



Come on, Rain!
by Karen Hesse
Stage 1

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&
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Western Sydney 2013

2013



ENGLISH UNIT OF WORK

Stage : 1 Year 2	Term:	Weeks:
Key Concept:	Justifying opinions and evaluating ideas with evidence from the text (SUSTAINABILITY/ENVIRONMENT)	
Texts:	<i>Come on, Rain!</i> Karen Hesse <i>Big Rain Coming</i> Katrina Germein <i>Drought</i> Tricia Oktober <i>Two Summers</i> John Heffernan <i>Where the forest meets the sea</i> Jeannie Baker	
Focus:	Integrating English Stage 1 outcomes for speaking and listening, reading and viewing, writing and representing, grammar and vocabulary (attached)	
Acceptable Evidence:	Plotting students on the Literacy Continuum - to develop student comprehension and vocab	
Critical aspects:	Comprehension, Vocabulary, Reading texts, Writing	
Learning across the curriculum:	Creative and critical thinking, literacy, HSIE	

LITERACY CONTINUUM for Modelled Reading (Stage appropriate)	Session Modes/skills	Explicit Modelled Reading	Guided reading (Where to next?)	Independent reading
<p>R7 1. Understands how to 'read' text features such as illustrations, diagrams, tables, maps and graphs to enhance meaning.</p> <p>C7 1. Responds to texts by referring to prior experiences.</p> <p>2. Responds to and analyses a text by discussing a point of view presented in the text.</p> <p>3. Analyses and evaluates how visual images support print to create meaning in texts.</p> <p>4. Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading.</p> <p>C8 1. Refers to prior knowledge and experiences to build understanding of a text.</p> <p>2. Justifies predictions about sections of a text.</p> <p>3. Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings and sub headings to locate information.</p> <p>4. Draws conclusions by using clues in a text.</p> <p>5. Identifies more than one perspective or point of view when represented in texts.</p> <p>6. Articulates the main idea and provides a synthesised retell that captures key events in texts.</p> <p>7. Creates mental images to capture ideas in texts.</p> <p>V7 1. Knows the meaning of commonly used words in increasingly challenging texts and can demonstrate this knowledge when reading, writing and speaking.</p> <p>2. Shows beginning understanding of the effective use of 'word play', e.g. alliteration, onomatopoeia.</p> <p>3. Uses knowledge developed about word families and word origins to understand the meanings of unfamiliar word, eg rhyming words, synonyms, base words.</p> <p>4. Uses a simple dictionary to check word meanings.</p> <p>V8 1. Uses words and phrases for effect, e.g. to create mental images, to add emphasis, to create atmosphere.</p> <p>2. Draws on topic/content knowledge to assist in working out the meaning of unknown words.</p> <p>3. Understands and uses relevant vocabulary associated with electronic texts.</p> <p>4. Recognises that different words can be used to describe similar concepts, e.g everyday or technical language, synonyms.</p> <p>5. Shows evidence of capacity to improve vocabulary choices in response to purpose and audience when reviewing and editing writing</p> <p>Phonics 7 1. Recognises that common suffixes in words can have different sounds, e.g. <i>wanted</i>, <i>talked</i>.</p> <p>2. Understands that sounds can be represented in various ways when spelling words, e.g. <i>meet</i>, <i>meat</i>.</p> <p>Phonics 8 1. Knows common sounds for vowel digraphs and uses syllabification when reading/spelling. 2. Uses knowledge of word identification strategies including blending, segmenting, and letter patterns when reading/spelling.</p>	<p>Session 1</p> <p>Spelling:</p> <p>Climb Meet Sweeps Vine Time Mine Wide Rain Straight aim</p> <p>Vocab:</p> <p>Uneasy parched Broiling Lupines Phonograph Dim Sprout Murmurs Bold Descends Glazes Racket Tromping</p> <p>Super 6</p> <p>Predicting Monitoring Questioning Discussing</p> <p>W & R 2</p> <p>Images</p> <p>G, P & V</p> <p>Self -correcting Inferences Predicting comparing opinions</p> <p>S & L 1</p> <p>Discussions</p>	<p>Before:</p> <p><u>Predicting</u></p> <p>Before reading the book. Look at a range of illustrations from the text (See Attached). Students are in small groups and discuss within their group what they think may be happening in the picture (predicting). Groups report back to the class what they believe is happening in the illustration and give a justification for their ideas (Think, Pair, Share & Whole class discussion. Pre-teach difficult vocab to students. Read the text to students.</p> <p>During:</p> <p><u>Monitoring</u></p> <p>Explicitly teach the importance of stopping when you come to an unfamiliar word. Give students Stop signs to put up when an unfamiliar word comes up (monitoring). Have a copy of the book scanned into a notebook file to highlight unfamiliar words in the text as you go. Save this for future teaching. Discuss what the words mean.</p> <p>After:</p> <p>Think, Pair & Share Why was the rain so exciting to the characters in the story?</p>	<p>Differentiate groups according to Literacy Continuum clusters and choose appropriate double pages to photocopy for reading:</p> <ul style="list-style-type: none"> • Reading conference (see Monitoring sheet) • Choose common sight words and decoding skills from the text or word lists to treat • Discuss the illustrations and how they add meaning to the text • Students reread pages (monitoring) to develop fluency <p>Reciprocal teaching: <i>Predictor, Questioner, Monitoring, Summariser</i></p>	<p>Develop text sets based on the key concept</p> <p>Students choose a text:</p> <ul style="list-style-type: none"> • Read to self-record reading • Students find difficult words to list and find meanings (use dictionary and thesaurus) • Read to partner • Reagin tasks

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<p>3. Understands and uses relevant vocabulary associated with electronic texts.</p> <p>4. Recognises that different words can be used to describe similar concepts, e.g everyday or technical language, synonyms.</p> <p>5. Shows evidence of capacity to improve vocabulary choices in response to purpose and audience when reviewing and editing writing</p> <p>Phonics 7 1. Recognises that common suffixes in words can have different sounds, e.g. <i>wanted</i>, <i>talked</i>.</p> <p>2. Understands that sounds can be represented in various ways when spelling words, e.g. <i>meet</i>, <i>meat</i>.</p> <p>Phonics 8 1. Knows common sounds for vowel digraphs and uses syllabification when reading/spelling.</p> <p>2. Uses knowledge of word identification strategies including blending, segmenting, and letter patterns when reading/spelling.</p>	<p>Session 4</p> <p>G , P & V Direct speech Punctuation Fluency</p> <p>R & V 2 Author's intent</p> <p>S & L 1 Role play and drama</p>	<p>Before: Discuss how the author uses punctuation to express feelings. Discuss the use of speech marks.</p> <p>During: Model reading using expression, paying particular attention to direct speech.</p> <p>After: Students work in pairs. Take sections of the text and give to each pair. Students role play the section with focus on expression during direct speech. Students are able to identify direct speech by use of speech marks, and differentiate between questions and statements by use of punctuation. Students will demonstrate an understanding of these concepts through the use of their voice.</p>	<p>Differentiate groups (as above - choose a different double page or another text from the text set)</p> <ul style="list-style-type: none"> • 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: <i>Predictor, Questioner, Monitoring, Summariser</i> 	<p>Students choose a text:</p> <ul style="list-style-type: none"> • Read to self-record reading • Read to partner • Writing tasks <i>(Teach this)</i>

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<p>Writing C7</p> <ol style="list-style-type: none"> Plans texts by making notes, drawing diagrams, planning sequence of events or information etc. States purpose and intended audience before creating texts. Spells words with regular spelling patterns correctly and makes plausible attempts at words with irregular spelling patterns. Applies spelling generalisations when writing. Uses contraction apostrophes and capitals for proper nouns as well as other simple punctuation. Writes short, connected and sequenced texts to narrate events or convey information. Includes different types of verbs using appropriate tense and demonstrates subject-verb agreement. Uses a computer to produce texts with graphics. <p>Writing C8</p> <ol style="list-style-type: none"> Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less familiar audiences. Experiments with producing/publishing texts using an increasing range of mediums and modes. Writing shows evidence of revision, editing and proof-reading. Writes for a wider range of purposes, including to explain and to express an opinion. Demonstrates a range of spelling strategies to spell unfamiliar words. Uses quotation marks for direct speech and commas in lists. Produces a range of grammatically accurate sentences. Fluently writes letters of consistent size and formation in NSW Foundation Style. 	<p>Session 1</p> <p>G, P & V Synonyms Adjectives Streams Freckles Glazes Glistening Wide Gulp</p> <p>R & V 1 Synonyms</p> <p>W & R 1 Note taking Compose texts</p> <p>W & R 2 Images and vocab choices</p> <p>G, P & V Sentence structure Vocab adjectives</p>	<p>Look at the picture that features the four girls in the rain. Discuss synonyms for streams (other words for raining). Eg. Poured, sprinkled ect.</p> <p>Create a cline that depicts the severity of the rain eg. Sprinkled, rained, poured.</p> <p>Rewrite the passage with synonyms for the highlighted phrases. Create a word bank.</p> <p>"It streams through our hair and down our backs. It freckles our feet, glazes our toes. We turn in circles, glistening in our rain skin. Our mouths wide open, we gulp in the rain."</p> <p>Word bank example. Students contribute ideas. Students can use these in their guided rewrite.</p> <table border="1" data-bbox="900 833 1491 1070"> <tr> <td>Streams through our hair</td> <td>Down our backs</td> <td>Freckles our feet</td> <td>Glazes our toes</td> <td>Turn in circles</td> <td>gulp</td> </tr> <tr> <td>Slides down our face</td> <td>Over our arms</td> <td>Tickles our toes</td> <td>Covers our feet</td> <td>Spin around</td> <td>Swallow</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>Jump up and down</td> <td>drink</td> </tr> </table>	Streams through our hair	Down our backs	Freckles our feet	Glazes our toes	Turn in circles	gulp	Slides down our face	Over our arms	Tickles our toes	Covers our feet	Spin around	Swallow					Jump up and down	drink	<p>Scan and print the image of the four girls in the rain to paste in students books.</p> <p>Students use the word bank to develop their own version of the passage to write underneath the image.</p>	<p>Students draw and image of themselves in a particular weather eg. Sunny day, windy day, hot day ect.</p> <p>Show some images for stimulus.</p> <p>Students write a sentence to match their picture.</p>
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<p>Writing C8</p> <ol style="list-style-type: none"> Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less familiar audiences. Experiments with producing/publishing texts using an increasing range of mediums and modes. Writing shows evidence of revision, editing and proof-reading. Writes for a wider range of purposes, including to explain and to express an opinion. Demonstrates a range of spelling strategies to spell unfamiliar words. Uses quotation marks for direct speech and commas in lists. Produces a range of grammatically accurate sentences. Fluently writes letters of consistent size and formation in NSW Foundation Style. 	<p>Session 4 W & R 1 reread and edit Reflecting on learning</p>	<p>Use the previous days modelled sentence/s for students to edit</p> <p>Add and insert errors to the sentence.</p> <p>Students make corrections.</p>	<p>PARTNER EDITING: Sentences are read by a partner for editing and reflection using the writing criteria. Sentences are revised.</p>	<p>Students choose a text:</p> <ul style="list-style-type: none"> Find and list various connectives Writing tasks <p>TEACHER EDITING Conferencing during independent tasks</p>
Continuing the unit:				
<p>Other texts (text set): Come on, Rain! - Karen Hesse Big Rain Coming - Katrina Germein Drought - By Tricia Oktober Two Summers - John Heffernan</p> <p>READING: Using the above texts, cover the same literacy continuum markers and English syllabus content descriptors as listed in this unit.</p> <p>WRITING: <i>Imaginative Writing</i> - Follow this unit outline and create a character, setting and/or plot to create a complete imaginative text incorporating students' descriptive paragraph in this unit.</p> <p><i>Persuasive writing</i> - Students write a persuasive text about why rain is so important to our community.</p>				

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 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

*For mandatory requirements in this unit colour blue

Student Criteria for Writing Cluster 6 ★★☆☆☆☆					
Date					
Uses headings & paragraphs	😊	😊	😊	😊	😊
Rereads and edits text	😊	😊	😊	😊	😊
Proof reads & edits	😊	😊	😊	😊	😊
Spells more accurately	😊	😊	😊	😊	😊
Uses punctuation (question & exclamation marks)	😊	😊	😊	😊	😊

*For mandatory requirements in this unit colour blue

Student Criteria for Writing cluster 7 					
Date					
Plans before writing					
Spells regular words correctly					
Uses contraction apostrophes					
Uses capitals for proper nouns					
Uses appropriate tense					

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

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

*For mandatory requirements in this unit colour blue

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

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

<p>Outcome: Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies</p>	<p>Key Concept SUSTAINABILITY</p>
<p>Develop and apply contextual knowledge</p>	
<p>* understand how readers' self-selection and enjoyment of texts is informed by personal interests</p>	
<p>* discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665) ⚙️</p>	
<p>Understand and apply knowledge of language forms and features</p>	
<p>* recognise grammatical patterns to enhance comprehension, eg action verbs, words or groups of words that tell who, what, when, where and how</p>	
<p>*recognise a clause as a complete message or thought expressed in words, noun–pronoun agreement, conjunctions</p>	
<p>*understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)</p>	
<p>*understand patterns of repetition and contrast in simple texts (ACELA1448) ⚙️</p>	
<p>*identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451)</p>	
<p>*understand how sentence punctuation is used to enhance meaning and fluency</p>	
<p>*identify word families and word origins to understand the meaning of unfamiliar words, eg base words, rhyming words and synonyms</p>	
<p>Develop and apply graphological, phonological, syntactic and semantic knowledge</p>	
<p>* recognise sound–letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458)</p>	
<p>*understand the variability of sound–letter matches (ACELA1459)</p>	
<p>*recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations (ACELA1474)</p>	
<p>*automatically recognise irregular high-frequency words, eg 'come' and 'are'</p>	
<p>*use phonological, graphological, syntactic and semantic cues to decode and make meaning from written texts, eg using an increasing repertoire of high-frequency and sight words, segmenting words</p>	
<p>*manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457)</p>	
<p>Respond to, read and view texts</p>	
<p>*read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)</p>	
<p>* self-correct when meaning is interrupted in simple texts, eg pausing, repeating words and phrases, rereading and reading on 🧑🏫</p>	
<p>*read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669) ⚙️</p>	
<p>*read with fluency and expression, responding to punctuation and attending to volume, pace, intonation and pitch</p>	
<p>*use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1660, ACELY1670) 🧑🏫📺</p>	
<p>*use background knowledge of a topic to make inferences about the ideas in a text</p>	
<p>*predict author intent, series of events and possible endings in an imaginative, informative and persuasive text ⚙️</p>	
<p>*discuss the use of text connectives, eg sequencing ideas, indicating time</p>	
<p>*identify the cohesive links between pronouns and people and things</p>	
<p>*sequence a summary of events and identify key facts or key arguments in imaginative, informative and persuasive texts</p>	
<p>*identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469) ⚙️</p>	
<p>*compare opinions about characters, events and settings in and between texts (ACELT1589) 🧑🏫⚙️</p>	
<p>*distinguish between fact and opinion in persuasive texts</p>	

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

<p><i>Outcome: Recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter</i></p>	<p style="text-align: center;">Key Concept SUSTAINABILITY</p>	
<p>Develop and apply contextual knowledge</p>		
<p>*recognise a range of purposes and audiences for imaginative, informative and persuasive print and visual texts</p>		
<p>*identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic</p>		
<p>*understand that texts can draw on readers' or viewers' knowledge of texts to make meaning and enhance enjoyment, eg comparing fairytales</p>		
<p>*discuss possible author intent and intended audience of a range of texts</p>		
<p>Understand and apply knowledge of language forms and features</p>		
<p>*understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)  </p>		
<p>*understand how text structure contributes to the meaning of texts</p>		
<p>*know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)  </p>		
<p>*understand simple explanations in diagrammatic form, including flowcharts, hierarchies, life cycles</p>		
<p>Respond to, read and view texts</p>		
<p>*select a widening range of texts for enjoyment and pleasure and discuss reasons for their choice</p>		
<p>*respond to a range of literature and discuss purpose and audience</p>		

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

<p>Outcome: <i>Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situation.</i></p>	<p>Key Concept SUSTAINABILITY</p>
<p>Develop and apply contextual knowledge</p>	
<p>*understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)  </p>	
<p>*listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)  </p>	
<p>*understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)  </p>	
<p>Understand and apply knowledge of language forms and features</p>	
<p>*understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)  </p>	
<p>*use turn-taking, questioning and other behaviours related to class discussions </p>	
<p>*identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)  </p>	
<p>*explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)  </p>	
<p>Respond to and compose texts</p>	
<p>*communicate with increasing confidence in a range of contexts</p>	
<p>*engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) </p>	
<p>*describe in detail familiar places and things</p>	
<p>*use role-play and drama to represent familiar events and characters in texts</p>	
<p>*use intonation to emphasise the need to seek further clarification of a question</p>	
<p>*formulate open and closed questions appropriate to the context</p>	
<p>*use a comment or a question to expand on an idea in a discussion</p>	
<p>*use some persuasive language to express a point of view </p>	
<p>*use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1788, ACELY1789) </p>	
<p>*demonstrate attentive listening across a range of school contexts, eg assemblies, welcome to and acknowledgement of country, and school performances  </p>	
<p>*contribute appropriately to class discussions</p>	
<p>*carry out complex instructions involving more than one step</p>	

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

<p><i>Outcome: Recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts</i></p>	<p>Key Concept SUSTAINABILITY</p>
<p>Develop and apply contextual knowledge</p>	
<p>*understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443) </p>	
<p>*understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460) </p>	
<p>*make connections between different methods of communication, eg Standard Australian English, Aboriginal English, home language, sign language and body language </p>	
<p>*recognise a range of purposes and audiences for spoken language with increasing independence</p>	
<p>*recognise different oral texts, eg conversations at home, in the classroom and playground</p>	
<p>*develop an understanding of different forms of communication technologies available for hearing and visually impaired people and people with other disabilities </p>	
<p>Understand and apply knowledge of language forms and features</p>	
<p>*identify organisational patterns and features of predictable spoken texts</p>	
<p>*understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) </p>	
<p>*identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)</p>	
<p>Respond to and compose texts</p>	
<p>*make short presentations using some introduced text structures and language, for example opening statements (ACELY1657) </p>	
<p>*rehearse and deliver short presentations on familiar and new topics (ACELY1667) </p>	
<p>*deliver short oral presentations to peers (ACELY1647) </p>	
<p>*retell familiar stories and events in logical sequence, including in home language</p>	
<p>*rephrase questions to seek clarification</p>	
<p>*listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)</p>	
<p>*explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction</p>	
<p>*demonstrate active listening behaviours and respond appropriately to class discussions</p>	
<p>*recognise and respond to instructions from teachers and peers</p>	

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

<p><i>Outcome: Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers</i></p>	<p>Key Concept SUSTAINABILITY</p>
<p>Develop and apply contextual knowledge</p>	
<p>*understand how planning, composing and reviewing contribute to effective imaginative, informative and persuasive texts</p>	
<p>*experiment in all aspects of composing to enhance learning and enjoyment</p>	
<p>*develop an awareness of issues relating to the responsible use of digital communication  </p>	
<p>Understand and apply knowledge of language forms and features</p>	
<p>*Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1661, ACELY1671)  </p>	
<p>*understand the process of planning, drafting and publishing imaginative, informative and persuasive texts</p>	
<p>Respond to and compose texts</p>	
<p>*plan, compose and review simple imaginative, informative and persuasive texts on familiar topics</p>	
<p>*compose texts supported by visual information (eg diagrams and maps) on familiar topics</p>	
<p>*create events and characters using different media that develop key events and characters from literary texts (ACELT1593) </p>	
<p>*compose a range of written forms of communication, including emails, greeting cards and letters </p>	
<p>*use effective strategies to plan ideas for writing, eg making notes, drawing, using diagrams, planning a sequence of events or information </p>	
<p>*draw on personal experience and topic knowledge to express opinions in writing</p>	
<p>*experiment with publishing using different modes and media to enhance planned presentations </p>	
<p>*reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1662, ACELY1672)</p>	

WRITING AND REPRESENTING 2

Stage One EN1-7B

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

<i>Outcome: Identifies how language use in their own writing differs according to their purpose, audience and subject matter</i>	Key Concept SUSTAINABILITY	
Develop and apply contextual knowledge		
* identify the audience of imaginative, informative and persuasive texts (ACELY1668)  		
* discuss some of the different purposes for written and visual texts		
Understand and apply knowledge of language forms and features		
* understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1447, ACELA1463)		
* describe some differences between imaginative informative and persuasive texts (ACELY1658) 		
* compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453) 		
* understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)  		
Respond to and compose texts		
* draw on personal experience and feelings as subject matter to compose imaginative and other texts for different purposes		
* compose and review written and visual texts for different purposes and audiences		
* discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1584, ACELT1591) 		
* make inferences about character motives, actions, qualities and characteristics when responding to texts 		

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

<p><i>Outcome: Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts</i></p>	<p>Key Concept SUSTAINABILITY</p>
<p>Develop and apply contextual knowledge</p>	
<p>*understand that ideas in texts can be organised to enhance meaning using sentences and paragraphs</p>	
<p>*begin to understand that choice of vocabulary adds to the effectiveness of text</p>	
<p>Understand and apply knowledge of language forms and features</p>	
<p>*understand that paragraphs are used to organise ideas</p>	
<p>*understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)</p>	
<p>*explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)</p>	
<p>*recognise that a preposition placed in front of a noun group can show where, when, eg 'on the box' (where), 'before my birthday' (when)</p>	
<p>*recognise that time connectives sequence information in texts</p>	
<p>*recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA 1449)</p>	
<p>*recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)</p>	
<p>Understand and apply knowledge of vocabulary</p>	
<p>*understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)</p>	
<p>*recognise, discuss and use creative word play, eg alliteration and onomatopoeia</p>	
<p>Respond to and compose texts</p>	
<p>*begin to organise ideas into paragraphs when composing texts</p>	
<p>*compose sentences effectively using basic grammatical features and punctuation conventions</p>	
<p>*use subject–verb and noun–pronoun agreement when composing texts and responding to texts orally and in writing</p>	
<p>*demonstrate the use of more precise vocabulary to describe emotions and experiences when writing</p>	

SPELLING

Stage One EN1-5A

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

<p><i>Outcome: Uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words</i></p>	<p>Key Concept SUSTAINABILITY</p>
<p>Develop and apply contextual knowledge</p>	
<p>*demonstrate growing awareness of how accurate spelling supports the reader in understanding written texts to read fluently</p>	
<p>Understand and apply knowledge of language forms and features</p>	
<p>* know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778)</p>	
<p>* understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)</p>	
<p>* recognise common prefixes and suffixes and how they change a word's meaning (ACELA1455, ACELA1472)</p>	
<p>* begin to understand how knowledge of word origins supports spelling and vocabulary</p>	
<p>Respond to and compose texts</p>	
<p>*spell high-frequency and common sight words accurately when composing texts</p>	
<p>*spell known words using letter names</p>	
<p>* isolate and write the initial, medial and final sound of a word</p>	
<p>*exchange one letter in a written word with a different letter to make a new word</p>	
<p>*use double consonants where appropriate, eg 'hopping'</p>	
<p>*begin to use a dictionary for spelling activities and word meaning </p>	
<p>*recognise when a word is spelt incorrectly</p>	
<p>*use morphemic and phonological knowledge when spelling</p>	

THINKING CREATIVELY AND IMAGINATIVELY

Stage One EN1-10C

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

<p><i>Outcome: Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</i></p>	<p>Key Concept SUSTAINABILITY</p>
<p>Engage personally with texts</p>	
<ul style="list-style-type: none"> engage in wide reading of self-selected and teacher-selected texts, including digital texts, for enjoyment, and share responses 	
<ul style="list-style-type: none"> recognise the way that different texts create different personal responses 	
<ul style="list-style-type: none"> respond to a wide range of texts through discussing, writing and representing 	
<p>Develop and apply contextual knowledge</p>	
<ul style="list-style-type: none"> recognise and begin to understand how composers use creative features to engage their audience 	
<ul style="list-style-type: none"> identify and compare the imaginative language used by composers 	
<p>Understand and apply knowledge of language forms and features</p>	
<ul style="list-style-type: none"> identify that different texts have different organisational patterns and features for a variety of audiences 	
<ul style="list-style-type: none"> identify creative language features in imaginative texts that enhance enjoyment, eg illustrations, repetition 	
<p>Respond to and compose texts</p>	
<ul style="list-style-type: none"> recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT 1586)   	
<ul style="list-style-type: none"> predict and discuss ideas drawn from picture books and digital stories 	
<ul style="list-style-type: none"> use creative and imaginative features in role-play and drama 	
<ul style="list-style-type: none"> recognise similarities between texts from different cultural traditions, eg representations of dragons in traditional European and Asian texts   	
<ul style="list-style-type: none"> recognise the place of ancestral beings in Aboriginal and Torres Strait Islander Dreaming stories  	
<ul style="list-style-type: none"> jointly adapt a well-known text for a different audience and purpose 	
<ul style="list-style-type: none"> express a range of feelings in response to a text 	

EXPRESSING THEMSELVES

Stage One EN1-11D

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

Outcome: Responds to and composes a range of texts about familiar aspects of the world and their own experiences	Key Concept SUSTAINABILITY
Engage personally with texts	
* recognise and begin to understand that their own experience helps shape their responses to and enjoyment of texts	
* identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)  	
Develop and apply contextual knowledge	
* discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT 1581, ACELT 1587)  	
* recognise simple ways meaning in texts is shaped by structure and perspective	
* respond to texts drawn from a range of cultures and experiences (ACELY 1655)    	
Understand and apply knowledge of language forms and features	
* discuss aspects of imaginative texts such as setting and dialogue, making connections with students' own experiences	
* identify features of texts from a range of cultures, including language patterns and style of illustration  	
Respond to and compose texts	
* compose simple print, visual and digital texts that depict aspects of their own experience 	
* discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)  	
* discuss the place of Dreaming stories in Aboriginal and Torres Strait Islander life  	
* identify, explore and discuss symbols of Aboriginal and Torres Strait Islander culture and recognise recurring characters, settings and themes in Dreaming stories 	
* identify, explore and discuss the morals of stories from a variety of cultures, eg Asian stories, and identify their central messages   	
* express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)  	
* respond to a range of texts, eg short films, documentaries and digital texts, that include issues about their world, including home life and the wider community   	

REFLECTING ON LEARNING

Stage One EN1-12E

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

Outcome: Identifies and discusses aspects of their own and others' learning	Key Concept SUSTAINABILITY	
Develop and apply contextual knowledge		
*develop an understanding of how a rich text environment underpins learning		
*recognise and begin to understand that there are different ways of learning in English		
*develop an awareness of criteria for the successful completion of tasks 		
Understand and apply knowledge of language forms and features		
*begin to discuss different ways we learn to read and write		
*discuss some of the ways that story can be reflected in a variety of media, eg film, music and dance 		
Respond to and compose texts		
*jointly develop criteria for assessing their own and others' presentations or compositions with teacher guidance 		
*identify helpful strategies during speaking, listening, reading, writing and/or viewing and representing activities, eg writing conferences, class charts		
*reflect on own reading: 'What reading have I done today/this week?', 'Which part of my reading do I like best?', 'What do I want/need to read about?' 		
*discuss the roles and responsibilities when working as a member of a group		