ANTHONY HILL • MARK SOPILAS

Illustrated by
MARK SOPILAS

The
Burnt
Stick

Nobody asked the children
before they took them away ...

The Burnt Stick

By Anthony Hill

Stage 3

Andrea Rivas Willmot PS
Chris Fraser
Instructional Leader

2015

Music/Art

Charcoal Drawings

Art Classes with specialist in charcoal drawing

Took the Children Away, by Archie Roach - from the album "Charcoal Lane" distributed through Mushroom Records

http://www.allmusic.com/album/charcoal-lane-mw0000085322

ICT/History

Guest Speaker on *Stolen Generation (Link Up)*

Letter Writing

Google information about the *Stolen Generation*

Use **Explain Everything** app for students to use to make presentations of the *Stolen Generation*

Video on *Stolen Generation* and reunion

Across KLAs: RESOURCES & UNIT EXTENSION SUGGESTIONS

ENGLISH UNIT OF WORK

Stage : 3	Term:	Weeks:
Key Concept:	Exploring ethical and social dilemmas in texts	
Text set:	*FOCUS TEXT: The Burnt Stick* by Anthony Hill *TEXT SET:* *Stolen girl Trina Saffioti* *Albert Namatjira* LIVE WIRE REAL LIVES *Rabbit proof fence*	
Focus:	Integrating English Stage 3 content descriptors: **S & L** - Speaking & Listening **R & V** – Reading & Viewing **R & C** - Reading & Composing **W & R** - Writing & Representing **Spelling** **G, P & V** - Grammar, Punctuation and Vocabulary **T I & C** -Thinking imaginatively and creatively **E T** - Expressing themselves **R on L** - Reflecting on Learning	
Acceptable Evidence of Learning:	Plotting students on the Literacy Continuum – to develop student comprehension and vocabulary. Success criteria WALTS (*Learning Intentions* Stage 3 – highlighted throughout)	
Critical aspects:	Comprehension, Vocabulary, Reading texts, Writing	
Learning across the curriculum:	Literacy, creative and critical thinking, cultural diversity	

DIFFERENTIATING IN A STAGE 3 ENGLISH UNIT OF LEARNING

LEARNING INTENTIONS (WALTs)/STUDENT WRITING SUCCESS CRITERIA
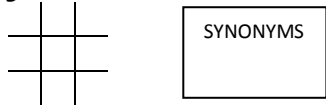
Highlighted throughout the unit

STAGE APPROPRIATE
Universal level
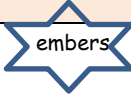
Targeted level

Intensive level
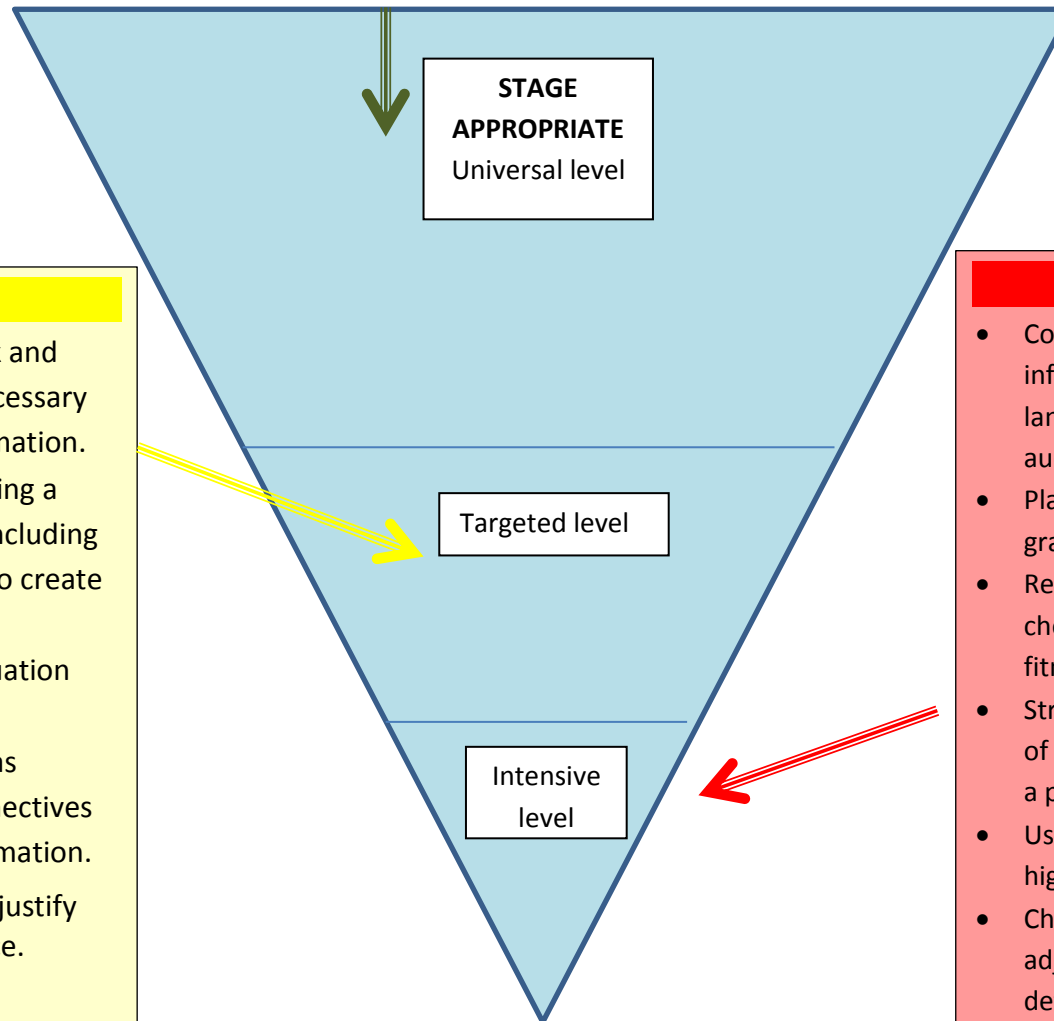
Cluster 10

- 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.
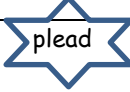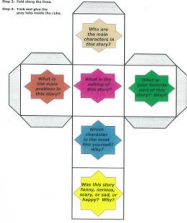- Shows awareness of the need to justify opinions with supporting evidence.

Cluster 9 & below

- Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience.
- Plans & organisers ideas using heading, graphic organisers, questions, 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.
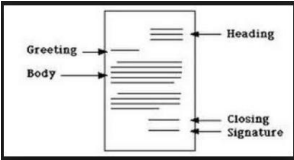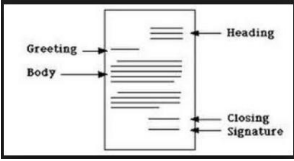- Uses joined letters of consistent size.

Chris Fraser Literacy Numeracy Leader WSR

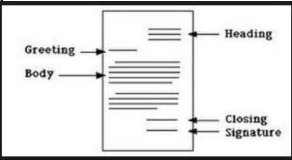| LITERACY CONTINUUM for Modelled Reading (Stage appropriate)	Session Modes/Skills	Explicit Modelled Reading	Guided reading (Where to next?)
Comprehension C11 1. Analyses and evaluates the ways that inference is used in a text to build understanding. 2. Re-examines sections of texts for evidence to support interpretations and opinions. 3. Evaluates a personal interpretation of a text by critically re-examining evidence within the text. 4. Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text. 5. Analyses texts to explain and compare how audience, purpose and context influence texts. 6. Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented. 7. Analyses and responds to language and grammatical techniques used to influence an audience. 8. Analyses and compares how information and ideas are presented in a range of texts on the one topic. **Comprehension C12** 1. Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. 2. Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations. 3. Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented. 4. Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented. 5. Interprets texts by identifying and discussing multiple purposes within the same text. 6. Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic. 7. Analyses texts to compare how language structures and features are used to position readers and viewers. 8. Analyses and evaluates how written information and visual images shape meaning by comparing texts on the same topic. **Vocab C11** 1. Makes effective word choices in response to purpose and audience when creating texts. 2. Demonstrates understanding of new words for new concepts. 3. Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. 4. Refines vocabulary choice in response to purpose and audience when editing and reviewing own and peer's writing (in writing lessons) **Vocab C12** 1. Uses new words for known concepts, e.g. *blissful* for *happy.* 2. Increasingly uses appropriate content vocabulary when creating spoken and written texts about specific topics. 3. Accurately uses the vocabulary associated with digital technology and electronic texts. 4. Draws on knowledge of word origins to work out meaning of new words.	**1** **Pages 1-13** **G, P & V** **Spelling** *Vocab:* *surplices* *scent* *corrugated* *ancestor* *bough* *shelters* *mustering* *consent* (spelling strategies in bold) **R & V** Monitoring **S & L** Predicting	**Before:** Pre –teach the vocab. Create word labels to display in the room to be used for writing. *Prediction Bingo* Scan page 1 illustration for IWB. Ask students to predict other words that may be in the text. Students draw up a grid- instruct students to draw noughts and crosses grid and chose 9 words. **During:** Students tick off Bingo words as they are read by the teacher in the text/similar words are added to the box **After:** Students discuss with their thinking partners their word predictions eg why wasn't your prediction included, were synonyms used instead of your word. Teacher lists words of correct predictions. Students give teacher synonyms which are listed which are listed next to the correct word prediction. | Correct word	Synonyms
---	---
sea	ocean, beach
coast	shore, sand
beautiful	lovely, magnificent, spectacular		<u>Super 6 Strategy</u>: *Monitoring* Differentiate groups according to Literacy Continuum clusters (see triangle on page 4) and choose appropriate pages or part of a page to photocopy for each cluster group for reading: • Teacher chooses common sight wors and decoding skills from the text to revise (eg: *ed* words). • Students highlight difficult words (either vocab or sight words) in the text to discuss as a group. • Teacher choose spelling words and strategies from *Modes/Skills* column for each group. • Students reread pages with the teacher to develop fluency.
	2 **Pges 1-13** **G, P & V** **Spelling** *Vocab:* revision **R & V** **S & L** Summarising	**Before:** Review vocab. Teacher explains that students will be summarising. Teacher reads first page and students discuss 2 very important points to list in the visual organiser below. **During:** reread pgs 1-13 Use a visual organiser to summarise every couple of pages with VIP's | PAGES	VIPS
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1-3	
4-6	
7-9	
9-13		 **After:** Re-read very important points and create a visual diagram listing pros & cons of living on a mission: (Pros) (Cons)	<u>Super 6 Strategy</u>: *Summarising* Differentiate groups according to Literacy Continuum clusters (see triangle on page 4) and choose appropriate pages or part of a page to photocopy for each cluster group for reading: • Teacher revises common sight words and decoding skills from the text to revise (eg: '*ed*' words). • Students highlight VIPs to discuss as a group. • Students reread pages with the teacher to develop fluency.

Chris Fraser Literacy Numeracy Leader WSR

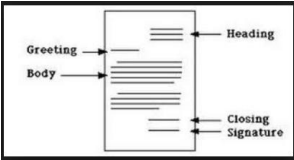| LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Reading	Guided reading
Comprehension C11 1. Analyses and evaluates the ways that inference is used in a text to build understanding. 2. Re-examines sections of texts for evidence to support interpretations and opinions. 3. Evaluates a personal interpretation of a text by critically re-examining evidence within the text. 4. Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text. 5. Analyses texts to explain and compare how audience, purpose and context influence texts. 6. Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented. 7. Analyses and responds to language and grammatical techniques used to influence an audience. 8. Analyses and compares how information and ideas are presented in a range of texts on the one topic. **Comprehension C12** 1. Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. 2. Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations. 3. Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented.	**3** **Pages 14-21** **G, P & V** **Spelling** *Review spelling* strategies chosen from Day 1 *Vocab:* embers **R & V** Literary text structure **W & R** Planning ***Code breaker*** ***Text analyst***	**Before:** Word of the day! ⭐ embers Discuss meaning and context. Review day 1 vocab. Thinking partners add *So far...* (key points) to the organiser. <table><tr><td>Orientation</td><td>So far...</td></tr><tr><td>Complication</td><td>Paragraph 1 Paragraph 1</td></tr><tr><td>Resolution</td><td></td></tr></table> **During:** Students note further key points to add to the orientation. **After:** Students' key points are added to the organiser by the teacher. Thinking partners discuss their view on what may be the complication. The class comes to a consensus which is recorded on the organiser.	Super 6 Strategy: *Questioning* Differentiate groups according to Literacy Continuum clusters (see triangle on page 4) and choose appropriate pages or part of a page to photocopy for each cluster group for reading: • Teacher chooses common sight words and decoding skills from the text to revise. • Students use *Here, Hidden Head* strategy to answer questions • Students reread pages with the teacher to develop fluency.
4. Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented. 5. Interprets texts by identifying and discussing multiple purposes within the same text. 6. Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic. 7. Analyses texts to compare how language structures and features are used to position readers and viewers. 8. Analyses and evaluates how written information and visual images shape meaning by comparing texts on the same topic. **Vocab C11** 1. Makes effective word choices in response to purpose and audience when creating texts. 2. Demonstrates understanding of new words for new concepts. 3. Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. 4. Refines vocabulary choice in response to purpose and audience when editing and reviewing own and peer's writing **Vocab C12** 1. Uses new words for known concepts, e.g. *blissful* for *happy.* 2. Increasingly uses appropriate content vocabulary when creating spoken and written texts about specific topics. 3. Accurately uses the vocabulary associated with digital technology and electronic texts. 4. Draws on knowledge of word origins to work out meaning of new words.	**4** **Pages 14-21** **G, P & V** **Spelling** *Vocab:* **R & V** Author's intent Enjoyment **R & V** Descriptive language *Adjectives:* (images) *Adverbs:* (images) **S & L** Point of view **S & L 2** Opinions	**Before:** Teach *Ask the author* strategy. Refer to rubric to record students questions that they would like to ask the author. Teacher asks questions E.g. Why did you write this book? What is the message so far in the story? Why did you decide to include the Dreaming and John's life as a child (prior knowledge, you know he was happy before he was taken away)? Thinking partners discuss. **During:** Students record further questions for discussion after reading. <table><tr><td>Questions</td><td>Answers</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> **After:** Thinking partners record answers <table><tr><td>Questions</td><td>Answers</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> Thinking partners discuss how does questioning the author help us when we read and which were the best questions we asked that gave us a better understanding of the text.	Super 6 Strategy: *Questioning* Differentiate groups according to Literacy Continuum clusters (see triangle on page 4) and choose appropriate pages or part of a page to photocopy for each cluster group for reading: • Teacher chooses common sight words and decoding skills from the text to revise. • Students use *Question the teacher* strategy to answer questions in the text so far. • Students reread pages with the teacher to develop fluency.

LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Reading	Guided reading
Comprehension C11 1. Analyses and evaluates the ways that inference is used in a text to build understanding. 2. Re-examines sections of texts for evidence to support interpretations and opinions. 3. Evaluates a personal interpretation of a text by critically re-examining evidence within the text. 4. Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text. 5. Analyses texts to explain and compare how audience, purpose and context influence texts. 6. Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented. 7. Analyses and responds to language and grammatical techniques used to influence an audience. 8. Analyses and compares how information and ideas are presented in a range of texts on the one topic. **Comprehension C12** 1. Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. 2. Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations. 3. Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented.	**5** **Pages 22-36** **G, P & V** **Spelling** *Review spelling* strategies chosen from vocab below *Vocab: mourn, cinders, imply, mock* (spelling strategy in bold, c/s and y/i) **R & V** Literary text structure **W & R** Planning	**Before:** Word of the day! ⭐ mourn Create a cline for mourn. Discuss meaning and context. Review previous vocab. Teacher reads "first splinter light appears…" (pg 25) while students close eyes and visualise the image. **During**: Students fold an A4 page into a number of boxes (between 8 & 16). They sketch important points as teacher reads the text. (This is not about good drawing but for remembering and recalling sequence of events) (empty grid 4×2) **After:** With thinking partners, students retell stories using their sketches. Teacher may list VIPs from student sketches.	<u>Super 6 Strategy</u>: *Visualising* Differentiate groups according to Literacy Continuum clusters (see triangle on page 4) and choose appropriate pages or part of a page to photocopy for each cluster group for reading: • Teacher chooses common sight words and decoding skills from the text to revise. • Students use visualising strategy to recall events in the story (see modelled) • Students reread pages with the teacher to develop fluency.
4. Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented. 5. Interprets texts by identifying and discussing multiple purposes within the same text. 6. Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic. 7. Analyses texts to compare how language structures and features are used to position readers and viewers. 8. Analyses and evaluates how written information and visual images shape meaning by comparing texts on the same topic. **Vocab C11** 1. Makes effective word choices in response to purpose and audience when creating texts. 2. Demonstrates understanding of new words for new concepts. 3. Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. 4. Refines vocabulary choice in response to purpose and audience when editing and reviewing own and peer's writing **Vocab C12** 1. Uses new words for known concepts, e.g. *blissful* for *happy*. 2. Increasingly uses appropriate content vocabulary when creating spoken and written texts about specific topics. 3. Accurately uses the vocabulary associated with digital technology and electronic texts. 4. Draws on knowledge of word origins to work out meaning of new words.	**6** **Pages 22-36** **G, P & V** **Spelling** *Vocab: wailing, grief, moan* **R & V** Author's intent Enjoyment **R & V** Descriptive language *Adjectives:* (images) *Adverbs:* (images) **S & L** Point of view **S & L 2** Opinions	**Before:** Word of the day! ⭐ grief Create a cline for grief. Discuss meaning and context. Review previous vocab. Teacher reads from a written poster; "When he finished, John's grandmother and all the other woman in the camp began to moan and cry with grief." (pg. 23) Thinking partners discuss the key words for 'feelings'. Teacher highlights those words on the poster & discusses characters feelings. **During:** Students record key words for feelings while the text is being read. **After:** Teacher collates students' key words on a graphic organiser. Clines to be created on this organiser for display in lesson 7. | Key Words	Clines	| (empty grid)	<u>Super 6 Strategy</u>: *Summarising* Differentiate groups according to Literacy Continuum clusters (see triangle on page 4) and choose appropriate pages or part of a page to photocopy for each cluster group for reading: • Teacher chooses common sight words and decoding skills from the text to revise. • Students use key words for feelings to understand the perspective of the characters. • Students reread pages with the teacher to develop fluency.

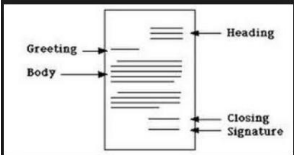| LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Reading	Guided reading
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	8 **Pages 37-53** **G, P & V** **Spelling** *Vocab: plead* **R & V** Author's intent Enjoyment **R & V** Descriptive language *Adjectives:* (images) *Adverbs:* (images) **S & L** Point of view **S & L 2** Opinions	**Before: Before:** Word of the day! ⭐ plead Discuss meaning and context. Review previous vocab. Teacher and students complete the questions on the story cube *SEE APPENDIX enlarged to A3* **During:** students answer the questions on their own story cube: Who comes back? What did they do? Why did the man take John? Why was the mother pleading? Why was she clinging to the door handle? Why did John still remember the camp? **After:** Thinking partners discuss their answers and how they would have liked the story to end.	Super 6 Strategy: *Questioning/summarising* Differentiate groups according to Literacy Continuum clusters (see triangle on page 4) and choose appropriate pages or part of a page to photocopy for each cluster group for reading: • Teacher chooses common sight words and decoding skills from the text to revise. • Students generate their own questions that the text didn't answer to discuss as a group with the teacher. • Students reread pages with the teacher to develop fluency.

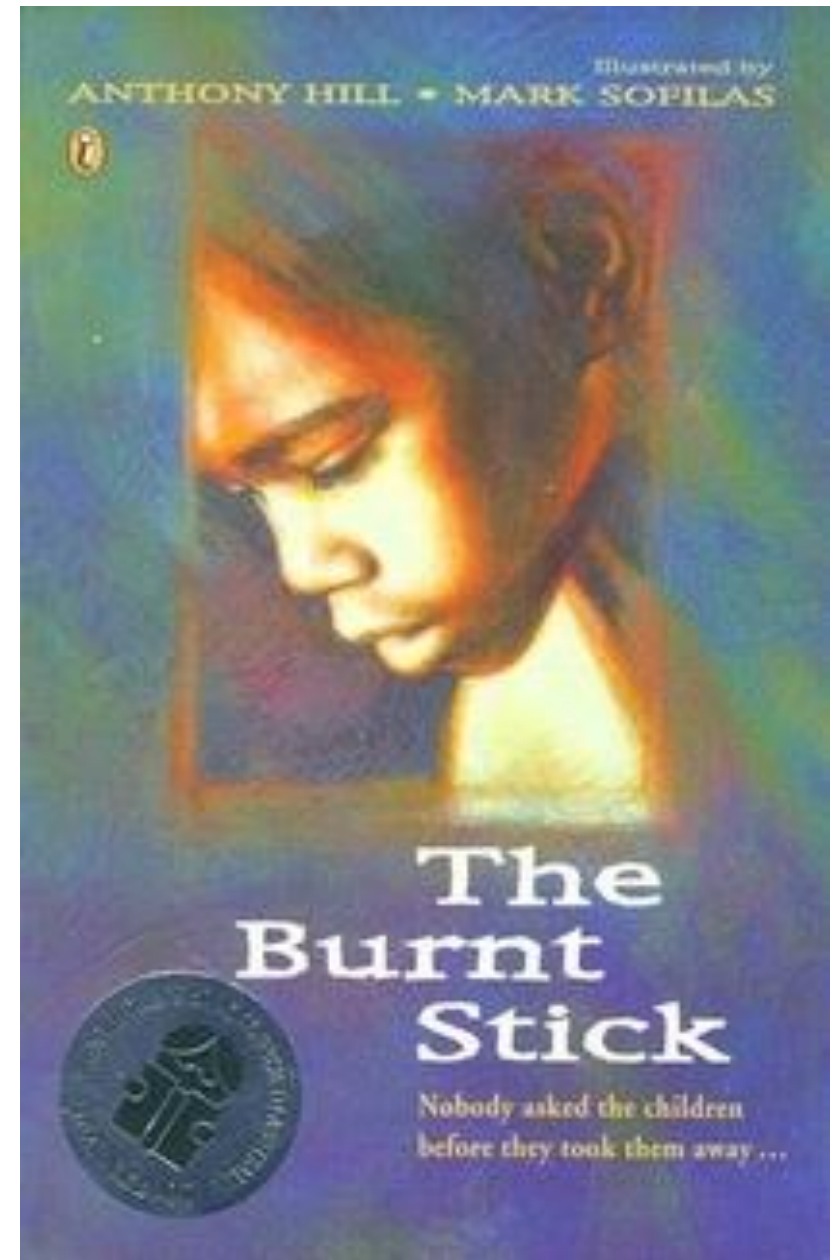| LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Writing	Guided Writing	Independent Writing
Writing 11 1. Writes coherent, structured texts for a range of purposes and contexts. 2. Deliberately structures language in a way that creates more cohesive, imaginative, informative and persuasive texts. 3. Shows awareness of accurately acknowledging sources in relevant texts. 4. Refines writing in response to feedback. 5. Selects appropriate language for purpose, e.g. descriptive, persuasive, topic, technical, evaluative, emotive, and colloquial. 6. Uses topic sentences and appropriately organises main and subordinate ideas. 7. Experiments with using complex punctuation to engage the reader and achieve purpose. 8. Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words. 9. Writes fluently with appropriate size, slope and spacing. 10. Uses word processing programs confidently and accurately, integrating various functions. 11. Plans and designs more complex multi modal texts	**1** **pgs:1-13** **G, P & V** **W & R** **R & C** Letter vocab Persuasive vocab	**Letter writing**: Teacher models writing letter to a child in the mission 1. Model addressee 2. Vocab e.g. Dear, To Whom it May Concern 3. Paragraph 1 with the writer giving information about self. Display letter writing organiser and vocab on the wall.	**Cluster 9**: Withdraw intensive support cluster group to teachers help desk (two or three students) and scaffold students to complete the addressee and paragraph 1 **Cluster 10**: Withdraw targeted cluster group to teachers help desk (two or three students) and review writing so far and scaffold students to complete the addressee and paragraph 1. **Cluster 11/12**: Withdraw universal cluster group to teachers help desk and review writing so far and include peer feedback to complete the addressee and paragraph 1.	**Fast Finishers** • Independent tasks: *BUG CLUB* • Re-reading letter to a friend • Writing a letter independently to a person of choice • Choosing a similar text from the classroom set and list difficult words and find their meanings
Writing 12 1. Writes sustained texts for a wide range of purposes. 2. Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience. 3. Creates well planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation. 4. Critically reflects on effectiveness of own/others' writing and seeks and responds to feedback from others. 5. Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience. 6. Makes sentence level choices (e.g. short sentences to build tension; complex sentences to add detail) using a variety of sentence beginnings and dependent clauses. 7. Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks and commas to indicate clauses. 8. Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables. 9. Uses visuals to extend or clarify meaning, selects from a range of media and experiments creatively with the production of multimodal texts for audience impact. **Vocab C11** (see reading) **Vocab C12** (see reading)	**2** **W & R** **R & C** **reread and edit** **Reflecting on learning**	**Letter writing**: Teacher models writing letter to a child in the mission 4. Vocab e.g. generating questions to ask the recipient 5. Paragraph 2 questioning the recipient of the letter and sign off.	**Cluster 9**: Withdraw intensive support cluster group to teachers help desk (two or three students) and scaffold students to complete paragraph 2 and sign off. **Cluster 10**: Withdraw targeted cluster group to teachers help desk (two or three students) and review writing so far and scaffold students to complete paragraph 2 and sign off. **Cluster 11/12**: Withdraw universal cluster group to teachers help desk and review writing so far and include peer feedback to complete paragraph 2 and sign off.	

LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Writing	Guided Writing	Independent Writing
Writing 11 1. Writes coherent, structured texts for a range of purposes and contexts. 2. Deliberately structures language in a way that creates more cohesive, imaginative, informative and persuasive texts. 3. Shows awareness of accurately acknowledging sources in relevant texts. 4. Refines writing in response to feedback. 5. Selects appropriate language for purpose, e.g. descriptive, persuasive, topic, technical, evaluative, emotive, and colloquial. 6. Uses topic sentences and appropriately organises main and subordinate ideas. 7. Experiments with using complex punctuation to engage the reader and achieve purpose. 8. Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words. 9. Writes fluently with appropriate size, slope and spacing. 10. Uses word processing programs confidently and accurately, integrating various functions. 11. Plans and designs more complex multi modal texts	**3** **pgs:22-36** **G, P & V** **W & R** **R & C** Letter vocab Persuasive vocab	**Letter writing**: Teacher uses model writing from previous session • extract words for teaching various spelling strategies. • change the structure (position of phrases) of the sentences. Does it still make sense? • add another descriptive sentence using pronouns (eg I, we, they, she) and conjunctions . • add and insert errors to the sentence and students make corrections	**READ & REVIEW** Students: • improve their writing: review and refine their paragraphs add to their previous paragraph **PARTNER EDITING:** • paragraph is read by a partner for editing and reflection using the writing criteria. Paragraph is revised.	**Fast Finishers** • Independent tasks: *BUG CLUB* • Re-reading letter to a friend • Writing a letter independently to a person of choice • Choosing a similar text from the classroom set and list difficult words and find their meanings
Writing 12 1. Writes sustained texts for a wide range of purposes. 2. Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience. 3. Creates well planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation. 4. Critically reflects on effectiveness of own/others' writing and seeks and responds to feedback from others. 5. Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience. 6. Makes sentence level choices (e.g. short sentences to build tension; complex sentences to add detail) using a variety of sentence beginnings and dependent clauses. 7. Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks and commas to indicate clauses. 8. Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables. 9. Uses visuals to extend or clarify meaning, selects from a range of media and experiments creatively with the production of multimodal texts for audience impact. **Vocab C11** (see reading) **Vocab C12** (see reading)	**4** **W & R** **R & C** reread and edit **Reflecting on learning**	**Publishing:** Teacher models necessary computer skills on the IWB for students to publish their letters. eg formatting (paragraphing), fonts, regular saving etc.	**Publishing:** typing on the computer. **TEACHER EDITING** While students are publishing, students can be withdrawn to be given further assistance. Teacher can refer to the FOUR LEVELS OF FEEDBACK when assisting	

LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Writing	Guided Writing	Independent Writing
Writing 11 1. Writes coherent, structured texts for a range of purposes and contexts. 2. Deliberately structures language in a way that creates more cohesive, imaginative, informative and persuasive texts.. 3. Shows awareness of accurately acknowledging sources in relevant texts. 4. Refines writing in response to feedback. 5. Selects appropriate language for purpose, e.g. descriptive, persuasive, topic, technical, evaluative, emotive, and colloquial. 6. Uses topic sentences and appropriately organises main and subordinate ideas. 7. Experiments with using complex punctuation to engage the reader and achieve purpose. 8. Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words. 9. Writes fluently with appropriate size, slope and spacing. 10. Uses word processing programs confidently and accurately, integrating various functions. 11. Plans and designs more complex multi modal texts	**5** **pgs:22-36** **G, P & V** **W & R** **R & C** Letter vocab Persuasive vocab	**Letter writing**: Teacher models writing letter a persuasive letter to Mission/The Big Man from either the perspective of the mother or John trying to convince them that they should leave John with his family. (complete heading, *salutation* and paragraph one). Paragraph one should include the arguments why the family needs to stay together.	**Cluster 9**: Withdraw intensive support cluster group to teachers help desk (two or three students) and scaffold students to complete the addressee and paragraph 1 **Cluster 10**: Withdraw targeted cluster group to teachers help desk (two or three students) and review writing so far and scaffold students to complete the addressee and paragraph 1. **Cluster 11/12**: Withdraw universal cluster group to teachers help desk and review writing so far and include peer feedback to complete the addressee and paragraph 1.	**Fast Finishers** • Independent tasks: *BUG CLUB* • Re-reading letter to a friend • Writing a letter independently to a person of choice • Choosing a similar text from the classroom set and list difficult words and find their meanings
Writing 12 1. Writes sustained texts for a wide range of purposes. 2. Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience. 3. Creates well planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation. 4. Critically reflects on effectiveness of own/others' writing and seeks and responds to feedback from others. 5. Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience. 6. Makes sentence level choices (e.g. short sentences to build tension; complex sentences to add detail) using a variety of sentence beginnings and dependent clauses. 7. Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks and commas to indicate clauses. 8. Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables. 9. Uses visuals to extend or clarify meaning, selects from a range of media and experiments creatively with the production of multimodal texts for audience impact. **Vocab C11** (see reading) **Vocab C12** (see reading)	**6** **W & R** **R & C** reread and edit **Reflecting on learning**	Thinking partners create lists of powerful words for their paragraph. Teacher uses the previous modelled paragraph and adds persuasive/emotive words to make it more convincing. e.g. adored, supported, cared for, nurtured, loved http://www.slideshare.net/GjDarma/emotive-words-list Teacher changes the structure (position of phrases) of the sentences. Does it still make sense? Is it more powerful? E.g. "When he finished, …(pg 23)	**Cluster 9**: Withdraw intensive support cluster group to teachers help desk (two or three students) to assist students to use powerful/persuasive language. **Cluster 10**: Withdraw targeted cluster group to teachers help desk (two or three students) to assist students to use powerful/persuasive language. **Cluster 11/12**: Withdraw universal cluster group to teachers help desk to teachers help desk to assist students to use powerful/persuasive language.	

LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Writing	Guided Writing	Independent Writing
Writing 11 1. Writes coherent, structured texts for a range of purposes and contexts. 2. Deliberately structures language in a way that creates more cohesive, imaginative, informative and persuasive texts. 3. Shows awareness of accurately acknowledging sources in relevant texts. 4. Refines writing in response to feedback. 5. Selects appropriate language for purpose, e.g. descriptive, persuasive, topic, technical, evaluative, emotive, and colloquial. 6. Uses topic sentences and appropriately organises main and subordinate ideas. 7. Experiments with using complex punctuation to engage the reader and achieve purpose. 8. Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words. 9. Writes fluently with appropriate size, slope and spacing. 10. Uses word processing programs confidently and accurately, integrating various functions. 11. Plans and designs more complex multi modal texts **Writing 12** 1. Writes sustained texts for a wide range of purposes. 2. Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience. 3. Creates well planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation. 4. Critically reflects on effectiveness of own/others' writing and seeks and responds to feedback from others. 5. Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience. 6. Makes sentence level choices (e.g. short sentences to build tension; complex sentences to add detail) using a variety of sentence beginnings and dependent clauses. 7. Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks and commas to indicate clauses. 8. Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables. 9. Uses visuals to extend or clarify meaning, selects from a range of media and experiments creatively with the production of multimodal texts for audience impact. **Vocab C11** (see reading) **Vocab C12** (see reading)	**7** **pgs:22-36** **G, P & V** **W & R** **R & C** Letter vocab Persuasive vocab	**Letter writing**: Teacher uses model writing from previous session to write a second paragraph explaining how they would feel if they were separated. e.g. *mortified, anguish, distressed, homesick* http://www.slideshare.net/GjDarma/emotive-words-list • extract words for teaching various spelling strategies. • change the structure (position of phrases) of the sentences. Does it still make sense? "When he finished, ...(pg 23) • add another descriptive sentence using pronouns (eg I, we, they, she) and conjunctions . • add and insert errors to the sentence and students make corrections	**READ & REVIEW** Students: • improve their writing: review and refine their paragraphs add to their previous paragraph **PARTNER EDITING:** • paragraph is read by a partner for editing and reflection using the writing criteria. Paragraph is revised.	**Fast Finishers** • Independent tasks: *BUG CLUB* • Re-reading letter to a friend • Writing a letter independently to a person of choice • Choosing a similar text from the classroom set and list difficult words and find their meanings
	8 **W & R** **R & C** reread and edit **Reflecting on learning**	**Publishing:** Teacher models necessary computer skills on the IWB for students to publish their letters. eg formatting (paragraphing), fonts, regular saving etc.	**Publishing:** typing on the computer **TEACHER EDITING** While students are publishing, students can be withdrawn to be given further assistance	

APPENDIX

- Text set
- Monitoring
- Letter organiser
- Story cubes
- Extra questions to incorporate
- Four levels of feedback
- Success criteria for clusters 9-12
- English syllabus content descriptors covered by the unit

Illustrated by
ANTHONY HILL • MARK SOFILAS

The Burnt Stick

Nobody asked the children before they took them away ...

VOCAB/GRAMMAR FOR TEXT SET:

READING: Using the text set below, cover the same literacy continuum markers and English syllabus content descriptors as listed in this unit.
WRITING: Follow this unit outline and create a character, setting and/or plot to create a complete imaginative text.

	Stolen girl	Rabbit-proof fence	Albert Namatjira
Vocab & Spelling		Rabbit Proof Fence excerpt found at http://aso.gov.au/titles/features/rabbit-proof-fence/clip1/	
Grammar & Punctuation			
WRAP UP (R & V, S & L) : Compare and contrast texts	Evaluate and personally respond to texts	Justify favourite text	

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.

LETTER ORGANISER

Addressee details

Sender details

Name

Address

Name

Address

Date

Salutation

Hello,

Dear…..

To whom it may concern,

Paragraph 1

Paragraph 2

Sign off

Yours faithfully,

Yours sincerely,

Regards

Signature

Step 1: Cut out the shape.

Step 2: Fold along the lines.

Step 3: Tuck and glue the
gray tabs inside the cube.

Who are
the main
characters in
this story?

What is
the main
problem in
this story?

What is the
setting of
this story?

What is
your favorite
part of this
story? Why?

Which
character
is the most
like yourself?
Why?

Was this story
funny, serious,
scary, or sad, or
happy? Why?
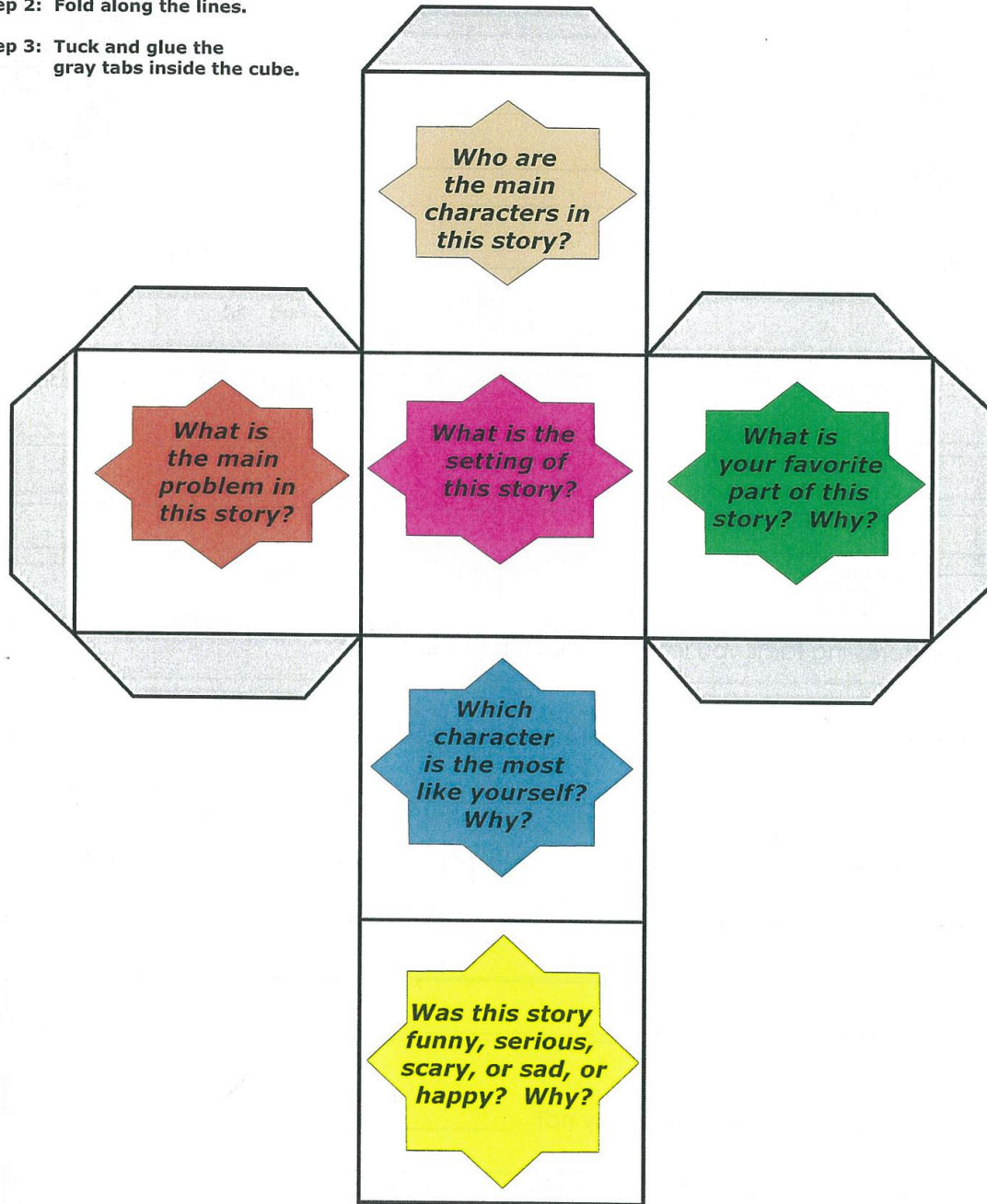
STORY CUBE

Step 1: Cut out the shape.

Step 2: Fold along the lines.

Step 3: Tuck and glue the gray tabs inside the cube.

Who comes back?

Who comes back?

What did they do?

Why did the man take John?

Why was the mother pleading?

Why was she clinging to the door handle?

Why does he still remember the camp?
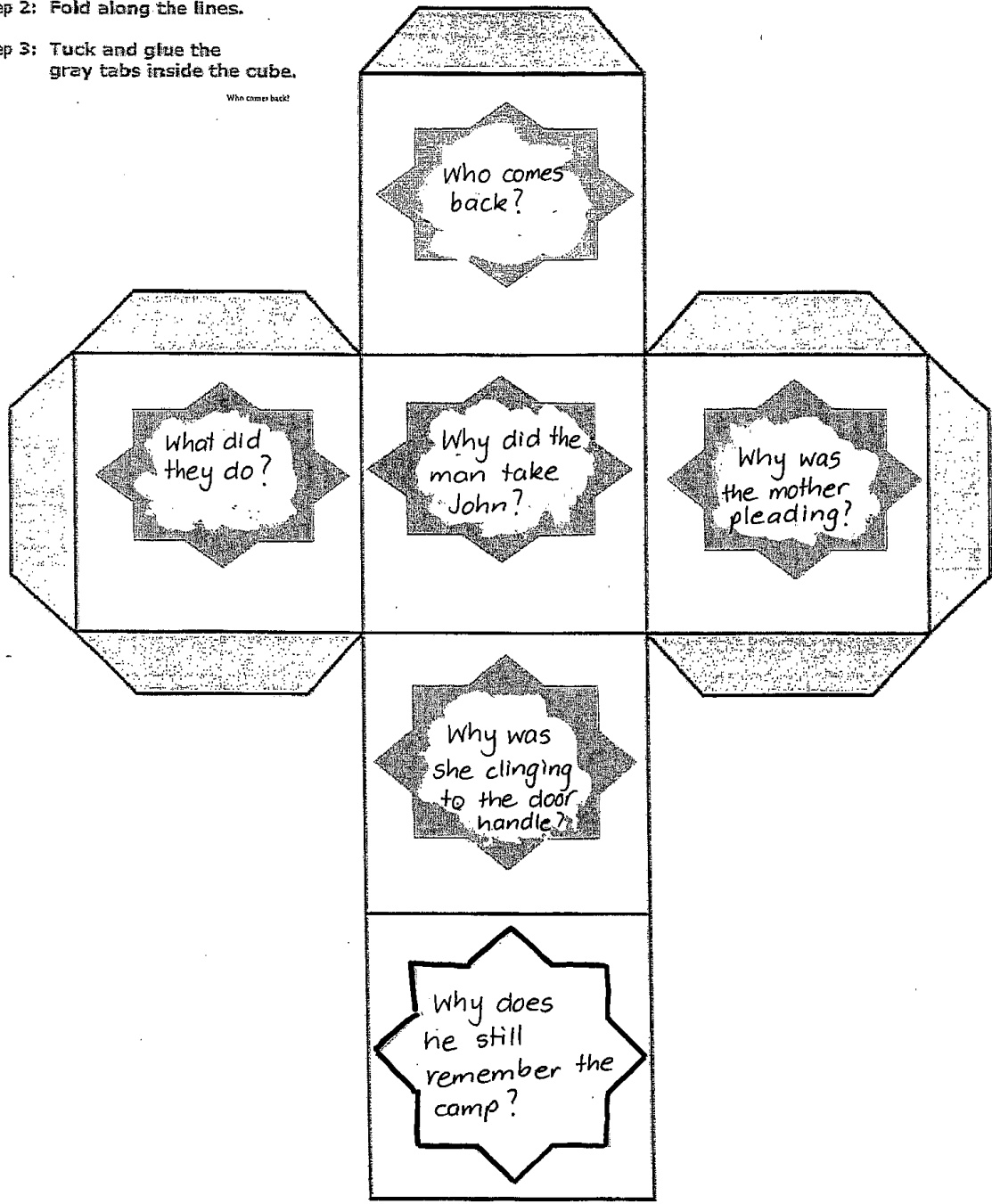
Questions

Answer the following questions in your book.
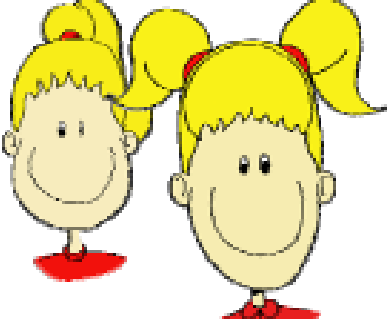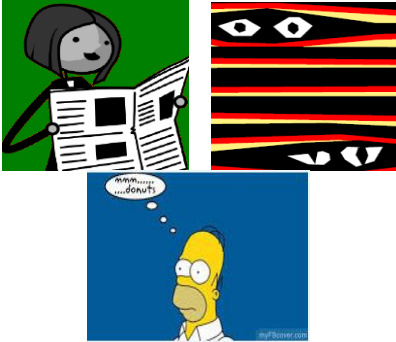
1. Where did John Jagamarra grow up?

2. Was he the son of an Aboriginal or a white person or both? Think about the significance of his surname.

3. Explain why you think the author describes Pearl Bay Mission as a 'very beautiful place'.

4. What was the purpose of the mission?

5. What did the Fathers teach the children?

6. What didn't the Father not teach the children and why not?

7. The author says three times "It is not like home.' What is the effect of this repetition?

8. What reasons are given for why it was not like home?

9. What was felt to be the best thing for the children with light coloured skin?

10. Why do you think this was the belief at the time?

11. "Nobody asked the mothers before they took their children …And nobody asked the children…" Why do you think they were not asked?

Four levels of feedback

SELF	TASK	PROCESS	SELF-REGULATION
Praise	Instruction *(with new learning)*	Assisting with strategies *(with learning at some degree of proficiency)*	Self-monitoring to achieve a goal *(with learning at a high degree of proficiency)*
TEACHER • Good girl! • You're a star! • Great work!	**TEACHER** • This is how you work out the word - **sw**im<u>m</u>/ing • Have you got a full stop and a capital?	**TEACHER** • How can you solve the problem? • Let's try ***Here, Hidden, Head*** to find the answer. • Let's try sounding it out. Does it make sense?	**STUDENT** • What strategy can I use? • How can I work it out? **TEACHER** • What strategy did you use?

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

⭐ **Student Criteria for Writing** ⭐ Cluster 10					
Date					
• Creates texts about familiar and researched topics, eg: timeline, weblog entry.	☺	☺	☺	☺	☺
• 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.	☺	☺	☺	☺	☺

⭐ **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. PERSUASIVE	☺	☺	☺	☺	☺
• 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.	☺	☺	☺	☺	☺

⭐ Student Criteria for Writing ⭐	Cluster 12				
Date					
1. Writes sustained texts for a wide range of purposes.	☺	☺	☺	☺	☺
2. Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience.	☺	☺	☺	☺	☺
3. Creates well planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation.	☺	☺	☺	☺	☺
4. Critically reflects on effectiveness of own/others' writing and seeks and responds to feedback from others.	☺	☺	☺	☺	☺
5. Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience.	☺	☺	☺	☺	☺
6. Makes sentence level choices (e.g. short sentences to build tension; complex sentences to add detail) using a variety of sentence beginnings and dependent clauses.	☺	☺	☺	☺	☺
7. Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks and commas to indicate clauses.	☺	☺	☺	☺	☺
8. Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables.	☺	☺	☺	☺	☺
9. Uses visuals to extend or clarify meaning, selects from a range of media and experiments creatively with the production of multimodal texts for audience impact.	☺	☺	☺	☺	☺

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

Outcome: Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies	**Key Concept** Ethical and social dilemmas
Develop and apply contextual knowledge	
*understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)	
*appreciate how demanding texts, eg extended novels and informative texts, contain increasing levels of complexity and abstraction to enhance enjoyment	
*explain and justify the responsible use of digital technologies	
Understand and apply knowledge of language forms and features	
*compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)	
*analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)	
*recognise and compare how composers use a range of language features, including connectives, topic sentences and active and passive voice, to achieve their purposes	
*understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)	
*identify the impact of first-person and third-person narration on the reader/viewer	
*recognise how grammatical features help to build meaning in texts, including reference links and adverbial and adjectival phrases	
*recognise evaluative language, including emotive language and modality	
*understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)	
identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)	
*recognise the effect of multimedia elements, eg film techniques, animation, voice-overs, sound effects, framing, close-ups	
*explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)	
Respond to, read and view texts	
*select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)	
*navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)	
*interpret picture books, comic strips and sequences of digital images which do not contain written text	
*use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713)	
*recognise how aspects of personal perspective influence responses to text	
*summarise a text and evaluate the intended message or theme	
*analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts	
*discuss aspects of literature that influence personal choice in reading	

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

Outcome: Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features	Key Concept Ethical and social dilemmas

Develop and apply contextual knowledge	
* compare and justify the ways in which spoken language differs from written language according to purpose, audience and context	
* understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA 1501)	
* understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA 1516)	
* understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA 1515)	

Understand and apply knowledge of language forms and features	
* use and describe language forms and features of spoken texts appropriate to a range of purposes, audiences and contexts	
* use appropriate metalanguage to identify and describe relationships between and among texts	
* develop criteria to evaluate the effectiveness of spoken texts	
* use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT 1795)	

Respond to and compose texts	
* plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY 1700, ACELY 1710)	
* use interaction skills eg paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY 1796)	
* use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY 1816)	
* participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY 1709)	
* identify and summarise key ideas and information from guest speakers eg note-taking or using digital technologies	
* discuss and experiment with ways to strengthen and refine spoken texts in order to entertain, inform, persuade or inspire the audience	

WRITING AND REPRESENTING

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

Outcome: Composes, edits and presents well-structured and coherent texts	Key Concept Ethical and social dilemmas

Engage personally with texts	
*understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas	
*experiment and use aspects of composing that enhance learning and enjoyment	
*recognise and discuss issues related to the responsible use of digital communication	
Develop and apply contextual knowledge	
*identify and explore underlying themes and central storylines in imaginative texts	
*explore and analyse the effectiveness of informative and persuasive devices in texts	
*understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language	
Understand and apply knowledge of language forms and features	
*plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)	
*understand, interpret and experiment with the use of imagery in imaginative texts, poetry and songs, eg similes, metaphors, personification and sound devices such as alliteration	
*understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)	
*investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)	
Respond to and compose texts	
*compose imaginative and informative texts that show evidence of developed ideas	
*compose texts that include sustained and effective use of persuasive devices, eg texts dealing with environmental issues	
*present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)	
*create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)	
*experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)	
*compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics	
*use increasingly complex research data from print and digital sources to compose short and sustained texts	
*assess the reliability of resources, including digital resources, when researching topics	
*reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1705, ACELY1715)	
*develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1706, ACELY1716)	
*use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1707, ACELY1717)	

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

Outcome: Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts	**Key Concept** Ethical and social dilemmas
Develop and apply contextual knowledge	
* identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts	
* discuss how the intended audience, structure and context of an extended range of texts influence responses to texts	
Understand and apply knowledge of language forms and features	
* identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purposes of the text (ACELY 1701) ⚙	
* identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer	
* investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA 1797) 💻 ▦	
* analyse strategies authors use to influence readers (ACELY 1801) ⚙	
* understand the use of objective and subjective language and bias (ACELA 1517) ⚙	
* discuss the conventions of a range of complex texts, eg act and stage directions in plays, literary devices in poems and stories, layout conventions in print and digital texts 💻	
Respond to and compose texts	
* compose more complex texts using a variety of forms appropriate to purpose and audience	
* recognise the techniques used by writers to position a reader and influence their point of view	
* identify and use a variety of strategies to present information and opinions across a range of texts ⚙	
* consider and develop sustained arguments and discussions supported by evidence 👥	

GRAMMAR, PUNCTUATION AND VOCAB

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

Outcome: Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies	**Key Concept** Ethical and social dilemmas

Develop and apply contextual knowledge	
*understand that language is structured to create meaning according to audience, purpose and context	
*understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts	
Understand and apply knowledge of language forms and features	
*identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615) ⚙	
*understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507) ⚙	
*experiment using a range of language features, eg connectives, topic sentences, active and passive voice and nominalisation	
*understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)	
*understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523) ⚙	
*show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698) ⚙	
*identify a variety of connectives in texts to indicate time, add information, clarify understanding, show cause and effect and indicate condition/concession	
*use complex punctuation to engage the reader and achieve purpose	
*understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)	
*understand the uses of commas to separate clauses (ACELA1521)	
Understand and apply knowledge of vocabulary	
*understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)	
*investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)	
Respond to and compose texts	
*select some more challenging language features, literary devices (eg irony, humour) and grammatical features (eg modality) to engage and influence an audience	
*experiment with different types of sentences, eg short sentences to build tension and complex sentences to add detail	
*use topic sentences and appropriately organise main (independent) and subordinate (dependent) ideas to enhance coherence in written texts	
*select appropriate language for a purpose, eg descriptive, persuasive, technical, evaluative, emotive and colloquial, when composing texts	
*use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts	

SPELLING

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

Outcome: Draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts	Key Concept Ethical and social dilemmas
Develop and apply contextual knowledge	
* understand how accurate spelling supports the reader to read fluently and interpret written text with clarity	
Understand and apply knowledge of language forms and features	
* understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1513, ACELA1514, ACELA1526)	
*understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)	
Respond to and compose texts	
* recognise most misspelt words in their own writing and use a variety of resources for correction	
* integrate a range of spelling strategies and conventions to accurately spell most words, including words of many syllables, when composing imaginative and other texts	
* use morphemic, visual, syntactic, semantic and phonological strategies, eg recognition of letter patterns of words, when composing texts	
* demonstrate an awareness of the limitations of spell check features in digital communication 💻	

Outcome: Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts	**Key Concept** Ethical and social dilemmas

Engage personally with texts	
• recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning	
• interpret events, situations and characters in texts	
• explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience	
• think critically about aspects of texts such as ideas and events	
• think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text	
Develop and apply contextual knowledge	
• identify, describe and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT 1616) ⚙	
• compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest	
• explore and discuss simple appropriation of texts	
Understand and apply knowledge of language forms and features	
• understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA 1518) ⚙	
• identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT 1617)	
Respond to and compose texts	
• create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT 1612, ACELT 1618) ⚙	
• adapt aspects of print or media texts to create new texts by thinking creatively and imaginatively about character, setting, narrative voice, dialogue and events ⚙	
• analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT 1614) ⚙	
• experiment with others' imaginative texts by changing aspects such as time, place, characters, rhythm, mood, sound effects and dialogue ⚙	
• interpret a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express an analytical conclusion about those texts ⚙	

EXPRESSING THEMSELVES

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

Outcome: Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts	Key Concept Ethical and social dilemmas
Engage personally with texts	
*recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610) 🌐👬⚙	
*consider how texts about local events and issues in the media are presented to engage the reader or viewer 🌱	
Develop and apply contextual knowledge	
*make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)	
*understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502) 👬⚙	
*identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608) 🌐⚙👬	
Understand and apply knowledge of language forms and features	
* recognise how the use of language and visual features can depict cultural assumptions in texts 🧩🌐ⓐ	
*identify language features used to position the reader/viewer in a wide variety of communication activities for a range of purposes, including debates, formal talks, interviews, explanations, anecdotes and recitations	
Respond to and compose texts	
*identify and describe the representation of people, places and events in film and the media	
*explore, discuss and appreciate connections between Dreaming stories and contemporary Aboriginal and Torres Strait Islander life 🖐	
*clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY 1699) 👬⚙	
*discuss and explore moral, ethical and social dilemmas encountered in texts ⚙⚖	
*respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world	
*compose a variety of texts, eg poetry, that reflect their understanding of the world around them	
*discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference	

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