Woolvs in the sitee

by Margaret Wild

Stage 3

Cattai Public School
&
Chris Fraser
Instructional Leader Willmot PS

2015

ENGLISH UNIT OF WORK

Stage : 3	Term: 1	Weeks: 3 - 5
Key Concept:	**Personal development/insights developed through texts** **Connecting in a personal way with texts from different times and cultures**	
Text set:	FOCUS TEXT: *Woolvs in the sitee* by Margaret Wild and Anne Spudvilas OTHER TEXTS: - Dragon Hunter - Nazam Anhar - Rowan of Rin – Emily Rodda - Samsara Dog – Helen Manos and Julie Vivas - The Rainbow Bear – Michael Morpurgo - The three questions – Leo Tolstoy - Zero to Hero – Rob Childs	
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 - Students' basic comprehension of texts and vocabulary are poor.	
Critical aspects:	Comprehension, Vocabulary, Reading texts, Writing	
Learning across the curriculum:	Literacy, creative and critical thinking, diversity	

LITERACY CONTINUUM for Modelled Reading (Stage appropriate)	Session Modes/Skills	Explicit Modelled Reading	Guided reading (Where to next?)
Comprehension C11	**1**	**VOCAB AND PREDICTING**	Differentiate groups according to Literacy Continuum Clusters and choose appropriate double pages to photocopy for reading:
1. Analyses and evaluates the ways that inference is used in a text to build understanding.	**G, P & V**	**Before:** Pre-teach vocabulary and phonics (words can be used for spelling).	
2. Re-examines sections of texts for evidence to support interpretations and opinions.	**Spelling**	• Look at the front cover and select various pictures from the book. Discuss what they story might be about.	
3. Evaluates a personal interpretation of a text by critically re-examining evidence within the text.	*Vocab:* allees (alleys),	• Demonstrate how to work out words through chunking and phonics when they are spelt incorrectly or unfamiliar and how to use words we already know when reading unfamiliar words.	• Reading conference (see **Monitoring sheet**)
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.	spared, scrooched (scrunched),		• Choose common sight words and decoding skills from the text or word lists to treat
5. Analyses texts to explain and compare how audience, purpose and context influence texts.	mustee (musty), peers (peer), sqint (squint),	• Discuss how the words from this text are often spelt incorrectly and why that might be and how this adds to the story. What other words can be used for this word? Why has the author chosen to write the story in this way?	• Discuss the illustrations and how they add meaning to the text
6. Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented.	glansing (glancing), terrefied (terrified),		
7. Analyses and responds to language and grammatical techniques used to influence an audience.	topsee-turvee, chink, snarling, Squinching	**During:** Model reading using fluency and phrasing:	• Students reread pages **(monitoring)** to develop fluency Reciprocal teaching:
8. Analyses and compares how information and ideas are presented in a range of texts on the one topic.	(squinting), streeke (streaky),	• Students can record their difficult words on post-it notes.	*Predictor, Questioner, Monitoring, Summariser*
Comprehension C12	prowling, snarling,	• Read two pages demonstrating the **Partner Read and Think** strategy. Provide students with a copy of the "Partner Read and Think" Bookmark.	
1. Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence.	jakhammering (jackhammering)		
2. Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations.	**R & V** Skills:	• Give students "Partner Read and Think" proforma (included after unit). After hearing the teacher read two more pages, students complete the proforma with a partner.	
3. Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented.	First person, intended message,		
4. Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented.	purpose, structure	**After:**	
5. Interprets texts by identifying and discussing multiple purposes within same text.	**S & L** Predicting	• Students summarise the text so far, using the "My Partner Said…" strategy.	Use *Partner Read & Think* with a different 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.	Spoken language differs,	• Partners identify the main theme or message of the text? What evidence do they have?	
7. Analyses texts to compare how language structures and features are used to position readers and viewers.	Key ideas, social contexts		
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.			

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 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** **G, P & V** **Spelling** *Vocab:* allees (alleys), spared, scrooched (scrunched), mustee (musty), peers (peer), sqint (squint), glansing (glancing), terrefied (terrified), topsee-turvee, chink, snarling, Squinching (squinting), streeke (streaky), prowling, snarling, jakhammering (jackhammering) **R & V** **Monitoring** Predicting and confirming, monitoring, personal perspective, language features **S & L** Social contexts, Dialects or accents, language forms and features	**UNDERSTANDING the text** **Before:** • Review vocabulary and spelling (use a wall that teaches to make lists of words from the text – how they are spelt in the text, how they are really spelt). • Review summaries of the text and discuss strategies the author has used to create interest and meaning for the reader. • Students create questions about the text, which they write on post it notes and stick on the wall. These will be referred to during reading of the text. **During:** Model reading using fluency and phrasing: • Read two pages of the story. Demonstrate using the **Coding Strategy** (included below unit) while reading • Discuss the symbols of the coding strategy and what they mean. • Give students two pages of the story. In pairs students read through the story and code the story as they go. **After:** • Discuss why the author has used the first person to tell this story and how it affects how we read the narrative. • Summarise the story using the **My Partner Said…** strategy (included below unit), adding any new details students have learnt through re-reading the story. Give evidence to support their summaries.	Differentiate groups (as above – choose a different double page) • Reading conference (see **Monitoring sheet**) • Review common sight words and decoding skills from the previous session and new words from the text • Discuss the illustrations and how they add meaning to the text • Student reread pages **(monitoring)** to develop fluency • Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser* Use *Coding* Strategy with a different text.
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)		

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** **G, P & V** **Spelling** *Vocab:* allees (alleys), spared, scrooched (scrunched), mustee (musty), peers (peer), sqint (squint), glansing (glancing), terrefied (terrified), topsee-turvee, chink, snarling, Squinching (squinting), streeke (streaky), prowling, snarling, jakhammering (jackhammering) **R & V** Purpose, language features, interpret picture books, interpret and analyse, **W & R** Planning Complex sentences	**TEXT/LITERARY STRUCTURE** **Before:** • Review vocabulary and spelling (refer to wall that teaches to make lists of words from the text – how they are spelt in the text, how they are really spelt). Demonstrate how to work out the meaning of words (prefixes and suffixes). • Review previous text by using summarising strategy **I REMEMBER** (included below unit), recalling and reflecting on interesting information. **During:** Model reading using fluency and phrasing: • Read the story from beginning to end. • Students record *Very Important Points* (VIPs) on post-it notes. • Thinking partners identify written/grammatical structure. Eg: long/sort sentences and how that impacts on the reader and their emotions. • In pairs, students discuss the author's purpose and use of language/word choices etc. **After:** Students create two character diagrams to summarise the character's traits at the beginning of the story and at the end of the story (resource included below unit).	Differentiate groups (as above – choose a different double page or anther text from the text set) • Reading conference (see **Monitoring sheet**) • Review common sight words and decoding skills from the previous session and new words from the text • Discuss the illustrations and how they add meaning to the text • Student reread pages **(Monitoring sheet)** to develop fluency • Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser* Use *I REMEMBER* with a different text.

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** **G, P & V** **Spelling** *Vocab:* allees (alleys), spared, scrooched (scrunched), mustee (musty), peers (peer), sqint (squint), glansing (glancing), terrefied (terrified), topsee-turvee, chink, snarling, Squinching (squinting), streeke (streaky), prowling, snarling, jakhammering (jackhammering) **R & V** Purpose and structure, interpret picture books, personal perspective, intended message, **S & L** Contribute, key ideas, refine spoken texts	**AUTHOR'S PURPOSE/INTENT** **Before:** • Review vocabulary and spelling (refer to wall that teaches to make lists of words from the text – how they are spelt in the text, how they are really spelt). • Review the last lesson. Discuss the author's purpose and use of language the main message which was conveyed as the story progressed and discuss why the title of the story was chosen. **During:** • Think/Pair/Share. Students identify key words which they believe describe the author's intent. They share these with a partner and then share with a small group. Write unique words on post-it notes, and display on the wall at the end of the lesson. • **Stimulate Discussion Through Questioning** - Use question stems (included below unit) or example types of questions to elicit responses from students. Give them a sheet to help them if required. **After:** • Ask students using these words, "what was the author's intent? What message was the author trying to get across to the audience/reader?" • After this discussion, thinking partners write up to 5 questions to ask the author to explore the author's intent. • Students write a one paragraph summary of the story as individuals. • Students can exchange summaries and evaluate their own and others work.	Differentiate groups (as above – choose a different double page or anther text from the text set) • Reading conference (see **Monitoring sheet**) • Review common sight words and decoding skills from the previous session and new words from the text • Discuss the illustrations and how they add meaning to the text • Student reread pages **(monitoring)** to develop fluency • Reciprocal teaching: *Predictor, Questioner, Monitoring, Summariser* Before, During, and After Reading Questions Framework Fold on dotted lines Use *Question Stems* with a different text.
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)		

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** (continued) **Vocab C12** (continued)	**1/2** **G, P & V** Irony, humour, short sentences **W & R** Language forms and features, planning, composing, reviewing, plan, draft and word choice **R & C** Character development, setting,	• Discuss the story with the students. Discuss why the author has used certain techniques, such as metaphor and symbolism. Discuss the use of spelling and structure and how this has added to the meaning of the story, or the viewer's understanding of the text. • Pay particular attention to the beginning of the story. • Discuss Ben, the main character, and how he is portrayed at the beginning of the story. • Also discuss the beginning setting and actions occurring at the beginning.	• Use a graphic organiser to plan the story "Woolvs in the Sitee". Use Nancy Fetzer's story plan. Fill out all details starting at the end action of the story. • Complete the proforma carefully, walking students through each section. Once the end has been completed, continue through the proforma, moving to the beginning and finally middle section.	• Students will use the proforma created last lesson, minus the first section, to create their own story, based on "Woolvs in the sitee". • Students will re-write the beginning section of the story. The rest of the story will coincide with the current story. Creating an exciting and interesting opening is the key to this activity.
	3/4 **W & R** Features, ideas, reviewing, publishing, imagery, ideas, **R & C** Language conventions, structures,	• Discuss the students' stories from the last two lessons. • Particularly discuss the beginning of the stories and share a few examples of "good" writing. • Identify features of this wring and display on a writing wall.	• Use a graphic organiser to: Plan a story of their own choosing dealing with some of the issues identified in "Woolvs in the Sitee". Use Nancy Fetzer's story plan. Fill out all details starting at the end action of the story. Pay particular attention to the beginning planning of the story. Discuss hooks and techniques which may draw a reader in.	• Students will write a story from beginning to end using the plan they developed last lesson.

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	**5/6** **W & R** Digital communication, reviewing, publishing, re-read and edit, word-processing **R & C** organisation	• Discuss with students the process for editing. • Discuss symbols and method for editing your own and others' work. • As a class edit an example piece of writing, looking for spelling mistakes, punctuation errors and paragraph use.	Using the previous lessons' writing: • Students will swap narrative pieces with a partner and edit writing, paragraph by paragraph. • Student / Teacher conference	Students publish edited and conferenced work using a word processing application.

| **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:

Text set:
- Dragon Hunter - Nazam Anhar
- Rowan of Rin – Emily Rodda
- Samsara Dog – Helen Manos and Julie Vivas
- The Rainbow Bear – Michael Morpurgo
- The three questions – Leo Tolstoy
- Zero to Hero – Rob Childs

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 a character, setting and/or plot to create a complete imaginative text incorporating students' writing in this unit.

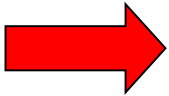# PARTNER READ, SHARE AND THINK

STOP
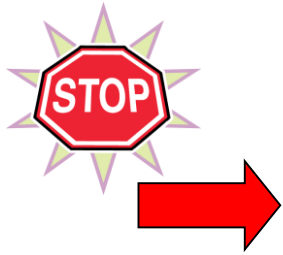
Predicting Words

Words I/we think will be in this part of the text?

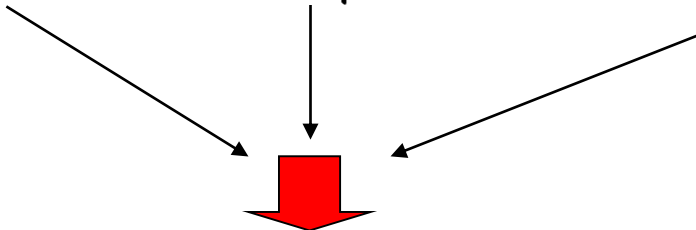**Read the text**

Interesting Words

Words I/we found interesting.

Words I/we didn't know.

Questions?

I wonder….

A summary of what I/we learned.

'I Remember'

Listen to the reading

Think about the events and facts

Pair and turn to your partner and talk

Share with the group ' I remember.....'

I Remember… (write or draw)
Interesting points
Important points
My favourite part

My Partner Said . . .

Name of reader_____ My partner is _____

We read _____ (reading selection)

Readers,

As you and your partner prepare to use this strategy, place sticky notes at intervals in your reading selection to remind you to stop and think together. Each time you stop, use your best thinking to reflect on what you have read. Then, jot a thought or sketch a quick picture based on the ideas shared by your partner. Your goal is to listen carefully and summarize the thinking of your partner.

My Partner Said . . .

My partner's most important reflection about this selection was _____.

My partner helped me to understand that _____.

QUESTION STEMS: Examples of question stems to help with good questions:

Why do you think.....?
How were .... and .... alike?
How were ......and ....different?
What do you think would happen if .....?

RESPONSE STEMS: Examples of sentence stems to help with giving a response, opinion or thought.

When I look at the picture/ read the text it makes me think......... because
When I look at the picture/read the text it makes me remember........ because
I can tell .... because.........
I knew that the character ....
Even though the picture/ text doesn't tell me .... I could tell..........

?????
Questions to Ask and Answer Before Reading

-What clues does the title give you about the text?
-What type of text is this? Fiction? Nonfiction?
-Why are you reading this text? To perform a task? To gain information? To be entertained?
-What do you already know about the topic?
-What predictions can you make?

Notes:
_____
_____
_____
_____
_____
_____

?????
Questions to Ask and Answer During Reading

-What did you learn from what you just read?
-Do you need to reread? Slow down? Use a different strategy?
-What is the main idea? Can you summarize it?
-What picture is the author "painting" in your head? What details from the text help to paint this picture?
-Are there words you do not know? Does not knowing these words affect your understanding of the text? Do you need to look them up in the dictionary?

Notes:
_____
_____
_____
_____
_____

?????
Questions to Ask and Answer After Reading

-What predictions were confirmed?
-What details in the text confirmed them?
-What were the main ideas and themes presented in the text?
-How did the author present information?
-What connections did you make to the text?

Notes:
_____
_____
_____
_____
_____
_____
_____
_____

Before, During, and After Reading Questions Framework   Fold on dotted lines

---

MAKING CONNECTIONS

Name:_____   Source of information:_____

√ I Already Knew This	* New Information	! WOW!! Interesting	? I Don't Understand This

Discuss your findings with a partner and share the information from your table.
Developed by Leanne Hegarty LNL 2013 Public Schools NSW

How to Write a Character Analysis.

1). Personality of the Character

When you write a character analysis, you will be expected to describe a character's personality.

We get to know characters in our stories through the things they say, feel, and do. It's not as difficult as it may seem to figure out a character's personality traits based on his/her thoughts and behaviors:

"Say cheese!" the exasperated photographer shouted, as she pointed her camera toward the group of squirming children. Margot displayed her broadest, most convincing fake smile as she inched ever-closer to her younger cousin. Just as the photographer's finger twitched over the shutter button, Margot leaned into her young cousin's side and pinched hard. The boy let out a yelp, just as the camera clicked."

You can probably make some assumptions about Margot from the brief segment above. If you had to name three character traits to describe her, what would they be? Is she a nice, innocent girl? Hardly! From the brief paragraph we know she's apparently sneaky, mean, and deceptive.

You will receive clues about a character's personality through his or her:
- Words
- Actions
- Reactions
- Feelings
- Movements
- Thoughts
- Mannerisms

2.) Character Role

When you write a character analysis, you must also define each character's role.

In addition to having personality traits, characters also fill certain roles in a story. They either play a major role, as a central element to the story, or they play a minor role to serve a supporting role in the story.

Protagonist: The protagonist of a story is often called the main character. The plot revolves around the protagonist. There may be more than one main character.

- In *The Adventures of Huckleberry Finn*, Huck Finn is the protagonist.
- In *Little Red Riding Hood*, the little girl is the protagonist.

Antagonist: The antagonist is the character who represents a challenge or an obstacle to the protagonist in a story. In some stories, the antagonist is not a person!

- In *Little Red Riding Hood*, the wolf is the antagonist.

- In *The Adventures of Huckleberry Finn*, society is the antagonist. Society, with its unfair laws and rules, represents the obstacle to Huck's development as a person.

Foil: A foil is a character who provides contrast to the main character (protagonist), in order to emphasize the main character's traits. In *A Christmas Carol*, the kind nephew Fred is the foil to nasty Ebenezer Scrooge.

3.) Character Development (Growth and Change)

When you are asked to write a character analysis, you will be expected to explain how a character changes and grows. Most characters go through changes as a story unfolds-otherwise, stories would be pretty boring!

Other Useful Terms for Character Analysis

Flat Character: A flat character has one or two personality traits that don't change. The flat character can play a major or a minor role.

Round Character: A round character has many complex traits-and those traits develop and change in a story. A round character will seem more real than a flat character, because people are complex!

Stock or Stereotype Character: A character who represents a stereotype is a stock character. These characters exist to maintain widespread belief in "types," such as hot-tempered redheads, stingy businessmen and absent-minded professors.

Static: A static character never changes. A loud, obnoxious "background" character who remains the same throughout the story is static. A boring character who is never changed by events is also static.

Dynamic: Unlike a static character, a dynamic character does change and grow as the story unfolds. Dynamic characters respond to events and experience a change in attitude or outlook.

Types of Characters in Fiction

Round character, flat character, stock character, protagonist . . . the types of characters in fiction goes on and on. What do you need to know about each one as you study literature or learn to write it? Find out with the list below.

Ready to get started working on characterization, creating your own round characters? These questions can help.

Flat Characters
Flat characters are minor characters in a work of fiction who do not undergo substantial change or growth in the course of a story. Learn more about flat characters and how they differ from round characters.

Static Characters
When people say that a character is "static," they're referring to the fact that a character doesn't change. (Sound familiar? There's a good reason for that.)

Round Characters

As a writer, your focus will be on developing your round characters. For readers, these are the characters you'll put the most effort into following and understanding.

Dynamic Characters

The opposite of static characters, dynamic characters will undergo some kind of change in the course of the story.

Stock Characters

Many people think the term "stock characters" is just another way to describe static characters, but not so. Find out why not.

Protagonists

What do protagonists have in common with round characters? And what makes the best protagonists in a work of literature? Know what to think about when you begin writing.

Antagonists

The antagonist is essential to many works of literature, but is it really just a matter of bad guy vs. good guy? These examples illustrate more complicated scenarios.

VOCAB/GRAMMAR FOR TEXT SET:

	Samsara Dog	The Rainbow Bear	The three questions	Zero to Hero
Vocab & Spelling				
Grammar & Punctuation				

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.

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 Personal development
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 & read texts for a range of purposes, applying appropriate text processing strategies & interpreting structural features, for example table of contents, glossary, chapters, headings & 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 Personal development	
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 Personal development
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 Personal development

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 👥	

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 Personal development
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	

Outcome: Draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts	Key Concept Personal development
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 💻	

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 **Personal development**

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

Stage Three EN3-8D

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** **Personal development**

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	

	Key Concept **Personal development**
Outcome: Recognises, reflects on and assesses their strength as a learner	

Develop and apply contextual knowledge	
*begin to understand the difference between their way of learning and the way others learn	
* <mark>reflect on own learning achievements against specific criteria</mark>	

Understand and apply knowledge of language forms and features	
*<mark>recognise that there is a language for discussing learning experiences</mark>	
* 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 ⚙	
* <mark>critically reflect on the effectiveness of their own and others' writing</mark>, 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	