

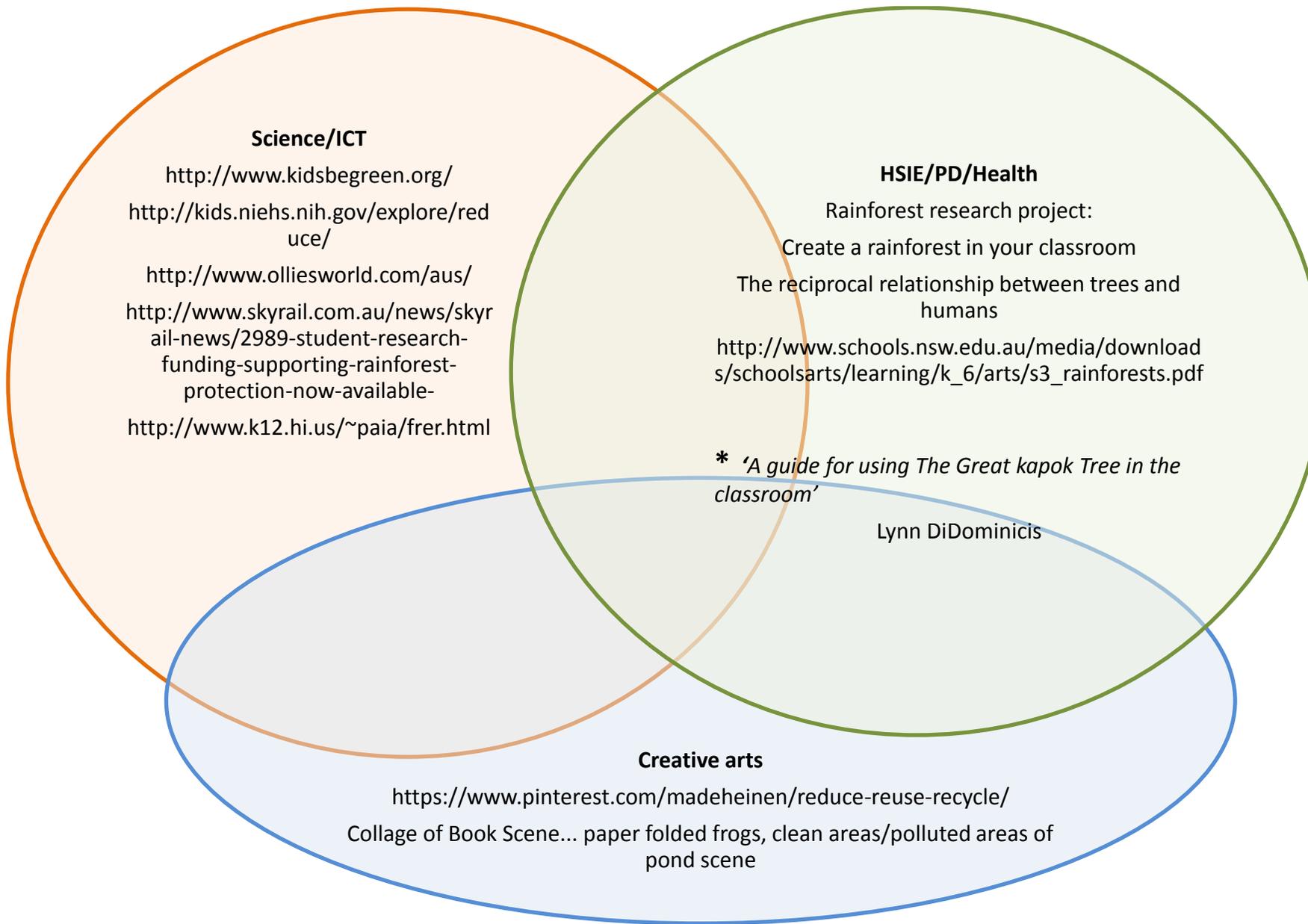
The Great Kapok Tree

by Lynne Cherry

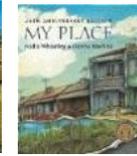
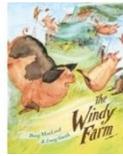
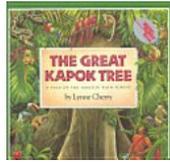
Stage 2

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Western Sydney 2013

2013



**ACROSS KLAS: RESOURCES &
UNIT EXTENSION SUGGESTIONS**



ENGLISH UNIT OF WORK

Stage : 2

Term: 1

Weeks: 1-5

Key Concept:

Justifying opinions and evaluating ideas with evidence from the text: Sustainability and change

Texts:

Focus Text: *The great kapok tree* by Lynne Cherry
Window by Jeannie Baker
My place by Nadia Wheatley
The windy farm by Doug Macleod
Recipe for a perfect planet by Kim Michelle Toft
Something old something recycling by Anita Ganeri

Focus:

Integrating English Stage 2
content descriptors: **S & L** - Speaking & Listening
R & V - Reading & Viewing **W & R** - Writing & Representing **Spelling**
G, P & V - Grammar, Punctuation and Vocabulary **TI & C** - Thinking imaginatively and creatively
ET - Expressing themselves **R on L** - Reflecting on Learning

Acceptable Evidence:

Plotting students on the Literacy Continuum - to develop student comprehension and vocabulary.

Critical aspects:

Comprehension, Vocabulary, Reading texts, Writing

Learning across the curriculum:

Literacy. creative and critical thinking, sustainability

LITERACY CONTINUUM for Modelled Reading (Stage appropriate)	Session Modes/Skills	Explicit Modelled Reading	Guided reading (Where to next?)	Independent reading
<p>Comprehension C9 1. Builds understanding during reading by discussing possible consequences of actions and events.</p> <p>2. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events.</p> <p>3. Builds understanding about the meaning of a text by actively seeking information from different parts of a text.</p> <p>4. Shows an awareness through discussion that texts can present different perspectives.</p> <p>5. Analyses the ways ideas and information are presented by making comparisons between texts.</p> <p>6. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text.</p> <p>7. Analyses a text by discussing visual, aural and written techniques used in the text.</p> <p>8. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links.</p> <p>Comprehension C10 1. Interprets text by inferring connections, causes and consequences during reading.</p> <p>2. Responds to and interprets texts by discussing the differences between literal and inferred meanings.</p> <p>3. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts.</p> <p>4. Identifies ways texts present different perspectives.</p> <p>5. Evaluates text accuracy and credibility by comparing texts on a similar topic.</p> <p>6. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview.</p> <p>7. Responds to and analyses texts by discussing the ways language structures and features shape meaning.</p> <p>8. Responds to and interprets texts by integrating sources of information in texts.</p> <p>Vocab C9 1. Uses synonyms for a range of common words.</p> <p>2. Uses simple content specific vocabulary in appropriate ways when creating texts.</p> <p>3. Uses relevant vocabulary associated with digital technology and electronic texts.</p> <p>4. Understands how prefixes and suffixes change word meanings.</p> <p>Vocab C10 1. Demonstrates understanding that words can have different meanings in different contexts.</p> <p>2. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge.</p> <p>3. Shows awareness that there are a number of ways to work out the meaning of unknown words.</p> <p>4. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses</p>	<p>1</p> <p>G, P & V</p> <p>Spelling</p> <p><i>Vocab:</i> sustainability ancestors pollen generations creatures troupe</p> <p><i>Suffixes</i> R & V 1 author's intent suffixes syllables predicting</p> <p>S & L 1 point of view</p> <p><i>Meaning making</i></p>	<p>Vocabulary and predicting</p> <p>Before:</p> <ul style="list-style-type: none"> Pre-teach vocabulary- Using the vocabulary chart (6 words), think and discuss the words, thinking partners. Teacher treats words with suffixes from the text which will become spelling words for the week. Using the front cover, make predictions. <p>During:</p> <ul style="list-style-type: none"> Read 2 pages and stop, students write down any difficult words on sticky notes. Repeat procedure throughout the book. <p>After:</p> <ul style="list-style-type: none"> Discuss students' difficult words - meanings and pronunciation (syllables). Thinking partners discuss the message behind the text eg: sustainability and environmental degradation (issues). 	<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) 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 4 other difficult words to list and find meanings (use dictionary and thesaurus)
<p>2. Responds to and interprets texts by discussing the differences between literal and inferred meanings.</p> <p>3. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts.</p> <p>4. Identifies ways texts present different perspectives.</p> <p>5. Evaluates text accuracy and credibility by comparing texts on a similar topic.</p> <p>6. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview.</p> <p>7. Responds to and analyses texts by discussing the ways language structures and features shape meaning.</p> <p>8. Responds to and interprets texts by integrating sources of information in texts.</p> <p>Vocab C9 1. Uses synonyms for a range of common words.</p> <p>2. Uses simple content specific vocabulary in appropriate ways when creating texts.</p> <p>3. Uses relevant vocabulary associated with digital technology and electronic texts.</p> <p>4. Understands how prefixes and suffixes change word meanings.</p> <p>Vocab C10 1. Demonstrates understanding that words can have different meanings in different contexts.</p> <p>2. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge.</p> <p>3. Shows awareness that there are a number of ways to work out the meaning of unknown words.</p> <p>4. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses</p>	<p>2</p> <p>G, P & V</p> <p><i>Vocab</i> sustainability ancestors pollen generations creatures troupe</p> <p>Spelling</p> <p><i>Prefixes/suffixes</i> unstriped disappears whispered collecting</p> <p>R & V 1 Key words</p> <p><i>Text user</i></p>	<p>Visualising</p> <p>Before:</p> <ul style="list-style-type: none"> Revisit a familiar story to use as a model and create story map on the board. <p>(* p21)</p> <p>During:</p> <ul style="list-style-type: none"> Teacher creates a story map on the whiteboard. Thinking partners discuss to help contribute to the drawing on the story map. <p>After:</p> <ul style="list-style-type: none"> Thinking partners retell the story using drawings on the story map. Thinking partners visualise a world without trees and describe their visions. Students report back and the teacher scribes their visions. 	<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) to develop fluency <p>Reciprocal teaching: <i>Predictor, Questioner, Monitoring, Summariser</i></p>	<p>Students choose a text:</p> <ul style="list-style-type: none"> Read to self-record reading Find 5 words with 'ed' suffix Find 5 words with 'ing' suffixes <p>* 'A guide for using <i>The Great kapok Tree in the classroom</i>' Lynn DiDominicis: sentence sequencing</p>

LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Reading	Guided reading	Independent reading
<p>Comprehension C9</p> <ol style="list-style-type: none"> Builds understanding during reading by discussing possible consequences of actions and events. Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events. Builds understanding about the meaning of a text by actively seeking information from different parts of a text. Shows an awareness through discussion that texts can present different perspectives. Analyses the ways ideas and information are presented by making comparisons between texts. Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text. Analyses a text by discussing visual, aural and written techniques used in the text. Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links. <p>Comprehension C10</p> <ol style="list-style-type: none"> Interprets text by inferring connections, causes and consequences during reading. Responds to and interprets texts by discussing the differences between literal and inferred meanings. Interprets the meaning of a text by seeking further information in other sections of a text or in different texts. Identifies ways texts present different perspectives. Evaluates text accuracy and credibility by comparing texts on a similar topic. Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview. Responds to and analyses texts by discussing the ways language structures and features shape meaning. Responds to and interprets texts by integrating sources of information in texts. <p>Vocab C9</p> <ol style="list-style-type: none"> Uses synonyms for a range of common words. Uses simple content specific vocabulary in appropriate ways when creating texts. Uses relevant vocabulary associated with digital technology and electronic texts. Understands how prefixes and suffixes change word meanings. <p>Vocab C10</p> <ol style="list-style-type: none"> Demonstrates understanding that words can have different meanings in different contexts. Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge. Shows awareness that there are a number of ways to work out the meaning of unknown words. Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses 	<p>3</p> <p>R & V 1 syllables author's intent</p> <p>R & V 2 Language choices Key points Text purpose</p> <p>S & L1 summarising Text analyst</p>	<p>Summarising</p> <p>Before:</p> <ul style="list-style-type: none"> Review vocab: Teacher discusses syllables in spelling. Discuss and model 'pass around retell' using a section from the text or another familiar story. Discuss key words <p>During:</p> <ul style="list-style-type: none"> While listening to story, thinking partners write key words on sticky notes. <p>After:</p> <ul style="list-style-type: none"> Teacher collates key words in sequence to create a word wall. 	<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) to develop fluency <p>Reciprocal teaching: <i>Predictor, Questioner, Monitoring, Summariser</i></p>	<p>Students choose a text:</p> <ul style="list-style-type: none"> Read to partner Find 5 words with 2 and 3 syllables <p>* 'A guide for using <i>The Great kapok Tree in the classroom</i>' Lynn DiDominicis</p>
	<p>4</p> <p>R & V 1 Author's purpose</p> <p>S & L 1 Role play Point of view</p> <p>S & L 2 Opinions Sharing ideas Text analyst</p>	<p>Questioning</p> <p>Before:</p> <ul style="list-style-type: none"> Discuss Authors purpose Discuss role-play activity, students are to portray the author <p>During:</p> <ul style="list-style-type: none"> Teachers reads half the book Thinking partners, ask each other 3 questions each - Why did you write this text? - If you could write a sequel, what would it be about? - Why didn't you chop the tree down? <p>After:</p> <ul style="list-style-type: none"> Discuss a specific page and its sustainable issues 	<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) 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 partner Find 4 words with 4 and 5 syllables <p>* 'A guide for using <i>The Great kapok Tree in the classroom</i>' Lynn DiDominicis</p>

LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Writing	Guided Writing	Independent Writing						
<p>Writing C9</p> <ul style="list-style-type: none"> Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience. Plans and organises ideas using headings, graphic organisers, questions and mind maps. Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose. Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic. Uses a variety of spelling strategies to spell high frequency words correctly. Chooses verbs, adverbials, nouns and adjectivals to express specific ideas and details. <p>Writing C10</p> <ul style="list-style-type: none"> Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences. Rereads and revises text to check and improve meaning, deleting unnecessary information or adding new information. Uses sentence and simple punctuation correctly. Uses morphemic, visual, phonic knowledge and knowledge of prefixes and suffixes to spell and edit words. Uses grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information. 	<p>1</p> <p>G, P & V</p> <p>Complex sentences Clauses</p> <p>W & R 1</p> <p>Descriptive writing</p> <p>W & R 2</p> <p>Point of view Evaluative language</p> <p>Reflecting on learning</p>	<p>Complex sentences</p> <ul style="list-style-type: none"> Teacher scribes complex sentences from the book that are examples of informative writing within the text. Teacher discusses the difference between informative and imaginative writing and explains how informative writing can be embedded in imaginative text. Students highlight conjunctions and connectives in the scribed sentences. Teacher scribes a simple sentence from the book for students to expand into a complex sentence. 	<p>Using their graphic organisers, students write their own informative sentence/s regarding sustainability issues. Students select an issue eg. rubbish, polluted water ways, tree removal</p> <table border="1"> <tr> <td>1. What?</td> <td>2. Effect?</td> <td>3. Change?</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <ol style="list-style-type: none"> What?: Explain what issue is being explored Effect?: How does it affect the environment and community? Change?: What can we do to prevent the degradation of the environment? 	1. What?	2. Effect?	3. Change?				<p>Students choose a text:</p> <ul style="list-style-type: none"> Find 5 complex sentences <p><i>* 'A guide for using The Great kapok Tree in the classroom'</i> Lynn DiDominicis</p>
	1. What?	2. Effect?	3. Change?							
<p>2</p> <p>G, P & V</p> <p>Complex sentences Clauses adverbs</p> <p>W & R 1</p> <p>Reread and edit Descriptive writing</p> <p>W & R 2</p> <p>Point of view Evaluative language</p> <p>Reflecting on learning</p>	<p>Complex sentences</p> <ul style="list-style-type: none"> Teacher increases the complexity of the sentence: reversing format of the clauses and adding commas to the sentences. Thinking partners discuss: Does the sentence still make sense? Does it change the meaning and is it more powerful? Students suggest adverbs to add to the sentences to increase its meaning. 	<p>Using their graphic organisers from the previous session, students write their own sentences, including some complex sentences (modelled writing is removed from view):</p> <ul style="list-style-type: none"> VISUALISE: Students create a mental image of their sentence. VERBALISE: Students tell their sentence to the other group members (thinking partners, talking triangles). WRITE: Students write their sentence. Repeat above procedure for the subsequent sentences. 	<p>Students choose a text:</p> <ul style="list-style-type: none"> Create a list of adjectives and/or adverbs (including words with prefixes and suffixes). <p><i>* 'A guide for using The Great kapok Tree in the classroom'</i> Lynn DiDominicis</p>							

LITERACY CONTINUUM	Session Modes/Skills	Explicit Modelled Writing	Guided Writing	Independent Writing
<p>Writing C9</p> <ul style="list-style-type: none"> Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience. Plans and organises ideas using headings, graphic organisers, questions and mind maps. Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose. Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic. Uses a variety of spelling strategies to spell high frequency words correctly. Chooses verbs, adverbials, nouns and adjectivals to express specific ideas and details. <p>Writing C10</p> <ul style="list-style-type: none"> Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences. Rereads and revises text to check and improve meaning, deleting unnecessary information or adding new information. Uses sentence and simple punctuation correctly. Uses morphemic, visual, phonic knowledge and knowledge of prefixes and suffixes to spell and edit words. Uses grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information. 	<p>3</p> <p>G, P & V</p> <p>complex sentences clauses adverbs</p> <p>W & R 1</p> <p>Reflecting on learning reread and edit</p> <p>W & R 2</p> <p>point of view evaluative language</p>	<p>Summarise/Paragraphs</p> <p>Using the word wall from the 'pass around retells' activity</p> <p>Discuss the key words by retelling the book</p> <p>Read a paragraph from the book</p> <p>Teacher discusses paragraphs -3 complex sentences</p>	<p>READ & REVIEW</p> <p>Students:</p> <ul style="list-style-type: none"> Review and refine their writing and add to their previous sentences. Check that complex sentences have been included. 	<p>Students choose a text:</p> <ul style="list-style-type: none"> Find 5 adverbs Write your own sentence including 2 adverbs
	<p>4</p> <p>G, P & V</p> <p>complex sentences clauses adverbs direct speech</p> <p>W & R 1</p> <p>Reflecting on learning reread and edit</p> <p>W & R 2</p> <p>point of view evaluative language</p>	<p>Direct speech</p> <p>Read a sentence from the book where quotation marks are used</p> <p>Discuss quotation marks and purpose</p> <p>Introduce clines showing density of the words 'whispered', 'whimpered', 'said', 'exploded'.</p> <p>(these skills can be continued when treating the following texts)</p>	<p>PARTNER EDITING:</p> <p>Sentences are read by a partner for editing and reflection using the writing criteria.</p> <p>Sentences are revised.</p>	<p>Students choose a text and find 3 clines</p> <p>Publish Information Text</p> <p>TEACHER EDITING Conferencing during independent tasks</p>
Continuing the unit:				
<p>Other texts (text set):</p> <p><i>My Place Nadia Wheatley</i></p> <p><i>Window Jeannie Baker</i></p> <p><i>The Windy farm</i> by Doug Macleod</p> <p><i>Recipe for a perfect planet</i> by Kim Michelle Toft</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: Follow this unit outline and create more paragraphs to create a complete informative text incorporating students' paragraph in this unit.</p>				

VOCAB/GRAMMAR FOR TEXT SET:

	<i>Window</i>	<i>My place</i>	<i>The Windy farm</i>	<i>Recipe for a perfect planet</i>
Vocab & Spelling	<p><i>Vocab - Syllables</i> Students suggest nouns from the illustrations <i>environment</i> <i>atmosphere</i> <i>pathway</i> <i>change</i> <i>timber</i> <i>branch</i> <i>wood</i> <i>community</i> <i>concrete</i> <i>wildlife</i></p>	<p><i>Contractions</i> <i>we're</i> <i>there's</i> <i>don't</i> <i>it's</i> <i>won't</i> <i>they're</i> <i>aren't</i> <i>I've</i> <i>he's</i> <i>you're</i></p>		
Grammar & Punctuation	<p><i>Adjectives</i> Students suggest adjectives from the illustrations</p>	<p><i>Tense</i> <i>was/is</i> <i>get/got</i> <i>build/built</i> <i>have/had</i></p> <p><i>Commas</i> <i>Exclamation marks</i></p>		
<p>WRAP UP (R & V 1 & 2, S & L 2) : Compare and contrast texts Evaluate and personally respond to texts Justify favourite text</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 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

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

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

*Mandatory requirements

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

*Mandatory requirements

★ Student Criteria for Writing ★ Cluster 10

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

★ Student Criteria for Writing ★ Cluster 11

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

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

<p><i>Outcome: Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.</i></p>	<p>Key Concept Sustainability</p>
<p>Develop and apply contextual knowledge</p>	
<p>* discuss how a reader's self-selection of texts for enjoyment can be informed by reading experiences</p>	
<p>* draw on experiences, knowledge of the topic or context to work out the meaning of unknown words</p>	
<p>Understand and apply knowledge of language forms and features</p>	
<p>* use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604) **</p>	
<p>* understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)</p>	
<p>* know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)</p>	
<p>* skim a text for overall message and scan for particular information, eg headings, key words</p>	
<p>* identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)**</p>	
<p>Develop and apply graphological, phonological, syntactic and semantic knowledge</p>	
<p>* use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of homophones, contractions, syllables, word families and common prefixes</p>	
<p>* identify syllables in multisyllabic words in order to support decoding of longer words in context to make meaning</p>	
<p>* recognise high frequency sight words (ACELA1486)</p>	
<p>Respond to, read and view texts</p>	
<p>* read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691) **</p>	
<p>* read texts, including poems and scripted drama, using appropriate expression, eg pitch, pause, emphasis and attending to punctuation</p>	
<p>* use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692) **</p>	
<p>* use strategies to confirm predictions about author intent in imaginative, informative and persuasive texts</p>	
<p>* recognise how aspects of personal perspective influence responses to texts</p>	
<p>* recognise cohesive links in texts, eg pronouns that refer back to particular people or things, and understand how they contribute to meaning</p>	
<p>* connect information by observing text connectives</p>	
<p>* summarise a paragraph and indicate the main idea, key points or key arguments in imaginative, informative and persuasive texts</p>	
<p>* interpret text by discussing the differences between literal and inferred meanings</p>	
<p>* justify interpretations of a text, including responses to characters, information and ideas</p>	

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

Outcome: Identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter.	Key Concept Sustainability
Develop and apply contextual knowledge	
* identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678) ⚙️	
* understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)	
* interpret how imaginative, informative and persuasive texts vary in purpose, structure and topic	
Understand and apply knowledge of language forms and features	
* identify organisational patterns and language features of print and visual texts appropriate to a range of purposes	
* identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690) ⚙️	
* understand how different types of texts vary in use of language choices , depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)	
* explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1483, ACELA1496) 🖥️ ⚙️	
* identify the features of online texts that enhance navigation (ACELA1790) 🖥️	
* recognise the use of figurative language in texts, eg similes, metaphors, idioms and personification, and discuss their effects	
* recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)	
* discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599) ⚙️	
* identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793) 🖥️	
Respond to, read and view texts	
* discuss personal choices of texts for enjoyment	
* respond to a wide range of literature and analyse purpose and audience	
* discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600) ⚙️	
* identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, animations and images 📊 🖥️	

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

<p><i>Outcome: Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts.</i></p>	<p>Key Concept Sustainability</p>
<p>Develop and apply contextual knowledge</p>	
<p>*understand the ways in which spoken language differs from written language when adopting a range of roles</p>	
<p>*interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) ⚙️⚙️</p>	
<p>*understand that social interactions influence the way people engage with ideas and respond to others eg when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) 🧑🧑⚙️</p>	
<p>Understand and apply knowledge of language forms and features</p>	
<p>*understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476) 🧑🧑</p>	
<p>*understand and adopt the different roles in a debate, eg through experience of formal debates and role-playing</p>	
<p>Respond to and compose texts</p>	
<p>*interact effectively in groups or pairs, adopting a range of roles</p>	
<p>*use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1688, ACELY1792) ⚙️🧑</p>	
<p>*use information to support and elaborate on a point of view</p>	
<p>*demonstrate understanding of ideas and issues in texts through dramatic representation, role-play and simulations</p>	
<p>*retell or perform part of a story from a character's point of view</p>	
<p>*adapt language to suit familiar situations, eg giving instructions to a younger child</p>	
<p>*respond appropriately to the reading of texts to demonstrate enjoyment and pleasure</p>	

SPEAKING AND LISTENING 2

Stage Two EN2-6B

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

<p><i>Outcome: Identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features.</i></p>	<p>Key Concept Sustainability</p>
<p>Develop and apply contextual knowledge</p>	
<p>*discuss ways in which spoken language differs from written language and how spoken language varies according to different audiences, purposes and contexts</p>	
<p>*make connections between Standard Australian English and different methods of communication, including home language, sign language and body language    </p>	
<p>*understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)   </p>	
<p>*understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)    </p>	
<p>*identify purposes for listening in a variety of formal and informal situations</p>	
<p>Understand and apply knowledge of language forms and features</p>	
<p>*identify organisational patterns and language features of spoken texts appropriate to a range of purposes</p>	
<p>*understand the use of vocabulary in discussing and presenting spoken texts in familiar and unfamiliar contexts</p>	
<p>Respond to and compose texts</p>	
<p>*plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)  </p>	
<p>*discuss how writers and composers of texts engage the interest of the reader or viewer</p>	
<p>*listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) </p>	
<p>*plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)  </p>	
<p>*use persuasive language to compose simple persuasive texts appropriate to a range of contexts</p>	
<p>*enhance presentations by using some basic oral presentation strategies, eg using notes as prompts, volume and change in emphasis </p>	

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

Outcome: Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language	Key Concept Sustainability
Develop and apply contextual knowledge	
*identify key elements of planning, composing, reviewing and publishing in order to meet the demands of composing texts on a particular topic for a range of purposes and audiences ★	
*experiment and share aspects of composing that enhance learning and enjoyment	
* discuss issues related to the responsible use of digital communication 	
Understand and apply knowledge of language forms and features	
* plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1682, ACELY1694) 	
*understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, eg nonsense words, spoonerisms, neologisms and puns (ACELT1606) ⚙️	
Respond to and compose texts	
*plan, compose and review imaginative and persuasive texts	
*discuss aspects of planning prior to writing , eg knowledge of topic, specific vocabulary and language features	
*plan and organise ideas using headings, graphic organisers , questions and mind maps	
*create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, eg perspective, distance and angle (ACELT1601, ACELT1794) 	
*create texts that adapt language features and patterns encountered in literary texts, eg characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)	
*experiment with visual, multimodal and digital processes to represent ideas encountered in texts 	
* identify elements of their writing that need improvement and review using feedback from teacher and peers	
* reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) 	

WRITING AND REPRESENTING 2

Stage Two EN2-7B

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

<i>Outcome: identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts</i>	Key Concept Sustainability
Develop and apply contextual knowledge	
<ul style="list-style-type: none"> identify and analyse the purpose and audience of imaginative, informative and persuasive texts 	
<ul style="list-style-type: none"> understand how characters, actions and events in imaginative texts can engage the reader or viewer 	
Understand and apply knowledge of language forms and features	
<ul style="list-style-type: none"> understand how a range of language features can shape readers' and viewers' understanding of subject matter 	
<ul style="list-style-type: none"> describe how audience and purpose impact on language forms and features in imaginative, informative and persuasive texts 	
<ul style="list-style-type: none"> examine how evaluative language can be varied to be more or less forceful (ACELA1477) ⚙️ 	
<ul style="list-style-type: none"> use images in imaginative, informative and persuasive texts to enhance meaning 	
<ul style="list-style-type: none"> understand how audience and purpose influence the choice of vocabulary 	
Respond to and compose texts	
<ul style="list-style-type: none"> discuss how texts, including their own, are adjusted to appeal to different audiences, how texts develop the subject matter and how they serve a wide variety of purposes 	
<ul style="list-style-type: none"> express a point of view for a particular purpose in writing, with supporting arguments 	
<ul style="list-style-type: none"> make constructive statements that agree/disagree with an issue   	
<ul style="list-style-type: none"> compare and review written and visual texts for different purposes and audiences 	

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

<p><i>Outcome: Uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant 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 effective organisation of ideas in imaginative, informative and persuasive texts enhances meaning</p>	
<p>*understand that choice of vocabulary impacts on the effectiveness of texts</p>	
<p>Understand and apply knowledge of language forms and features</p>	
<p>*understand that paragraphs are a key organisational feature of written texts (ACELA1479)</p>	
<p>*understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)</p>	
<p>*understand how to elaborate on ideas in texts through the use of prepositional phrases</p>	
<p>*understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)</p>	
<p>*understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)</p>	
<p>*identify and use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information</p>	
<p>*understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482)</p>	
<p>*experiment with punctuation to engage the reader and achieve purpose</p>	
<p>*investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)</p>	
<p>*use apostrophes for contractions</p>	
<p>*identify a variety of connectives in texts to indicate time, to add information and to clarify understanding</p>	
<p>Understand and apply knowledge of vocabulary</p>	
<p>*learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484) </p>	
<p>*experiment with vocabulary choices to engage the listener or reader</p>	
<p>Respond to and compose texts</p>	
<p>*compose a range of effective imaginative, informative and persuasive texts using language appropriate to purpose and audience</p>	
<p>*use grammatical features to create complex sentences when composing texts</p>	
<p>*experiment with figurative language when composing texts to engage an audience, eg similes, metaphors, idioms and personification</p>	
<p>*incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)</p>	

SPELLING

Stage Two EN2-5A

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

Outcome: Uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words	Key Concept Sustainability
Develop and apply contextual knowledge	
* understand how accurate spelling supports the reader to read fluently and interpret written text	
Understand and apply knowledge of language forms and features	
* understand how to use strategies for spelling words , including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1485, ACELA1779)	
* recognise homophones and know how to use context to identify correct spelling (ACELA1780)	
* understand how knowledge of word origins supports spelling	
Respond to and compose texts	
* use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts	
* use morphemic, visual, syntactic, semantic and phonological knowledge when attempting to spell unknown words	
* discuss and use strategies for spelling difficult words	
* experiment with spell check applications and develop an awareness of the limitations of their features in digital technology	
* use knowledge of alphabetical order to locate information in texts, eg dictionaries, glossaries	
* identify spelling errors in own writing and unknown texts and provide correct spelling	

THINKING CREATIVELY AND IMAGINATIVELY

Stage Two EN2-10C

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

Outcome: Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts	Key Concept Sustainability
Engage personally with texts	
<ul style="list-style-type: none"> • share responses to a range of texts and identify features which increase reader enjoyment 	
<ul style="list-style-type: none"> • respond to texts by identifying and discussing aspects of texts that relate to their own experience 	
Develop and apply contextual knowledge	
<ul style="list-style-type: none"> * discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT 1605) ⚙️ 	
<ul style="list-style-type: none"> • identify and analyse the different organisational patterns and features to engage their audience 	
Understand and apply knowledge of language forms and features	
<ul style="list-style-type: none"> • identify creative language features in imaginative, informative and persuasive texts that contribute to engagement 	
<ul style="list-style-type: none"> • identify and discuss how vocabulary establishes setting and atmosphere 	
Respond to and compose texts	
<ul style="list-style-type: none"> • create literary texts that explore students' own experiences and imagining (ACELT 1607) 🧑🏫 ⚙️ 	
<ul style="list-style-type: none"> • use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences ⚙️ 💻 	
<ul style="list-style-type: none"> • respond to a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts ⚙️ 	
<ul style="list-style-type: none"> • justify interpretations of a text, including responses to characters, information and ideas, eg 'The main character is selfish because ...' 	
<ul style="list-style-type: none"> • make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT 1594, ACELT 1602) ⚙️ 	

EXPRESSING THEMSELVES

Stage Two EN2-11D

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

<p><i>Outcome: Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own</i></p>	<p>Key Concept Sustainability</p>
<p>Engage personally with texts</p>	
<p>* recognise how texts draw on a reader's or viewer's experience and knowledge to make meaning and enhance enjoyment</p>	
<p>* recognise how aspects of personal perspective influence responses to texts</p>	
<p>Develop and apply contextual knowledge</p>	
<p>* draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)  </p>	
<p>* discuss how people from different times and cultures may respond differently to characters, actions and events in texts   </p>	
<p>* recognise the ways that stories depict Australians who are significant at a local and community level    </p>	
<p>Understand and apply knowledge of language forms and features</p>	
<p>* understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)  </p>	
<p>* identify and compare the differences between texts from a range of cultures, languages and times</p>	
<p>* make connections between students' own experiences and those of characters and events represented in texts</p>	
<p>Respond to and compose texts</p>	
<p>* consider and discuss ideas drawn from their world and the worlds of their texts</p>	
<p>* compose a variety of texts, eg simple poetry, that include aspects of home and local community life  </p>	
<p>* experiment with visual, multimodal and digital technologies to represent aspects of experience and relationships </p>	
<p>* respond to and appreciate how Dreaming stories form part of an oral tradition for Aboriginal and Torres Strait Islander peoples </p>	
<p>* discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference  </p>	
<p>* respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world </p>	
<p>* identify the point of view in a text and suggest alternative points of view (ACELY1675)  </p>	
<p>* discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) </p>	
<p>* describe and discuss ethical issues encountered in texts  </p>	
<p>* justify personal opinions by citing evidence, negotiating with others and recognising opinions presented</p>	
<p>* draw on the literature and ideas from other countries and times to compose imaginative and informative texts   </p>	

REFLECTING ON LEARNING

Stage Two EN2-12E

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

<p><i>Outcome: Recognises and uses an increasing range of strategies to reflect on their own and others' learning</i></p>	<p>Key Concept Sustainability</p>
<p>Develop and apply contextual knowledge</p>	
<p>*recognise how own texts can be influenced by a rich text environment</p>	
<p>*identify different ways of learning in English and consider own preferences</p>	
<p>*develop criteria for the successful completion of tasks</p>	
<p>Understand and apply knowledge of language forms and features</p>	
<p>*discuss different ways we learn to read and write</p>	
<p>*appreciate how the reader or viewer can enjoy a range of literary experiences through texts</p>	
<p>Respond to and compose texts</p>	
<p>*develop criteria for establishing personal preferences for literature (ACELT 1598) ⚙️⚙️</p>	
<p>*jointly develop and use criteria for assessing their own and others' presentations ⚙️ 👤👤 ⭐</p>	
<p>*discuss the roles and responsibilities when working as a member of a group and understand the benefits of working collaboratively with peers to achieve a goal. 👤👤 ⭐</p>	
<p>*describe how some skills in speaking, listening, reading/viewing, writing/representing help the development of language learners</p>	
<p>*reflect on own reading and identify the qualities of texts that have contributed to enjoyment of the text</p>	