Stellaluna

by Janell Canon

Stage 2

Kerry Pennycuick

Jo Evans

Cattai Public School

Chris Fraser

Instructional Leader Willmot PS

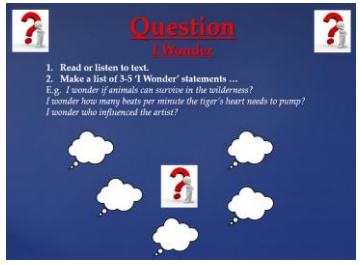
2015

Designed and edited by Chris Fraser Instructional Leader Willmot PS

ENGLISH UNIT OF WORK

Stage : 2	Term:	Weeks:
Key Concept:	Exploring ethical and social relationships Caring/friendship	
Text set:	FOCUS TEXT: *Stellaluna* by Janell Cannon OTHER TEXTS: • Koala Lou • Charlotte's Webb • Alice in Wonderland (individual chapter/s) • Jungle Drums • Jungle Book	
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 (attached). Developing reading and composing skills using noun groups, prepositional phrases and vocabulary knowledge through descriptive texts.	
Acceptable Evidence:	Plotting students on the Literacy Continuum Develop student comprehension and vocabulary	
Critical aspects:	Comprehension, Vocabulary, Reading texts, Writing	
Learning across the curriculum:	Literacy, Creative & critical thinking	

Stellaluna

LITERACY CONTINUUM for Modelled Reading (Stage appropriate)	Session Modes & skills	Explicit Modelled Reading	Guided reading (Where to next?)	Independent 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. 4. Shows an awareness through discussion that texts can present different perspectives. 7. Analyses a text by discussing visual, aural and written techniques used in the text. **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. 4 .Identifies ways texts present different perspectives. 5. Evaluates text accuracy and credibility by comparing texts on a similar topic. 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** 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** **Spelling** *Vocab:* Day 1 Explicit vocab & spelling: Sultry Crooned Clutched Scent Spied Swooped Upon Dodging Shrieking Limp Useless Tangle Daybreak Flump Clambered Babble Chirped Crawly Brought Finally Bear Curious Instant Crowded Gracefully Clumsy Embarrassing Setting Anxious Ached Sighed Thumbs Coming Peculiar Confused Wrong Gathered Stuttered Gasped Murmured Whispered Survived Escaped Delicious Wrapped Night time **Phonics:** ie, ir, ur, igh, wr, wh, ow, aw, oo, sc, tch **S & L 2** Predicting Visualising Share information and ideas	**Before:** • Pre-teach vocab (use synonyms) and phonics. • Teaching idea: predicting from A3 printout of cover, paying attention to detail (thinking partners). **During:** • Students create ***I wonders*** with thinking partners every two pages (teacher lists them) • Discuss illustrations – are we building a mental picture as we read? Does it match illustrations? **After:** • Students respond to their '*I wonders*' and change their wonderings statements into questions. • What did you think of the story? Compare and contrast two/three characters. Using a Venn diagram, compare and contrast the differences between a bat and a bird (physical characteristics…) using descriptive language.	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 illustrations and how they add meaning to the text • Students reread pages **(monitoring)** to develop fluency • Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser*  Use ***I wonders*** with a different text.	Develop text sets based on the key concept (Exploring ethical relationships). Students choose a text: • Read to self- record reading • Students find difficult words to list and find meanings (use dictionary and thesaurus) • Read to partner • Reading tasks *(eg Teach this)*

LITERACY CONTINUUM for Modelled Reading (Stage appropriate)	Session Modes & skills	Explicit Modelled Reading	Guided reading (Where to next?)	Independent reading
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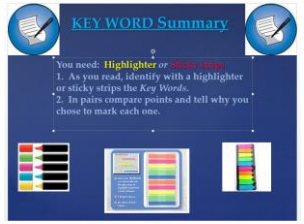
LITERACY CONTINUUM	Session Modes & skills	Explicit Modelled Reading	Guided reading	Independent reading
Comprehension C9 1. Builds understanding during reading by discussing possible consequences of actions and events. 2. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events. 4. Shows an awareness through discussion that texts can present different perspectives. 7. Analyses a text by discussing visual, aural and written techniques used in the text. **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. 4 .Identifies ways texts present different perspectives. 5. Evaluates text accuracy and credibility by comparing texts on a similar topic. 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. **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 **G, P & V** **Spelling** **R & V 1** Review vocab and spelling/phonics ***Code breaking*** ***&*** ***Meaning making***	**Deeper Understanding** **Before:** • Reread key pages to clarify meaning. • Questioning – Have you seen a book like this before? Do you know a similar story? **During:** Teacher focuses on the illustrations that convey meaning of the text. **After:** • Retell story in their own words. In groups, discuss theme of the book and - What is the author trying to achieve in the story? What evidence do you have/how do you know? Then discuss as a class. Remember how you described differences between bats and birds – can you describe differences and similarities between people in the class/in the community/in Australia/around the world?	Differentiate groups (as above – choose a different double page or another text from the text set) • Reading conference (see **Monitoring sheet**) • Review common sight words and decoding skills from the previous session and new words from the text. • Discuss the illustrations and how they add meaning to the text • Student reread pages. **(Monitoring sheet)** to develop fluency. • Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser*	Students choose a text: • Read to self –record reading • Students reread and list 4 *VIPs* • Read to partner • Writing tasks eg sequencing sentences, complete the sentence, *(Teach this)*
	4 **R & V 1** Main idea **S & L 2** Sequencing **W & R 1** Planning ***Meaning making*** ***&*** ***Text user***	**Before: Summarising** Teacher identifies and scribes the key words from one page. **During:** Students identify the key words from each page in the text using whiteboards related to conflict. **Summarising:** *Key Word Strategy* **After:** • What was the conflict in the story? Was it resolved satisfactorily for everyone? Referring to your own conflicts at school, are these always resolved satisfactorily for everyone? Why/why not? • Ending: In groups – Discuss Could the ending be changed? Why/why not? If yes, how would you change it? Would it affect whether you liked or disliked the story?	Differentiate groups (as above – choose a different double page or another text from the text set) • Reading conference (see **Monitoring sheet**) • Review common sight words and decoding skills from the previous session and new words from the text • Discuss the illustrations and how they add meaning to the text • Student reread pages **(monitoring)** to develop fluency • Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser*	Students choose a text: • Read to self-record reading • Students reread and list 4 *VIPs* • Read to partner • Writing tasks *(Teach this)*  Use ***Key Words*** with a different text.

LITERACY CONTINUUM	Session Modes & skills	Explicit Modelled Writing	Guided Writing	Independent Writing
W9 • 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. **W10** • 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** Descriptive writing- choice of vocabulary planning prior to writing eg words with prefixes and suffixes	• Review *Stellaluna* to use as a mentor text for writing. • Highlight noun groups and prepositional phrases in pages of photocopied text. • Create a list of adjectives (including words with prefixes and suffixes) and phrases to describe *Stellaluna.*	Students create a list of adjectives and phrases using a graphic organiser they will use in creating a written description of the bats. Include: • feelings • personality traits • actions • appearance 	Students choose a text: • Find adjectives and noun groups • Writing tasks *(Teach this)*
	2 **G, P & V** Organisation of ideas **W & R 2** Descriptive language Purpose/vocab	• Students collaborate to create an oral sentence about *Stellaluna* 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.	Using their graphic organisers students write their own sentence/s describing the bat - Modelled writing is removed from view. **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. **VERBALISE:** Students tell their sentence to the other group members (thinking partners, talking triangles). **WRITE:** Students write their sentence. 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)..	Students choose a text: • Choose a character (animal) and create a graphic organiser for a description • Writing tasks *(Teach this)*

<table>
<tr><th>LITERACY CONTINUUM</th><th>Session
Modes & skills</th><th>Explicit Modelled Writing</th><th>Guided Writing</th><th>Independent Writing</th></tr>
<tr><td rowspan="3">W9
• 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.
W10
• Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences.
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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.</td><td>3
Spelling
use strategies for spelling difficult words</td><td>Using the previous 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 she, he) using connectives</td><td>READ & REVIEW
Students:
review and refine their sentence/s
add to their previous sentence using pronouns and connectives.</td><td>Students choose a text:
• Create a list of adjectives (including words with prefixes and suffixes).
• Writing tasks (Teach this)</td></tr>
<tr><td>4
W & R 1
reread and edit
Reflecting on learning</td><td>Use the previous modelled sentence/s for students to edit
Add and insert errors to the sentence.
Students make corrections</td><td>PARTNER EDITING:
Sentences are read by a partner for editing and reflection using the writing criteria.
Sentences are revised.</td><td>Students choose a text:
• Find and list various connectives
• Writing tasks (Teach this)

TEACHER EDITING
Conferencing during independent tasks</td></tr>
<tr><td colspan="4">Continuing the unit: Exploring ethical and social relationships</td></tr>
<tr><td colspan="4">• Koala Lou
• Charlotte's Webb
• Alice in Wonderland (individual chapter/s)
• Jungle Drums
• Jungle Book

Text: Orientation | Complication | Resolution

READING: Using the above texts, adapt this unit to cover the same literacy continuum markers and English syllabus content descriptors.

WRITING: Follow the above unit outline for students to create a setting and plot for a complete imaginative text, incorporating students' descriptive paragraph of the bat completed during the Stellaluna unit. The above graphic organiser can be used for their final written text. Their piece of writing could continue to include a fantasy narrative focusing on when two young creatures from different texts meet.</td></tr>
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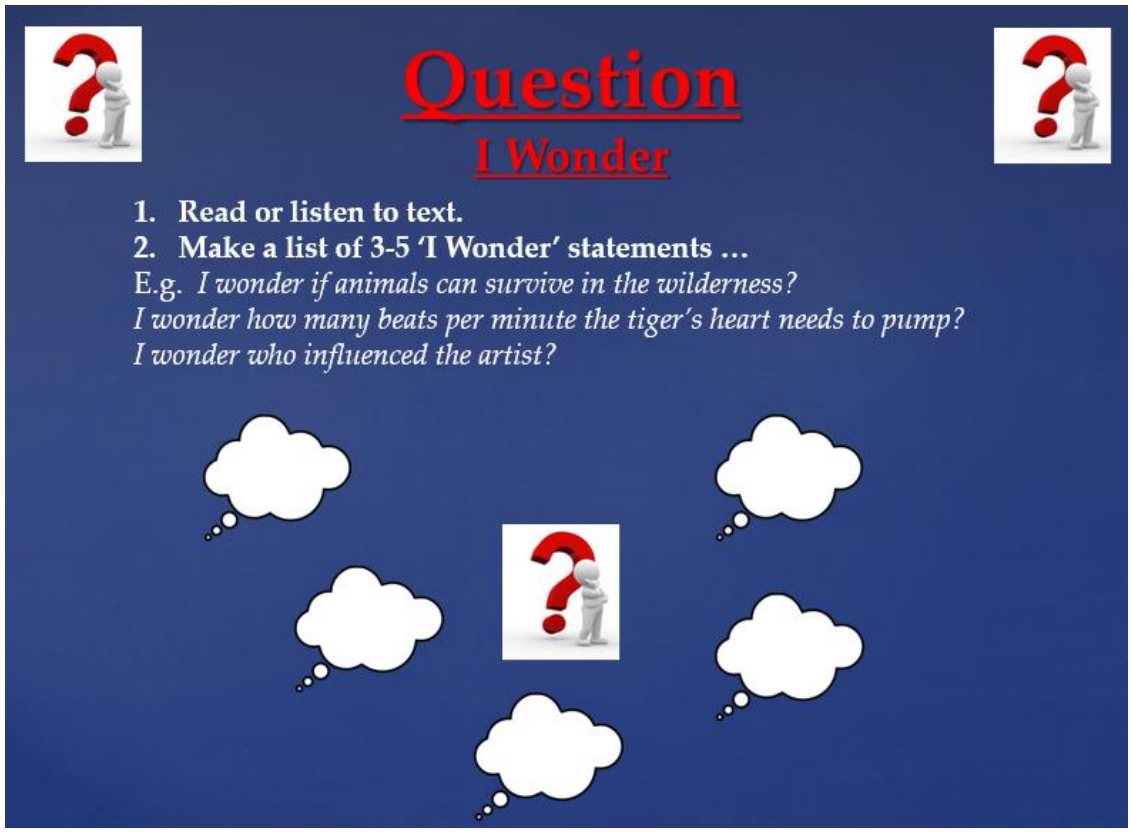

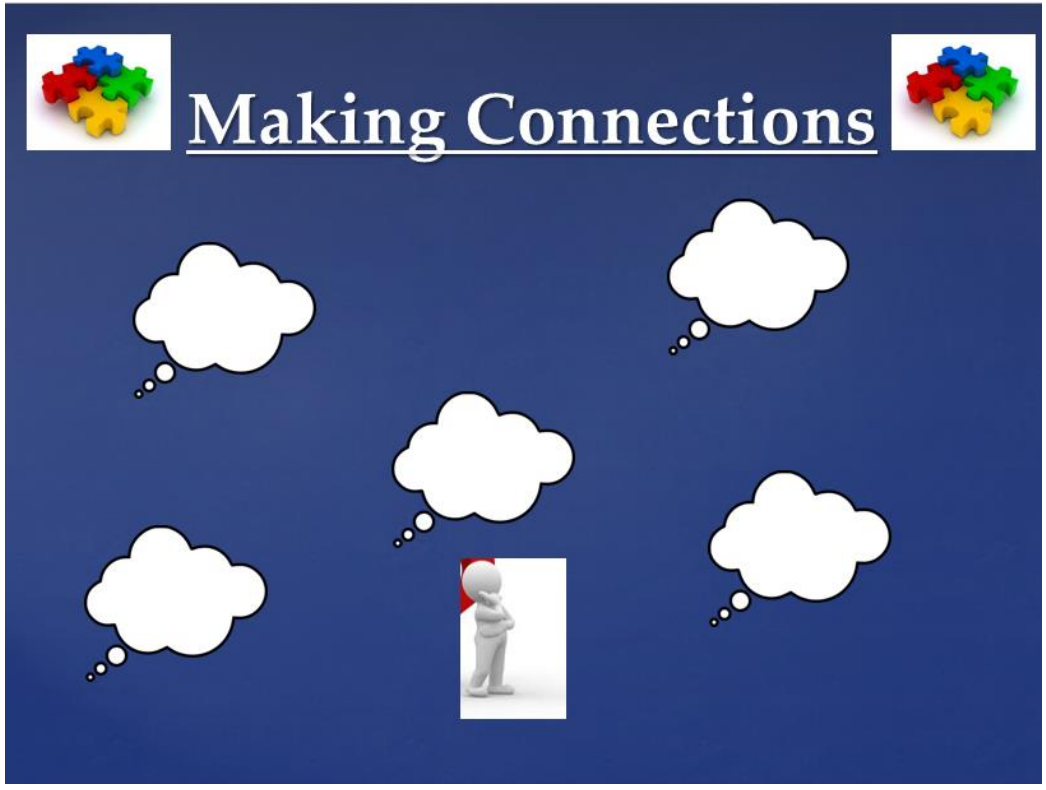

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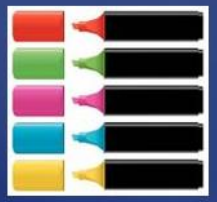
KEY WORD Summary

You need: Highlighter *or* Sticky strips

1. As you read, identify with a highlighter or sticky strips the *Key Words*.
2. In pairs compare points and tell why you chose to mark each one.



V.I.P. Summarise

You need: Highlighter *or* Sticky strips

1. As you read, identify with a highlighter or sticky strips the V.I.P. (Very Important Points).
2. In pairs compare points and tell why you chose to mark each one.

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Strategy	V.I.P. (Very Important Points)
Purpose	**Summarise** information Identify the main ideas in a text Explicitly teach students which information is important to the main idea Enable students to write an effective paragraph based on identified information in text It is important to find main ideas when reading. Main ideas help readers remember important information.
When to use it	As you read a piece of text for the first time and are summarising the key points Enable students to write independently and with meaning Persuasive writing, Information reports, Reviews, Explanations Explicitly teaching PEEL Short answer writing Reviewing / revising a topic
How to use it	Whole class, groups, pairs or individual
What to do	If the class have not used the target scaffold before, model process on board as a whole class **You need: Highlighter *or* Sticky strips** 1. **As you read, identify with a highlighter or sticky strips the V.I.P. (Very Important Points).** 2. **In pairs compare points and tell why you chose to mark each one.**
Adjustments / Modifications	Low ability – teacher led / group / pairs High support needs – focus on one paragraph and look for 2 key ideas
Time / Resource	0 min preparation 15 – 30 minute activity (includes identifying key information in text and students having a conversation about why they chose key ideas. Can have students report back to whole class. As a class, select the most important points, display them on board and have students construct their own summary paragraph using the V.I.P.) Power point resource slide. Text (text bk, p/copy) Highlighter or sticky strips.
Extension ideas	- Mid/High ability – Independent writing of sum up paragraph. Proof read with partner and check for understanding. Volunteers to read paragraph to class.

MONITORING From Assessment to Conferring: Sample Needs and Strategies

What We Are Seeing	Potential Goals	Possible Strategy	Alternative Strategy
Reading too quickly	Fluency	Adjust and apply different reading rates to match text	Phrasing, use punctuation
Leaving off ends of words	Accuracy	Cross checking	Chunk letters together
Little expression, lacks prosody, and omits punctuation	Fluency	Phrasing, using punctuation	Voracious reading
Can' t remember what was read	Comprehension	Check for understanding	Retell or summarize Make a picture or mental image Determine importance using theme, main ideas, & supporting details
Stalls on words	Accuracy	Skip the word, then come back	Blend sounds; stretch and reread
Student jumps right into reading story, then lacks understanding	Comprehension	Use prior knowledge to connect with text	Ask questions while reading Make connections to text
Doesn't remember details but understands the main idea	Comprehension	Retell the story	Recognize literary elements
Doesn't stick with a book	Reading Behaviors Book Selection	Read appropriate-level text Choose good-fit books	Voracious reading
Chooses books that are too hard	Reading Behaviors Fluency Expand Vocabulary Comprehension Accuracy	Read appropriate-level text	Ask, Does this make sense?
Can comprehend literally but can't read between the lines	Comprehension	Infer and support with evidence	Ask questions while reading Predict what will happen; use text to confirm
Reads words with correct letters but wrong sounds	Accuracy	Flip the sound	Cross checking
Sounds out each individual letter	Accuracy	Chunk letters together	Blend sounds
Beginning reader, knows few words but most letter sounds	Fluency Accuracy	Practice common sight words and high-frequency words	Blend sounds; stretch and reread
Doesn't remember details from nonfiction	Comprehension	Use text features (titles, headings, captions, graphic features)	Determine and analyze author's purpose and support with text
Doesn't understand the text because does not understand key word in selection	Expand Vocabulary	Tune in to interesting words	Reread to clarify the meaning of a word Ask someone to define the word for you

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

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SPEAKING AND LISTENING 1

Objective A:

communicate through speaking, listening, reading, writing, viewing and

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

Exploring ethical and social relationships

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	
* plan, rehearse and deliver presentations incorporating learned content and taking	
*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	

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

CODES **Modelled, guided and independent reading** **Modelled, guided and independent writing**

Developed by S Westwood

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

Exploring ethical and social relationships

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

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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

Exploring ethical and social relationships

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

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Stage Two

Objective B:

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

READING AND VIEWING 2

identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter

Exploring ethical and social relationships

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

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Stage Two EN2-8B

Objective A.

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

WRITING & REPRESENTING 1
Stage Two EN2-2A

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Exploring ethical and social relationships

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
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- ☐ Aspects of Speaking

Year Four
Cluster 10

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

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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

Exploring ethical and social relationships

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

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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

Exploring ethical and social relationships

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)	

Literacy Continuum

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Year Four

Cluster 10

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

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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

Exploring ethical and social relationships

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
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- ☐ Aspects of Speaking

Year Four
Cluster 10

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

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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

Exploring ethical and social relationships

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
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- ☐ Aspects of Speaking

Year Four
Cluster 10

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

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EXPRESSING THEMSEVES

Stage Two EN2-11D

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

responds to and composes a range of texts that express viewpoints of the world similar to and different from their own

Exploring ethical and social relationships

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	
*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

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Cluster 9

- ☐ Reading Texts
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- ☐ Aspects of Speaking

Year Four
Cluster 10

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- ☐ Aspects of Speaking

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Stage Two EN2-12E

REFLECTING ON LEARNING

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

recognises and uses an increasing range of strategies to reflect on their own and others' learning

Exploring ethical and social relationships

Develop and apply contextual knowledge	
* recognise how own texts can be influenced by a rich text environment	
* 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

Year Three
Cluster 9

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Year Four
Cluster 10

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

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