners to answer:</p> <ul style="list-style-type: none"> Where is the Solar system? How does Mars get its reddish colour? Who was the planet named after? <p>After:</p> <p>Discuss the questions - <i>here</i> questions can be called thin question (literal - 'wh' questions) and the answers are in the text.</p> 	<p>Differentiate groups (as above - choose a different double page or another 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 diagrams 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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LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Reading for JUPITOR - VISUALISING/SUMMARISING	Guided reading
<p>Comprehension C9</p> <ol style="list-style-type: none"> Builds understanding during reading by discussing possible consequences of actions and events. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events. Builds understanding about the meaning of a text by actively seeking information from different parts of a text. Shows an awareness through discussion that texts can present different perspectives. Analyses the ways ideas and information are presented by making comparisons between texts. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text. Analyses a text by discussing visual, aural and written techniques used in the text. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links. <p>Comprehension C10</p> <ol style="list-style-type: none"> Interprets text by inferring connections, causes and consequences during reading. Responds to and interprets texts by discussing the differences between literal and inferred meanings. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts. Identifies ways texts present different perspectives. Evaluates text accuracy and credibility by comparing texts on a similar topic. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview. Responds to and analyses texts by discussing the ways language structures and features shape meaning. Responds to and interprets texts by integrating sources of information in texts. <p>Vocab C9</p> <ol style="list-style-type: none"> Uses synonyms for a range of common words. Uses simple content specific vocabulary in appropriate ways when creating texts. Uses relevant vocabulary associated with digital technology and electronic texts. Understands how prefixes and suffixes change word meanings. <p>Vocab C10</p> <ol style="list-style-type: none"> Demonstrates understanding that words can have different meanings in different contexts. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge. Shows awareness that there are a number of ways to work out the meaning of unknown words. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses 	<p>11</p> <p>G, P & V</p> <p>Spelling</p> <p><i>Vocab:</i> chanting gravity hurricane axis astronomer probes</p> <p><i>Superlatives:</i> fastest largest strongest brightest earliest</p>	<p>Before: Discuss meanings for vocab (superlatives). Model chunking words to assist word identification and spelling.</p> <p>During: Teacher pauses after each paragraph for students to sketch the main idea in the visual wheel.</p>  <p>After: Thinking partners retell the text in sequence using their sketches to assist.</p>	<p>Differentiate groups (as above - choose a different double page or another 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 diagrams 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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LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Reading for SATURN - MAKING CONNECTIONS	Guided reading												
<p>Comprehension C9</p> <ol style="list-style-type: none"> Builds understanding during reading by discussing possible consequences of actions and events. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events. Builds understanding about the meaning of a text by actively seeking information from different parts of a text. Shows an awareness through discussion that texts can present different perspectives. Analyses the ways ideas and information are presented by making comparisons between texts. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text. Analyses a text by discussing visual, aural and written techniques used in the text. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links. <p>Comprehension C10</p> <ol style="list-style-type: none"> Interprets text by inferring connections, causes and consequences during reading. Responds to and interprets texts by discussing the differences between literal and inferred meanings. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts. Identifies ways texts present different perspectives. Evaluates text accuracy and credibility by comparing texts on a similar topic. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview. Responds to and analyses texts by discussing the ways language structures and features shape meaning. Responds to and interprets texts by integrating sources of information in texts. <p>Vocab C9</p> <ol style="list-style-type: none"> Uses synonyms for a range of common words. Uses simple content specific vocabulary in appropriate ways when creating texts. Uses relevant vocabulary associated with digital technology and electronic texts. Understands how prefixes and suffixes change word meanings. <p>Vocab C10</p> <ol style="list-style-type: none"> Demonstrates understanding that words can have different meanings in different contexts. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge. Shows awareness that there are a number of ways to work out the meaning of unknown words. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses 	<p>13</p> <p>G, P & V Spelling</p> <p><i>Vocab:</i> telescope agriculture material surrounded compared</p> <p>W & R 1 planning</p> <p>R & V 1 vocab images</p> <p>S & L 2 sequencing</p>	<p>Before:</p> <ul style="list-style-type: none"> Discuss meanings and synonyms for new vocab. Model chunking words and specifically ...ed words to assist word identification and spelling. Teacher models <i>Coding strategy</i> using another text on Saturn. <p>During: As the teacher reads the <i>superteacher</i> text, students complete the <i>Coding strategy</i> task (attached) with a thinking partner.</p> <p>After: Students list the coding components on a class graphic organiser for display. For example:</p> <table border="1" data-bbox="1137 566 1688 820"> <tbody> <tr> <td>C</td> <td>I already knew this!</td> <td>It has 7 rings</td> </tr> <tr> <td>+</td> <td>New information</td> <td>2nd largest planet</td> </tr> <tr> <td>!</td> <td>Wow</td> <td>It's a ball of gas</td> </tr> <tr> <td>?</td> <td>I don't understand</td> <td>Outer core</td> </tr> </tbody> </table>	C	I already knew this!	It has 7 rings	+	New information	2 nd largest planet	!	Wow	It's a ball of gas	?	I don't understand	Outer core	<p>Differentiate groups (as above - choose a different double page or another 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 diagrams and how they add meaning to the text Student reread pages (Monitoring sheet) to develop fluency Reciprocal teaching: <i>Predictor, Questioner, Monitoring, Summariser</i>
C	I already knew this!	It has 7 rings													
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?	I don't understand	Outer core													
<p>14</p> <p>R & V 1 vocab images</p> <p>R & V 2 structure meaning</p> <p>S & L 1 summarising</p>	<p>Before:</p> <ul style="list-style-type: none"> 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 (<i>Very Important Points</i> VIPs). <p>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).</p> <p>After: Students place their sticky notes on the graphic organiser. Has anything been left out? (eg both are gas planets)</p> 	<p>Differentiate groups (as above - choose a different double page or another 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 diagrams and how they add meaning to the text Student reread pages (monitoring) to develop fluency Reciprocal teaching: <i>Predictor, Questioner, Monitoring, Summariser</i> 													

LITERACY CONTINUUM for Modelled Reading (Stage appropriate)	Session Modes/Skills	Explicit Modelled Reading for PLUTO - SUMMARISING/MAKING CONNECTIONS	Guided reading (Where to next?)
<p>Comprehension C9</p> <ol style="list-style-type: none"> Builds understanding during reading by discussing possible consequences of actions and events. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events. Builds understanding about the meaning of a text by actively seeking information from different parts of a text. Shows an awareness through discussion that texts can present different perspectives. Analyses the ways ideas and information are presented by making comparisons between texts. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text. Analyses a text by discussing visual, aural and written techniques used in the text. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links. <p>Comprehension C10</p> <ol style="list-style-type: none"> Interprets text by inferring connections, causes and consequences during reading. Responds to and interprets texts by discussing the differences between literal and inferred meanings. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts. Identifies ways texts present different perspectives. Evaluates text accuracy and credibility by comparing texts on a similar topic. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview. Responds to and analyses texts by discussing the ways language structures and features shape meaning. Responds to and interprets texts by integrating sources of information in texts. <p>Vocab C9</p> <ol style="list-style-type: none"> Uses synonyms for a range of common words. Uses simple content specific vocabulary in appropriate ways when creating texts. Uses relevant vocabulary associated with digital technology and electronic texts. Understands how prefixes and suffixes change word meanings. <p>Vocab C10</p> <ol style="list-style-type: none"> Demonstrates understanding that words can have different meanings in different contexts. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge. Shows awareness that there are a number of ways to work out the meaning of unknown words. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses 	<p>15 G, P & V Spelling</p> <p><i>Vocab:</i> dwarf orbit irregular headlines underworld methane</p> <p>R & V 1 vocab images</p> <p>R & V 2 structure meaning author's intent</p> <p>S & L 1 summarising</p> <p>S & L 2 sequencing</p>	<p>Before: Discuss meanings and synonyms for vocab Model chunking/compound word to assist word identification and spelling.</p> <p>During: Read one paragraph at a time:</p> <ul style="list-style-type: none"> After each paragraph, students choose a <i>Very Important Point</i> (VIP) with their thinking partner to write on a sticky note. <p>After:</p> <ul style="list-style-type: none"> Discuss the author's purpose for writing "Poor, poor Pluto". Read the students VIPs as they place their sticky notes on a graphic organiser:  <p>A3 or butchers paper</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 diagrams 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>Vocab C9</p> <ol style="list-style-type: none"> Uses synonyms for a range of common words. Uses simple content specific vocabulary in appropriate ways when creating texts. Uses relevant vocabulary associated with digital technology and electronic texts. Understands how prefixes and suffixes change word meanings. <p>Vocab C10</p> <ol style="list-style-type: none"> Demonstrates understanding that words can have different meanings in different contexts. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge. Shows awareness that there are a number of ways to work out the meaning of unknown words. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses 	<p>16 G, P & V Spelling</p> <p>R & V 1 vocab images</p> <p>R & V 2 structure meaning author's intent</p> <p>W & R 1 planning</p> <p>S & L 1 summarising</p> <p>S & L 2 sequencing</p>	<p>Before: Review vocab for meaning, word recognition & spelling.</p> <ul style="list-style-type: none"> Reread VIPs on the graphic organiser. (VIPs are organised per paragraph). <p>During: Read one paragraph at a time: After each paragraph, the class chooses the most appropriate VIP - discuss why?</p> <p>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?</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 diagrams and how they add meaning to the text Student reread pages (monitoring) to develop fluency Reciprocal teaching: <i>Predictor, Questioner, Monitoring, Summariser</i>


LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Writing	Guided Writing
<p>Writing C9</p> <ul style="list-style-type: none"> 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 adjectives to express specific ideas and details. <p>Writing C10</p> <ul style="list-style-type: none"> 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. <p>Vocab C9</p> <p>1. Uses synonyms for a range of common words.</p> <p>Vocab C10</p> <p>1. Demonstrates understanding that words can have different meanings in different contexts.</p> <p>2. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge.</p>	<p>1</p> <p>G, P & V</p> <p>W & R 1</p> <p>Informative writing- choice of vocabulary planning prior to writing</p> <p>W & R 2</p> <p>purpose images</p> <p>G, P & V</p> <p>organisation of ideas</p>	<p>Students choose a planet that they would like to write about as a class.</p> <ul style="list-style-type: none"> 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. 	<p>Students choose a planet that they would like to write about individually or with a partner.</p> <ul style="list-style-type: none"> 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.
	<p>2</p> <p>G, P & V</p> <p>paragraphing phrases noun groups verb groups</p> <p>W & R 1</p> <p>Informative writing- choice of vocabulary planning prior to writing</p> <p>W & R 2</p> <p>purpose images</p> <p>G, P & V</p> <p>Organisation of ideas</p>	<ul style="list-style-type: none"> 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. 	<p>Using their graphic organisers, students write their own sentences describing the planet.</p> <p>THINK: Thinking time should be given to students to create their sentence before writing is expected.</p> <p>VISUALISE: Students create a mental image of their sentence/s.</p> <p>VERBALISE: Students tell their sentence to the other group members (thinking partners, talking triangles).</p> <p>WRITE: Students write their sentence/s. A <i>Have a go!</i> 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).</p>

LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Writing	Guided Writing
<p>Writing C9</p> <ul style="list-style-type: none"> 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. <p>Writing C10</p> <ul style="list-style-type: none"> 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. <p>Vocab C9</p> <p>1. Uses synonyms for a range of common words.</p> <p>Vocab C10</p> <p>1. Demonstrates understanding that words can have different meanings in different contexts.</p> <p>2. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge.</p>	<p>3</p> <p>W & R 2</p> <p>descriptive language purpose/vocab G, P & V pronouns connectives</p> <p>4</p> <p>W & R 1 reread and edit W & R 2 purpose images vocab</p> <p>Reflecting on learning</p>	<p>Using the previous days modelled sentence/s:</p> <ul style="list-style-type: none"> 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. <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>Sentences are made into paragraphs based on the main idea.</p>	<p>READ & REVIEW Students:</p> <ul style="list-style-type: none"> review and refine their sentences add to their previous sentences formulate their sentences into paragraphs <p>PARTNER EDITING:</p> <ul style="list-style-type: none"> 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:			
<p>Other texts:</p> <p><i>Superteacher:</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Uranus</p> </div> <div style="text-align: center;">  <p>Neptune</p> </div> </div> <p>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.</p> <p>WRITING: Following this unit outline for writing, create a complete informative text incorporating students' descriptive paragraphs on the planets in this unit.</p> <p>Make a Popplet showing the relationship between the planets. http://popplet.com/</p>			

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

*Mandatory requirements

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	😊	😊	😊	😊	😊

★ Student Criteria for Writing ★

Cluster 9

*Mandatory requirements

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	😊	😊	😊	😊	😊

★ 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

★ 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.	☺	☺	☺	☺	☺

DOUBLE ENTRY JOURNAL

TEXT

NAME

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

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

Key concept:
Informative text structure

Literacy Continuum
<p>Year Four Cluster 10</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Texts <input type="checkbox"/> Comprehension <input type="checkbox"/> Vocabulary Knowledge <input type="checkbox"/> Aspects of Writing <input type="checkbox"/> Aspects of Speaking <p>Year Four Cluster 10</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Texts <input type="checkbox"/> Comprehension <input type="checkbox"/> Vocabulary Knowledge <input type="checkbox"/> Aspects of Writing <input type="checkbox"/> Aspects of Speaking

Develop and apply contextual knowledge	
*understand the ways in which spoken language differs from written language when adopting a range of roles	
*interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)	
*understand that social interactions influence the way people engage with ideas and respond to others 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

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 structure

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

Literacy Continuum

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

READING AND VIEWING 1

Objective A:

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

Stage Two

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

Develop and apply contextual knowledge	
* discuss how a reader's self-selection of texts for enjoyment can be informed by reading experiences	
* draw on experiences, knowledge of the topic or context to work out the meaning of unknown words	
Understand and apply knowledge of language forms and features	
* use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604) **	
* understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)	
* know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)	
* skim a text for overall message and scan for particular information, eg headings, key words	
* identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686) **	
Develop and apply graphological, phonological, syntactic and semantic knowledge	
* use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of homophones, contractions, syllables, word families and common prefixes	
* identify syllables in 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	

Literacy Continuum

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

READING AND VIEWING 2

Stage Two EN2-8B

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

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

Literacy Continuum

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

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

Objective A.

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

Key concept:

Informative text structure

Develop and apply contextual knowledge	
*identify key elements of planning, composing, reviewing and publishing in order to meet the demands of composing texts on a particular topic for a range of purposes and audiences	
*experiment and share aspects of composing that enhance learning and enjoyment	
* discuss issues related to the responsible use of digital communication 	
Understand and apply knowledge of language forms and features	
*plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1682, ACELY1694)	
*understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, 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)	

Literacy Continuum

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

WRITING & REPRESENTING 2

Stage Two EN2-2A

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

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

Literacy Continuum

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

**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

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

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

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

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

Literacy Continuum

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

THINKING IMAGINATIVELY, CREATIVELY AND INTERPRETIVELY

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

Stage Two EN2-10c

thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts

Key concept:
Informative text structure

Engage personally with texts	
*share responses to a range of texts and identify features which increase reader enjoyment	
*respond to texts by identifying and discussing aspects of texts that relate to their own experience	
Develop and apply contextual knowledge	
*discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (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)	

Literacy Continuum

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

EXPRESSING THEMSELVES

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

Objective D.

express themselves and their relationships with others and their world

Key concept:
Informative text structure

Engage personally with texts	
* recognise how texts draw on a reader's or viewer's experience and knowledge to make meaning and enhance enjoyment	
* recognise how aspects of personal perspective influence responses to texts	
Develop and apply contextual knowledge	
* draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)	
* discuss how people from different times and cultures may respond differently to characters, actions and events in texts	
* recognise the ways that stories depict Australians who are significant at a local and community level	
Understand and apply knowledge of language forms and features	
* understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)	
* identify and compare the differences between texts from a range of cultures, languages and times	
* make connections between students' own experiences and those of characters and events represented in texts	
Respond to and compose texts	
* consider and discuss ideas drawn from their world and the worlds of their texts	
* compose a variety of texts, eg simple poetry, that include aspects of home and local community life	
* experiment with visual, multimodal and digital technologies to represent aspects of experience and relationships 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	

Literacy Continuum

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

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	
* 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	

Literacy Continuum