The Wishing Cupboard

by Libby Hathorn

Stage 3

2014

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TEACHING NOTES

http://www1.curriculum.edu.au/rel/values/assessment.php?catrelid=838

http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/assets/pdf/unsworth1.pdf

globaleducationresources.wikispaces.com/the wishing cupboard

http://www.asiaeducation.edu.au/verve/_resources/F10eltCOMaf23112010.pdf

www.asiaeducation.edu.au/verve/_.../F10eltCOMaf23112010.pdf

http://www.austlit.edu.au/austlit/page/C537282

http://www.harpercollins.com/harperimages/ommoverride/Sarindi_Series_TN.pdf

http://gabriellewang.com/books/a-ghost-in-my-suitcase

INTERACTIVE

The Wishing Cupboard sites

http://www.libbyhathorn.com/lh/Wishing/start.htm

IMAGES

http://www.google.com.au/search?q=The%2Bpeasant%2Bprince+images&safe=active&source=lnms&tbm=isch&sa=X&ei=rSb0UvaQMYP7kAX3_IDgDw&ved=0CAcQ_AUoAQ&biw=1680&bih=930#facrc=_&imgdii=_&imgrc=rWVngh7nnmxLbM%253A%3Btv0EwOz-B_9YPM%3Bhttp%253A%252F%252Fwww.annespudvilas.com%252Fedit%252Fshop_le_prints%252FIMG_6839.jpg%3Bhttp%253A%252F%252Fwww.annespudvilas.com%252FMain.asp%253F_%253Dand-so-the-little-frog%3B700%3B481

Across KLAs: RESOURCES & UNIT EXTENSION SUGGESTIONS
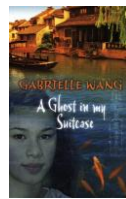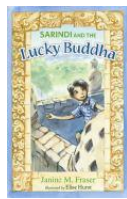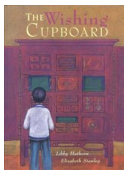
ENGLISH UNIT OF WORK

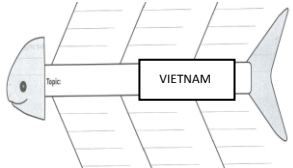| Stage : 3	Term:	Weeks:
Key Concept:	The representation of cultural identity – Asian heritage	
Text set:	*FOCUS TEXT: The Wishing Cupboard* by Libby Hathorn *The peasant prince* Li Cunxin *Sarindi and the Lucky Buddha* Janine M. Fraser *Homeless Bird* Gloria Whelan *Culture in Thailand* Melanie Guile *A Ghost in My Suitcase* Gabrielle Wang *Australia Kaleidoscope* Julie Hamston & Kath Murdoch *Dragon Moon* Carole Wilkinson	
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:	Plotting students on the Literacy Continuum - to develop student comprehension and vocabulary. Anecdotal Records with use of Monitoring Sheet	
Critical aspects:	Comprehension, Vocabulary, Reading texts, Writing	
Learning across the curriculum:	Literacy, creative and critical thinking, difference & diversity, intercultural understanding - asia	

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.	**1** **(Pg. 1 – 12)** **G, P & V** **Spelling** _Vocab:_ _Vietnam_ _musty_ _musky_ _oculist_ _inlaid_ _burnished_ **R & V** predicting confirming monitoring **S & L** key ideas vocab choices **R & C** opinions	**PERSONAL RESPONSE to the text** **Before:** Partner Read & Think (Predicting) • Model placing a stop sign using a sticky note as a reminder to apply all steps before reading on. • Show and discuss image on front cover and read blurb. Thinking partners use this information to predict words that may occur on pages 1-12 (Teacher can list on a class worksheet). • Use _think alouds_ to model an _I Wonder_ questions and write on another class worksheet. **During:** • Teacher reads to the students using _think alouds_ to find interesting words. Teacher records them on class worksheet. • Students work with partners build an _interesting words_ list (teacher encourages students to add vocab words). **After:** • Discuss interesting words as a class (the vocab list from these words can be used in independent reading). • Discuss _I Wonder_ questions, finding answers if possible or adjusting questions.	Differentiate groups according to Literacy Continuum Clusters and choose appropriate book from text set or levelled book: • Guide students through the steps of _Partner Read & Think_ using chosen text, guiding students to work both in pairs and independently on steps, depending on their level and capabilities. • Reading conference (see **Monitoring sheet**).
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.	**2** **(Pg. 12 – 31)** **G, P & V** **Spelling** _Vocab:_ _sliver_ _louvre_ _craned_ _scroll_ _Buddha_ _shrine_ _lotus_ _grating_ **R & C** opinions **S & L** questioning vocab choices	**UNDERSTANDING the text** Ask the author (Questioning) **Before:** Review vocab from previous lesson and pre-teach vocab for this lesson. • Explain to the students that good readers think about questions they would like to ask the author throughout the reading process. • Going back over previous lesson. Thinking partners discuss a question they would like to ask the author starting their sentence with "Why did you decide to……?" • Discuss these _before_ questions as a class. **During:** • Read remaining part of the text as a class. Students note different author questions _during_ reading of the text. **After:** • Discuss students' _during_ questions and thinking partners write _after_ questions to the author. • Add questions to a _Teaching Wall_. • Thinking partners can role play the author/the interviewer	Differentiate groups according to Literacy Continuum Clusters and choose appropriate book from text set or levelled book: • Reading conference (see **Monitoring sheet**) • Guide students through steps of _Ask the author_, encouraging students to discuss questions _before_, _during_ and _after_.
Independent tasks		Students research vocab list (using dictionary and thesaurus) Use website: http://www.libbyhathorn.com/lh/Wishing/start.htm	

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. 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.	**3** **All pages** **G, P & V** **Spelling** <u>*Vocab:*</u> *Vietnam* *musty* *musky* *oculist* *inlaid* *burnished* *sliver* *louvre* *craned* *scroll* *Buddha* *shrine* *lotus* *grating* **R & V** **S & L** Questioning Making Connections	**CONNECTING to the text** <u>Connection Chart (Making Connections)</u> **Before:** Review vocab from previous lessons. • Discuss with students that we often 'make connections' when reading a text. Explain to the students that in this lesson they will be exploring making connections as 'The Wishing Cupboard' is re-read, keeping notes on paper chains. • Name the three types of connections; *Text to self, Text to text* and *Text to world*. Explain each one. **During:** • Teacher re-reads the text, pausing several times to model how to make each of the connections. Students write each of the different connections on a different coloured strip. Glue chains together as you go. • Ask students to turn to their *thinking partners* and discuss each connection. Encourage them to either comment on your connections or share a connection of their own. Students can start to use the connection hand signal as you read. hands on heart - text to self open hands - text to text hands forming a circle – text to world **After:** • Revise the three types of connections and encourage students to share some extra connections they didn't make during reading. • Both 'cultural identity' and 'belonging' (the dual messages in the text) should become evident through students' connections	Differentiate groups according to Literacy Continuum Clusters and choose appropriate book from text set or levelled book: • Direct students to work in pairs, using colour coded connection strips to record connections as the group reads the text. • Reading conference (see **Monitoring sheet**)
Independent tasks	Develop text sets based on the key concept: Students choose a text and find difficult words to list and find meanings (use dictionary and thesaurus) Use website: http://www.libbyhathorn.com/lh/Wishing/start.htm		

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. 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** **All pages** **G, P & V** **Spelling** <u>*Vocab:*</u> *Vietnam* *musty* *musky* *oculist* *inlaid* *burnished* *sliver* *louvre* *craned* *scroll* *Buddha* *shrine* *lotus* *grating* **W & R** Summarising **R & V** Author's intent Enjoyment **S & L** Questioning	**AUTHOR'S PURPOSE** <u>Alpha boxes (Summarising & Questioning)</u> **Before:** • Review vocab from previous lessons. • Discuss with students the importance of reflecting on their reading to assess the author's purpose. • Introduce the *alpha boxes* A3 worksheet (*Revisit Reflect Retell* p30 Linda Hoyt) explaining its purpose to reflect on reading. • Revise the story '*The Wishing Cupboard'*. **During:** • Model alpha boxes using the worksheet and choosing words to place them in the correct box, discussing how each selected word is related to the story. • Allow students to suggest words to add to your alpha boxes sheet. **After:** • Discuss with the students if these key words help them to reflect on the author's purpose - discuss as a class. • Students may benefit from extending the alpha boxes to include questions e.g. if the word is *history,* the question accompanying the word may be *Who's history is inside the cupboard?*	Differentiate groups according to Literacy Continuum Clusters and choose appropriate book from text set or levelled book: • Reading conference (see **Monitoring sheet**) Guide students to complete alpha boxes worksheet in pairs or independently after reading set text and discuss with the group. Alpha boxes eg:
Independent tasks	Develop text sets based on the key concept: Students choose a text and find difficult words to list and find meanings (use dictionary and thesaurus) Use website: http://www.libbyhathorn.com/lh/Wishing/start.htm		

Chris Fraser Literacy Numeracy Leader WSR

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.	**1** **G, P & V** **W & R** **R & C** Informative writing - choice of vocabulary planning prior to writing	• Revise *The Wishing Cupboard* to use as a mentor text for writing. • Display the stages of an informative text - Explain that Vietnam is the focus of their Information Report. This lesson will focus on building a bank of knowledge about Vietnam. | PARAGRAPH	TOPIC SENTENCE	DETAILS
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1 Introduction		
2 Facts about Vietnam This session		
3 Facts about Indonesia during *'Sarindi and the Lucky Buddha'*		
4 Facts about China during *'The peasant prince'*		
5 Facts about India during *'Homeless Bird'*		
6 Facts about Thailand during *'Culture in Thailand'*		
7 Conclusion		| • Introduce the *Fishbone* diagram to the students, modelling how to add information from the text to the diagram to assist with the creation of their text.	• Working in pairs, students find information from another text to add to the class fishbone.	Students choose a text (text chosen specific for Vietnam focus): *Students find further information to add to the diagram from other texts independently.
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** (continued) **Vocab C12** (continued)	**2** **G, P & V** adjectives adverbs **W & R** reread & edit **R & C** text structures **Reflecting on learning**	• Students collaborate to create a paragraph for the teacher to scribe on one of the chosen sections of the *Fishbone* diagram e.g. language. • With student assistance, teacher increases the complexity of the paragraph: adding adjectives to the nouns or adverbs to verbs in the sentence, using commas for lists of adjectives. • Students visualise the paragraph. Does it make a more vivid image?	• Students create their own paragraphs, and then refine using adjectives and adverbs. • Students count the words to assess the difference between the paragraph given to them and the one they have created.	Students choose a text (text chosen specific for Vietnam focus): • Create a list of adjectives and adverbs.

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** **W & R** **R & C** reread and edit **Reflecting on learning**	Using the previous days modelled paragraph: • Change the structure (position of phrases) of the sentences. Does it still make sense? • Students assist teacher to re-word and restructure paragraph so it sounds better to the reader.	**READ & REVIEW** Students: • Create a refined paragraph using a simple paragraph given to them by the teacher.	Students choose a text: • review and refine their paragraph
	4 **W & R** **R & C** reread and edit **Reflecting on learning**	Use the previous days modelled paragraph for students to edit: • Add and insert errors to the sentence. • Students make corrections.	**PARTNER EDITING:** • Paragraph is read by a partner for editing and reflection using the writing criteria. • Paragraph is revised.	Students choose a text: • Locate and list *Topic Words* based on the topic *Vietnam*. **TEACHER EDITING** Conferencing during independent tasks
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** (continued) **Vocab C12** (continued				

Continuing the unit:

Other texts (text set):

The Peasant Prince

Sarindi and the Lucky Buddha

A Ghost in My Suitcase

Culture in Thailand

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

WRITING: Follow this unit outline and create further informative paragraphs (ANOTHER Asian country see Writing session) then finally an introduction and conclusion to create a complete informative text.

SPEAKING AND LISTENING: Students choose a favourite Asian country (that has been researched in this unit for writing an informative text) to deliver a multimodal presentation to the class or another class (using powerpoint or photostory etc). Students collaboratively create *Speaking and Listening* criteria to assist in the organisation and evaluation of the presentation.

VOCAB/GRAMMAR FOR TEXT SET:

	The peasant prince (China)	*Sarindi and the Lucky Buddha* (Indonesia)	*Homeless Bird* (India)	*Culture in Thailand* (Thailand)
Vocab & Spelling				
Grammar & Punctuation				

WRAP UP (R & V, S & L) : Compare and contrast texts   Evaluate and personally respond to texts   Justify favourite text
A formal presentation on a chosen Asian country

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 Behaviours Book Selection	Read appropriate-level text Choose good-fit books	Voracious reading
Chooses books that are too hard	Reading Behaviours 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 analyse 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

⭐ **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. 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.	☺	☺	☺	☺	☺

⭐ 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.	☺	☺	☺	☺	☺

⭐ **Student Criteria for Writing** ⭐ Cluster 13					
Date					
1. Creates well-structured and sequenced texts for imaginative, informative and persuasive purposes.	☺	☺	☺	☺	☺
2. Chooses aspects and combinations of texts to suit particular purposes and audiences.	☺	☺	☺	☺	☺
3. Creates and develops ideas to explore a concept or theme.	☺	☺	☺	☺	☺
4. Uses paragraphing to structure information and partition events and ideas.	☺	☺	☺	☺	☺
5. Intentionally constructs a variety of sentence types including complex sentences for effect.	☺	☺	☺	☺	☺
6. Creates texts with appropriate design, layout and graphics.	☺	☺	☺	☺	☺
7. Self-regulates spelling and applies spelling knowledge and strategies to spell complex and subject specific vocabulary.	☺	☺	☺	☺	☺
8. Uses correct and appropriate punctuation to support meaning.	☺	☺	☺	☺	☺
9. Uses a range of editing strategies to improve clarity and consistency of style.	☺	☺	☺	☺	☺
10. Uses a legible, fluent handwriting style.	☺	☺	☺	☺	☺

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READING & VIEWING

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 Cultural identity	
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, e.g. extended novels and informative texts, contain increasing levels of complexity and abstraction to enhance enjoyment		
*explain and justify the responsible use of digital technologies 💻 ⚖ ⚖ (using website: http://www.libbyhathorn.com/lh/Wishing/start.htm)		
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, e.g. 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** **Cultural identity**	
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) **(FINAL PRESENTATION at the end of the unit)**		
* use interaction skills e.g. 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 e.g. 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 **(developing FINAL PRESENTATION at the end of the unit)**		

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 Cultural identity
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, e.g. 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, e.g. 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) **(FINAL PRESENTATION at the end of the unit)**	

RESPONDING AND COMPOSING

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** Cultural identity
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, e.g. 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 Cultural identity

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, e.g. 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 (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience	
*experiment with different types of sentences, e.g. 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, e.g. descriptive, persuasive, technical, evaluative, emotive and colloquial, when composing texts	
*use grammatical features, e.g. pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts	

Outcome: Draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts	Key Concept Cultural identity
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, e.g. recognition of letter patterns of words, when composing texts	
* demonstrate an awareness of the limitations of spell check features in digital communication 💻	

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

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

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, e.g. through role-play or drama, for pleasure and enjoyment, and express an analytical conclusion about those texts ⚙	

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 Cultural identity
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 http://www.libbyhathorn.com/lh/Wishing/start.htm	
*compose a variety of texts, e.g. 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	

Objective E *Learn and reflect on their learning through their study of English*

Outcome: Recognises, reflects on and assesses their strength as a learner	Key Concept Cultural identity

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 ⚙ **(FINAL PRESENTATION at the end of the unit)**	
* 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, e.g. 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	