



NB: Open side bar to view attachment
(Appendix)

The Lost Thing

by Shaun Tan
Stage 2

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2013

KEY CONCEPT IN THE ENGLISH SYLLABUS: Parallels between 'real' world (of an experience) and the world of texts.

FOCUS: Developing comprehension and vocabulary knowledge.

ENGLISH OUTCOMES & CONTENT DESCRIPTORS:

TARGETED SKILL DEVELOPMENT

EN2-4A Reading and Viewing 1 - Content descriptors: use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604); use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of homophones, contractions, syllables, word families and **common prefixes**; use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692); identify **syllables in multisyllabic words** in order to support decoding of longer words in context to make meaning; Use strategies to confirm predictions about author intent; 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.

EN2-8B Reading and Viewing 2 - Content descriptors: recognise how **quotation marks** are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492); identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, **animations and images**.

EN2-1A Speaking and Listening 1 - Content descriptors: 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 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); interact effectively in groups or pairs, adopting a range of roles; use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1688, ACELY1792); use information to support and elaborate on a point of view; respond appropriately to the reading of texts to demonstrate enjoyment and pleasure.

EN2-6B Speaking and Listening 2 - Content descriptors: identify purposes for listening in a variety of formal and informal situations discuss how writers and composers of texts engage the interest of the reader or viewer; 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)

EN2-5A Spelling - Content descriptors: understand how knowledge of word origins supports spelling; use morphemic, visual, syntactic, semantic and phonological knowledge when attempting to spell unknown words; discuss and use strategies for spelling difficult words; use knowledge of **alphabetical order** to locate information in texts, eg dictionaries, glossaries.

EN2-9B Grammar, Punctuation & Vocab - Content descriptors: Understand that **choice of vocabulary** impacts text effectiveness; experiment with vocabulary choices to engage the listener or reader.

EN2-10C Thinking imaginatively - Content descriptors: 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 discuss how vocabulary establishes setting and atmosphere; justify interpretations of a text, including responses to characters, information and ideas, eg 'The main character is selfish because ...'; respond to texts by identifying and discussing aspects of texts that relate to their own experience.**

EN2-11D Expressing themselves - Content descriptors: draws connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596); make connections between students' own experiences and those of characters and events represented in texts; identify the point of view in a text and suggest alternative points of view (ACELY1675); consider and discuss ideas drawn from their world and the worlds of their text.

EN2-12-E Reflecting on learning - Content descriptors: 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.

WILLIAM DEAN PS MODELLED READING *THE LOST THING* by Shaun Tan

Stage Two (Imaginative text: 20 min per day for 3 days)

Day 1 Pages 1-10	TEACHING and LEARNING ENGLISH SYLLABUS OUTCOMES: EN2-4A EN2-5A EN2-6B EN2-8B EN2-9B EN2-10C EN2-11D EN2-12-E	COMPREHENSION STRATEGY	Cluster markers Comprehension/Vocab
1 Before Modelled Reading	<ul style="list-style-type: none"> Discuss the illustrations on the front cover to predict the text. Use the predicting strategy with <i>PREDICTOGRAM</i> using five words from the pages to create a story (suggestions on the following page). Focus on spelling and meanings of the Predictogram words you have chosen. Demonstrate how to work out words though chunking (prefixes & suffixes: examples on the following page), syntax and semantics within a sentence and find synonyms. 	Predicting	<p>C9 • Builds understanding during reading by discussing possible consequences of actions and events.</p> <ul style="list-style-type: none"> Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events Builds understanding about the meaning of a text by actively seeking information from different parts of a text. Shows an awareness through discussion that texts can present different perspectives Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text. Analyses a text by discussing visual, aural and written techniques used in the text.
2 Reading the Text	<p>Model reading using fluency and phrasing:</p> <ul style="list-style-type: none"> Students can record their difficult words sharing mini white boards. Demonstrate monitoring strategy by <i>REREADING</i> to clarify meaning and use <i>think alouds</i> to explain how to read text with quotation marks. Students predict after every two pages using the Predicting strategy <i>SO FAR...NEXT</i> with a thinking partner. 	Monitoring and Clarifying, Summarising and Predicting	<p>C10 • Interprets text by inferring connections, causes and consequences during reading.</p> <ul style="list-style-type: none"> Responds to and interprets texts by discussing the differences between literal and inferred meanings. Identifies ways texts present different perspectives Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview. Responds to and analyses texts by discussing the ways language structures and features shape meaning.
3 After reading	<ul style="list-style-type: none"> Students retell the text using summarising strategy <i>MY PARTNER SAID...</i> with a thinking partner. Teacher lists students' difficult words to chunk for spelling Students discuss 'Fears'. What is a fear? Students discuss their fears? (making connections - text to self) and what could make them fearful (predicting) Students make connections (text to self) to themselves by discussing their experiences of being lost with a thinking partner. 	Summarising Predicting Making Connections	<p>V9 • Uses synonyms for a range of common words</p> <ul style="list-style-type: none"> Understands how prefixes and suffixes change word meanings. V10 • Shows awareness that there are a number of ways to work out the meaning of unknown words. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses.

PREDICTOGRAM WORDS/PHRASES- suggestions:

a few people, Pete, lost, investigate, beach, weird, guess

PAGES 1-10 Examples for teachers and/or student worksheet for independent practice

Pages	WORDS FOR PREFIXES ANS SUFFIXES (Vocab 9, 10)	Find synonymns using a dictionary or thesaurus (Vocab 9, 10)
1	<u>interesting</u>	
	<u>unconscious</u>	
2	<u>tirelessly</u>	
	<u>stopped</u>	
3	<u>stared</u> ,	
	<u>really</u> (is a suffix but related meaning is not related)	
	<u>seemed</u>	
4	<u>intrigued</u>	
	<u>baffled</u>	
	<u>looking</u>	
	<u>decided</u>	
	<u>friendly</u>	
5	<u>started</u>	
	<u>talking</u>	
6	<u>played</u>	
	<u>feeling</u>	
	<u>slouched</u>	
	<u>seemed</u>	
	<u>coming</u>	
	<u>denying</u>	
	<u>unhappy</u>	
7	<u>helpful</u>	
9	<u>trying</u>	
	<u>paused</u>	
	<u>dramatic</u>	

Day 2 Pages 11-20	TEACHING and LEARNING ENGLISH SYLLABUS OUTCOMES: EN2-4A EN2-5A EN2-6B EN2-8B EN2-9B EN2-10C EN2-11D EN2-12-E	COMPREHENSION STRATEGY	Cluster markers Comprehension/Vocab
1 Before Modelled Reading	<ul style="list-style-type: none"> Review previous day using questioning strategy with <i>MAGIC JIGSAW</i> to recap on information of the previous text. Students formulate questions for peers to answer with thinking partners. Focus on spelling and meanings of unknown words and find synonyms. Demonstrate how to work out a difficult word (prefixes & suffixes: examples on the following page). 	<p>Questioning Predicting Making Connections</p>	<p>C9 • Builds understanding during reading by discussing possible consequences of actions and events.</p> <ul style="list-style-type: none"> Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events Builds understanding about the meaning of a text by actively seeking information from different parts of a text.
2 Reading the Text	<p>Model reading using fluency and phrasing and demonstrate monitoring and understanding by rereading to clarify meaning. Use <i>think alouds</i> to explain how to read text with quotation marks.</p> <p>Student have a photocopy of the first few pages to complete the following during reading:</p> <ul style="list-style-type: none"> List their difficult words. Use making connections and monitoring with <i>CODING STRATEGY</i> during reading and record the most important information by using a code - * (things they already knew), + (new information), ! ('wow' information) and ?? (information they do not understand). 	<p>Monitoring and Clarifying, Making Connections</p>	<ul style="list-style-type: none"> Shows an awareness through discussion that texts can present different perspectives Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text. Analyses a text by discussing visual, aural and written techniques used in the text. <p>C10 • Interprets text by inferring connections, causes and consequences during reading.</p> <ul style="list-style-type: none"> Responds to and interprets texts by discussing the differences between literal and inferred meanings. Identifies ways texts present different perspectives Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview.
3 After Reading	<ul style="list-style-type: none"> Students meet with a partner to share and compare codes they each have marked. Students discuss their coding information in whole class reflection and the teacher rereads the sections that students didn't understand. Teacher lists students' difficult words to chunk for spelling. 	<p>Summarising Making Connections- Comparing and Contrasting</p>	<ul style="list-style-type: none"> Responds to and analyses texts by discussing the ways language structures and features shape meaning. <p>V9 • Uses synonyms for a range of common words</p> <ul style="list-style-type: none"> Understands how prefixes and suffixes change word meanings. <p>V10 • Shows awareness that there are a number of ways to work out the meaning of unknown words.</p> <ul style="list-style-type: none"> Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses.

PAGES 11-20 Examples for teachers and/or student worksheet for independent practice

Pages	WORDS FOR PREFIXES AND SUFFIXES (Vocab 9, 10)	Find synonyms using a dictionary or thesaurus (Vocab 9, 10)
11	wandering	
12	discuss <u>ing</u>	
	eventually	
	filthy	
	demanded	
	al <u>re</u> ady	
	talk <u>ing</u>	
13	lik <u>ed</u>	
	seem <u>ed</u>	
	happ <u>ier</u>	
14	check <u>ed</u>	
	probab <u>ly</u>	
	eventually	
	wonder <u>ing</u>	
	advertis <u>ement</u>	
	happ <u>ened</u>	
18	arriv <u>ed</u>	
	build <u>ing</u>	
	disinfect <u>ant</u>	
	reception <u>ist</u>	
20	really	
	forget <u>ting</u>	
	leav <u>ing</u>	
	smooth <u>ing</u>	

Day 3 Pages 21-30	TEACHING and LEARNING ENGLISH SYLLABUS OUTCOMES: EN2-4A EN2-5A EN2-6B EN2-8B EN2-9B EN2-10C EN2-11D EN2-12-E	COMPREHENSION STRATEGY	Cluster markers Comprehension/Vocab
1 Before Modelled Reading	<ul style="list-style-type: none"> Review previous text by using summarising strategy I REMEMBER ... recalling and reflecting on interesting information Students predict what will happen in the rest of this book using MEMORABLE MOMENTS. Students are asked to continue their prediction by finishing the sentence: I anticipate the most memorable moment will be... Focus on spelling and meanings of unknown words and find synonyms. Demonstrate how to work out the meaning of a difficult word (prefixes & suffixes: examples on the following page). 	Summarising Predicting	<p>C9 • Builds understanding during reading by discussing possible consequences of actions and events.</p> <ul style="list-style-type: none"> Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events Builds understanding about the meaning of a text by actively seeking information from different parts of a text. Shows an awareness through discussion that texts can present different perspectives Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text.
2 Reading the Text	<p>Read the book with expression and fluency. Use <i>think alouds</i> to explain how to read text with quotation marks.</p> <ul style="list-style-type: none"> Students can list their difficult words during reading. Students use summarising strategy KEY WORD STRATEGY teaching idea and note words that are important in understanding the text. 	Monitoring and Clarifying, Summarising	<ul style="list-style-type: none"> Analyses a text by discussing visual, aural and written techniques used in the text. <p>C10 • Interprets text by inferring connections, causes and consequences during reading.</p> <ul style="list-style-type: none"> Responds to and interprets texts by discussing the differences between literal and inferred meanings. Identifies ways texts present different perspectives
3 After Reading	<ul style="list-style-type: none"> Students summarise the book by using MEMORABLE MOMENTS and complete the sentence 'As I finished the story, I realised the most memorable moment was...' and 'Another moment that was worthy of attention was ...' Students use key words recorded during reading and arrange them to support a cohesive summary of the book. Students retell or write a summary. Teacher lists students' difficult words to chunk for spelling Students create a character diagram to summarise their characteristics. 	Summarising Making Connections	<ul style="list-style-type: none"> Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview. Responds to and analyses texts by discussing the ways language structures and features shape meaning. <p>V9 • Uses synonyms for a range of common words</p> <ul style="list-style-type: none"> Understands how prefixes and suffixes change word meanings. <p>V10 • Shows awareness that there are a number of ways to work out the meaning of unknown words.</p> <ul style="list-style-type: none"> Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses..

PAGES 21-30 Examples for teachers and/or student worksheet for independent practice

Page	WORDS FOR PREFIXES AND SUFFIXES (Vocab 9, 10)	Find synonyms using a dictionary or thesaurus (Vocab 9, 10)
21	building	
	hunted	
24	eventually	
	existed	
	actually	
	pressed	
	buzzer	
27	approving	
	collection	
28	belonged	
30	noticing	
	stopped	

GUIDED READING: The Lost Thing EN2-4A EN2-8B		STAGE APPROPRIATE READING TEXT CLUSTER MARKERS (COMPREHENSION AND VOCAB see Modelled Reading)		
<ul style="list-style-type: none"> Reciprocal reading (predicting, modifying & clarifying, questioning, summarising) based on some pages (photocopied- difficulty depending on student levels) of the text or a similar text set picture or chapter book with a similar key concept. Teacher reinforces literary features the author uses to create meaning and engagement eg <i>first person narrative, conversational language, visual literacy, page navigation, point of view</i> Students rehearse reading with fluency and phrasing (Explicit teaching is at students' "Where to next?" on the Literacy Continuum.) 		<p>R9</p> <ul style="list-style-type: none"> Selects and uses the most effective word identification strategy to maintain fluency and meaning. Demonstrates an awareness of how to use skimming/scanning and text features such as subheadings to locate specific information. <p>R10</p> <ul style="list-style-type: none"> Adjusts rate of reading to suit text complexity and reading purpose. Uses more sophisticated word identification strategies to maintain word and sentence level fluency and create meaning, e.g. use of homonym, syllabification, analogy. Uses topic knowledge, vocabulary knowledge and context to read unknown words when engaging with subject texts. Chooses a reading path appropriate to the text (literary, factual, electronic) and navigates multimodal texts appropriate to the purpose. 		
INDEPENDENT READING TASKS following Modelled Reading (REREADING for MEANING & FLUENCY) EN2-8B				Cluster markers
DAY 1	List synonyms for the prefix and suffix words on pages 1-10	Read a text and list the difficult words. Find out their meanings.	Choose a short novel to read in DEAR time. List words to describe the characters.	<p>R9 Reads for sustained periods (15-20 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days.</p> <p>R9 Demonstrates an awareness of how to use skimming/scanning and text features such as subheadings to locate specific information.</p> <p>R10 Reads short novels with minimal illustration, unfamiliar content, settings and characters and challenging and unusual vocabulary</p>
DAY 2	List synonyms for the prefix and suffix words on pages 11-20	Choose a text and read it with a partner - summarise it using <i>MY PARTNER SAID...</i>	List words to describe the setting in your DEAR time novel.	
DAY 3	List synonyms for the prefix and suffix words on pages 21-30	Choose a text and use the <i>CODING STRATEGY</i> during reading.	Using the text "The Lost Thing" and justify FACT or FIB answers (see next page)	

FACT OR FIB: Find the part in the story that justifies your decision.

Fact

Fib

Fact

Fib

The lost thing happened a few summers ago. (p. 2)	The hours flew by. (p. 6)	The parents were shocked by the lost thing. (p. 12)	They looked for a small, grey building. (p. 21)
The lost thing looked pretty normal (p. 3)	Someone came to collect the lost thing. (p. 6)	The lost thing hid in the garden. (p. 13)	They found the place in a popular street. (p. 24)
I was confused by the lost thing. (p. 4)	Everyone tried to help. (p. 7)	I hid the lost thing from mum and dad. (p. 13, 14)	The thing seemed happy in this place. (p. 27)
We played together in the afternoon (p. 6)	Pete had lots of opinions. (p. 9)	The lost thing felt happy. (p. 18)	I don't notice lost things very often anymore. (p. 30)

KEY CONCEPT IN THE ENGLISH SYLLABUS: Parallels between 'real' world (of an experience) and the world of texts.

FOCUS: Developing writing skills using noun groups and prepositional phrases and vocabulary knowledge through descriptive writing.

ENGLISH OUTCOMES & CONTENT DESCRIPTORS:

TARGETED SKILL DEVELOPMENT

Writing and Representing 1 EN2-2A

- 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)
- plan, compose and review **imaginative** and persuasive texts
- plan and organise ideas using headings, graphic organisers, questions and mind maps
- create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)
- 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)

Grammar, punctuation and vocabulary EN2-9B

- understand that effective organisation of ideas in **imaginative**, informative and persuasive texts enhances meaning
- understand how to elaborate on ideas in texts through the use of **prepositional phrases**
- understand that the meaning of sentences can be enriched through the use of **noun groups/phrases** and **verb groups/phrases** and **prepositional phrases** (ACELA1493)
- 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)
- compose a range of effective **imaginative**, informative and persuasive texts using language appropriate to purpose and audience

Spelling EN2-5A

- understand how accurate spelling supports the reader to read fluently and interpret written text
- use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts
- identify spelling errors in own writing and unknown texts and provide correct spelling

WILLIAM DEAN PS WRITING *THE LOST THING* by Shaun Tan

DAY 4	TEACHING and LEARNING ENGLISH SYLLABUS OUTCOMES: EN2-2A EN2-9B EN2-5A	Cluster markers for Writing
1 Modelled Writing	<p>Read a few pages of <i>Raising Dragons</i> by Jerdine Nolen to use as a mentor text. Compare <i>the lost thing to the dragon</i> as fantasy characters. Highlight the adjectives that Jerdine Nolen uses to describe the dragon.</p> <p>Create a list of dragon descriptors and behaviours (see Writing Appendix)</p> <p>Students collaborate to create an oral sentence describing dragons for the teacher to scribe. Students count the words and the number is recorded by the teacher.</p> <p>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?</p> <p>Students visualise. Does it make a more vivid image?</p> <p>Prepositional phrases can also be added to the sentence. (see example in Writing Appendix)</p>	<p>W9</p> <ul style="list-style-type: none"> • Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience. • Plans and organises ideas using headings, graphic organisers, questions and mind maps. • Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose. • Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic. • Uses a variety of spelling strategies to spell high frequency words correctly.
2 Guided Writing	<p>Students write their own sentence/s describing dragons - Modelled writing is removed from view.</p> <p>THINK: Thinking time should be given to students to create their sentence before writing is expected.</p> <p>VISUALISE: Students create a mental image of their sentence.</p> <p>VERBALISE: Students tell their sentence to the other group members (thinking partners, talking triangles).</p> <p>WRITE: Students write their sentence. A <i>Have a go!</i> section at the bottom of the page allows students to attempt the correct spelling and the teacher can discuss the students' attempt and write the word correctly (errorless learning)..</p> <p>READ: Sentences are read by a partner for editing and reflection using the writing criteria. Sentences are revised.</p>	<ul style="list-style-type: none"> • Chooses verbs, adverbials, nouns and adjectivals to express specific ideas and details. <p>W10</p> <ul style="list-style-type: none"> • Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences. • Rereads and revises text to check and improve meaning, deleting unnecessary information or adding new information.
3 Independent Writing	<p>Students use a graphic organiser to describe their dragons colour, size, features, and personality ready for guided writing.</p>	<ul style="list-style-type: none"> • 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.

DAY 5	TEACHING and LEARNING ENGLISH SYLLABUS OUTCOMES: EN2-2A EN2-9B EN2-5A	Cluster markers for Writing
1 Modelled Writing	<p>Review <i>The Lost Thing</i> to use as a mentor text for writing. Highlight noun groups and prepositional phrases in the text.</p> <p>Create a list of <i>Lost Thing</i> descriptors and behaviours (similar to the dragon).</p> <p>Students collaborate to create an oral sentence for the teacher to scribe. Students count the words and the number is recorded by the teacher</p> <p>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.</p>	<p>W9</p> <ul style="list-style-type: none"> • Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience. • Plans and organises ideas using headings, graphic organisers, questions and mind maps. • Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose. • Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic.
2 Guided Writing	<p>Students write their own sentence/s about <i>The Lost Thing</i> - Modelled writing is removed from view.</p> <p>THINK: Thinking time should be given to students to create their sentence before writing is expected.</p> <p>VISUALISE: Students create a mental image of their sentence.</p> <p>VERBALISE: Students tell their sentence to the other group members (thinking partners, talking triangles).</p> <p>WRITE: Students write their sentence. A <i>Have a go!</i> section at the bottom of the page allows students to attempt the correct spelling, and the teacher can discuss the students' attempt and write the word correctly to be added to the sentence (errorless learning).</p> <p>READ: Sentences are read by a partner for editing and reflection using writing criteria/graphic organiser. Sentences are revised.</p>	<ul style="list-style-type: none"> • Uses a variety of spelling strategies to spell high frequency words correctly. • Chooses verbs, adverbials, nouns and adjectivals to express specific ideas and details. <p>W10</p> <ul style="list-style-type: none"> • Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences. • Rereads and revises text to check and improve meaning, deleting unnecessary information or adding new information. • Uses sentence and simple punctuation correctly. • Uses morphemic, visual, phonic knowledge and knowledge of prefixes and suffixes to spell and edit words.
3 Independent Writing	<p>Students find a text from their text set (picture books) or their DEAR time book to:</p> <ul style="list-style-type: none"> • list prepositional phrases. • list descriptive vocabulary, matching it to the nouns in the text. • write a summary sentence using descriptive language. 	<ul style="list-style-type: none"> • Uses grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information.

DAY 6	TEACHING and LEARNING ENGLISH SYLLABUS OUTCOMES: EN2-2A EN2-9B EN2-5A	Assessment as learning
Independent Writing (assessment task)	<p>NAPLAN TASK: <i>The Lost Thing</i></p> <p>Students use a graphic organiser to describe <i>the lost thing's</i> colour, size, features and personality prior to independent writing.</p> <p>Students independently write a paragraph describing <i>the lost thing</i>.</p>	<p>Students refer to the student criteria to assess their writing.</p> <p>Teacher conferences with students to assist students to reflect and evaluate their writing.</p>

Student Criteria for Writing Cluster 8 ★★☆☆☆☆

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

*Mandatory requirements

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

*Mandatory requirements

★ Student Criteria for Writing ★ Cluster 10

Date					
<ul style="list-style-type: none"> *Uses ideas from personal experiences and other texts. 	☺	☺	☺	☺	☺
<ul style="list-style-type: none"> Locates resources and accesses information when planning. 	☺	☺	☺	☺	☺
<ul style="list-style-type: none"> *Uses morphemic, visual, phonic knowledge and knowledge of prefixes and suffixes to spell and edit words. 	☺	☺	☺	☺	☺
<ul style="list-style-type: none"> *Rereads and revises text to check and improve meaning, deleting unnecessary information or adding new information. 	☺	☺	☺	☺	☺
<ul style="list-style-type: none"> Creates meaningful sentences using a variety of sentence beginnings, including adverbial and adjectival clauses to create complex sentences. 	☺	☺	☺	☺	☺
<ul style="list-style-type: none"> *Uses sentence and simple punctuation correctly. 	☺	☺	☺	☺	☺
<ul style="list-style-type: none"> *Uses grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information. 	☺	☺	☺	☺	☺
<ul style="list-style-type: none"> Shows awareness of the need to justify opinions with supporting evidence. 	☺	☺	☺	☺	☺
<ul style="list-style-type: none"> Consolidates handwriting that is consistent in form. 	☺	☺	☺	☺	☺

*Mandatory requirements

★ Student Criteria for Writing ★ Cluster 11

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