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&

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2014

**Mirror**

**by Jeannie Baker**

**Stage 2**

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| Stage : 1/2 Term: 1     Weeks: 2-5 | |
| Key Concept: | The representation of belonging and cultural identity |
| Text set: | *FOCUS TEXT: Mirror* - Jeannie Baker  *Mighty Mountain and the three strong women* - Irene Hedlund  *Same but little bit diff’rent* - Kylie Dunstan  *Peacock Girl* - Lily Wu  *Limpopo Lullaby* - Jane Jolly & Def Huxley |
| Focus: | Integrating English Stage 2 content descriptors |
| 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 |

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| Session | TEACHING and LEARNING  MODELLED READING | COMPREHENSION STRATEGY | Cluster markers  Comprehension/Vocab |
| 1  Before  Modelled  Reading | * Discuss the illustrations on the front and back cover to predict the story. Use the predicting strategy with Predict-o-Gram using words from the front cover to create a story. (See following page) * Focus on nouns – singular and plural of the Predict-o-Gram words you have chosen | Predicting | **C.C8** – Refers to prior knowledge and experiences to build understanding of a text.  -Justifies predictions about sections of a text.  -Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings and sub headings to locate information.  -Draws conclusions by using clues in a text.  -Identifies more than one perspective or point of view when represented in texts.  -Articulates the main idea and provides a synthesised retell that captures key events in texts.  -Creates mental images to capture ideas in texts.  **C.C9** -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.  **V C8** – Uses words and phrases for effect, e.g. to create images, to add emphasis, to create atmosphere  -Draws on topic/content knowledge to assist in working out the meaning of unknown words.  -Understands relevant vocabulary associated with electronic texts.  -Recognises that different words can be used to describe similar concepts, e.g. everyday or technical language, synonyms  - Shows evidence of capacity to improve vocabulary choices in response to purpose and audience when reviewing and editing writing.  **V C9** - 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. |
| 2  Reading  the text  (Visual Literacy) | * Read blurb and activate prior knowledge through discussion and their understanding of the concept *mirror.* Read one story, e.g. boy from Australia, (one double page at a time) and construct narrative using graphic organizer *So Far… Next…(predictions).* * Demonstrate and have the students try to do a double page * Complete reading story. | Predicting  Making Connections |
| 3  After reading | * Students retell the text using the summarizing strategy, *My Partner said…* with a thinking partner. * Students share with whole class. * Students discuss character, setting, action and plot development. (Making connections- text to self, text to world)\_\_\_\_\_\_ (character) reminds me of \_\_\_\_\_\_\_ because … I think the main character feels \_\_\_\_\_\_\_\_\_\_ because … * Students predict what the other story will be about. (Predict) | Summarising  Predicting  Making Connections |

TEACHING IDEAS

PREDICT-O-GRAM

Purpose: To make predictions about a story using narrative elements; to introduce vocabulary.

Comprehension Strategies: Previewing, Summarising

Text: Narrative Use: Before and After Reading (revisit)

Procedure: (Begin by explaining and demonstrating Predict-o-Grams.)

1. Select vocabulary from the story to stimulate predictions. Vocabulary should represent the story elements: characters, setting, problem, action, solution.
2. Ask students to work with partners to decide which story element the word tells about and write each word on the Predict-o-Gram in the appropriate place.
3. Introduce the story and invite students to read it.
4. Revisit the original predictions with students and make changes as necessary. Use the resulting information to summarize or retell the story.

Vocabulary Words

night mirror light city landscape bridge roof trees moon shirt boy stars buildings family lonely thinking friend

Characters

Setting

Problem

Solution

Action

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| “So Far… Next…” Predictions  Name: Title: Author: | | | |
| So Far…  Key Words: | Next… | So Far…  Key Words: | Next… |

“SO FAR… NEXT…” PREDICTIONS

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| Session  2 | TEACHING and LEARNING  MODELLED READING | COMPREHENSION STRATEGY | Cluster markers  Comprehension/Vocab |
| 1  Before  Modelled  Reading | * Discuss the illustration on the back cover to predict the story. Use the predicting strategy with Predict-o-Gram using words from the front cover to create a story. (See following page) * Focus on nouns – singular and plural of the Predict-o-Gram words you have chosen | Predicting | **C.C8** – Refers to prior knowledge and experiences to build understanding of a text.  -Justifies predictions about sections of a text.  -Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings and sub headings to locate information.  -Draws conclusions by using clues in a text.  -Identifies more than one perspective or point of view when represented in texts.  -Articulates the main idea and provides a synthesised retell that captures key events in texts.  -Creates mental images to capture ideas in texts.  **C.C9** -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 and 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.  **V C8** – Uses words and phrases for effect, e.g. to create images, to add emphasis, to create atmosphere  -Draws on topic/content knowledge to assist in working out the meaning of unknown words.  -Understands relevant vocabulary associated with electronic texts.  -Recognises that different words can be used to describe similar concepts, e.g. everyday or technical language, synonyms  - Shows evidence of capacity to improve vocabulary choices in response to purpose and audience when reviewing and editing writing.  **V C9** - 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. |
| 2  Reading  the text  (Visual Literacy) | * Discuss blurb/language font and activate prior knowledge through discussion and their understanding of the concept *mirror.* Read the Moroccan story, (one double page at a time) and construct narrative using graphic organizer *So Far… Next… (predictions).* * Create word bank and discuss parts of speech * Demonstrate and have the students try to do a double page * Complete reading story. | Predicting  Making Connections |
| 3  After reading | * Students retell the text using the summarising strategy, *My Partner said…* with a thinking partner. * Students share with whole class. * Students discuss character, setting, action and plot development. (Making connections- text to self, text to world)\_\_\_\_\_\_ (character) reminds me of \_\_\_\_\_\_\_ because … I think the main character feels \_\_\_\_\_\_\_\_\_\_ because … * Students do a Reader’s response with a thinking partner and share with class. I wonder why the author …. I was surprised that … . I wish the author had … . The part I like best is \_\_\_\_\_\_\_ because …. | Summarising  Predicting  Making Connections |

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| Session  3 | TEACHING and LEARNING  MODELLED READING | COMPREHENSION STRATEGY | Cluster markers  Comprehension/Vocab |
| 1  Before  Modelled  Reading | * Review previous day’s work using questioning strategy with *Magic Jigsaw* to recap on information from the text. Students formulate questions for peers to answer with their thinking partners. * Focus on spelling nouns and difficult words, find synonyms and antonyms. * Focus on content that is the same or different and demonstrate how to list these things in a graphic organiser. | Questioning  Making Connections | **C.C8** – Refers to prior knowledge and experiences to build understanding of a text.  -Justifies predictions about sections of a text.  -Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings and sub headings to locate information.  -Draws conclusions by using clues in a text.  -Identifies more than one perspective or point of view when represented in texts.  -Articulates the main idea and provides a synthesised retell that captures key events in texts.  -Creates mental images to capture ideas in texts.  **C.C9** -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.  **V C8** – Uses words and phrases for effect, e.g. to create images, to add emphasis, to create atmosphere  -Draws on topic/content knowledge to assist in working out the meaning of unknown words.  -Understands relevant vocabulary associated with electronic texts.  -Recognises that different words can be used to describe similar concepts, e.g. everyday or technical language, synonyms  - Shows evidence of capacity to improve vocabulary choices in response to purpose and audience when reviewing and editing writing.  **V C9** - 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. |
| 2  Reading  the text  (Vis Lit) | * Same/Different concept- create a word bank * Read through the first few pages using both stories and have students identify and list things that are the same or different on the Smartboard. * Students have photocopy of pages from different stories and share with thinking partners what is the same and different. Use a graphic organizer. | Predicting  Making Connections |
| 3  After reading | * Students retell the text using the summarising strategy, *My Partner said…* with a thinking partner. * Students share with whole class. * Students discuss character, setting, action and plot development. (Making connections- text to self, text to world)\_\_\_\_\_\_ (character) reminds me of \_\_\_\_\_\_\_ because … I think the main character feels \_\_\_\_\_\_\_\_\_\_ because … * Students predict what the other story will be about. (Predict) * Discuss why the author would create such a book. Share ideas and decide on the best reason. | Summarising  Predicting  Making Connections  Questioning |

TEACHING IDEAS FOR VOCABULARY KNOWLEDGE

SYNONYM- ANTONYM GAME

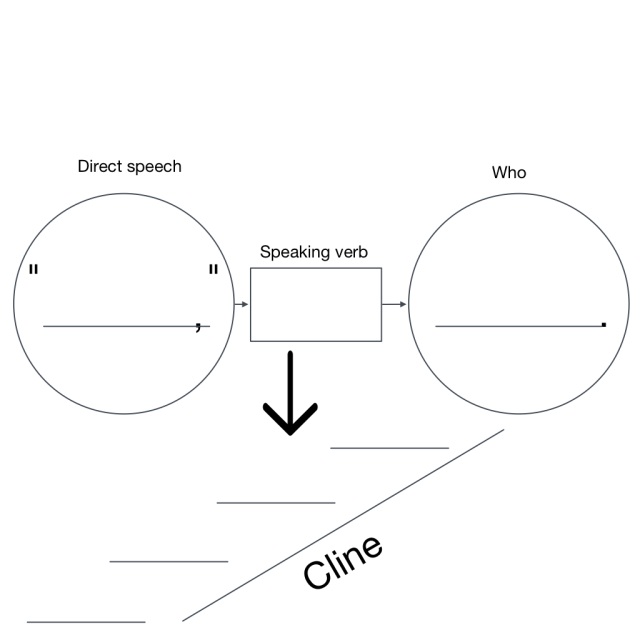
Prepare game packs with two-column sheets on which a focus word is written and a set of synonym and antonym cards for that word, e.g. see below.

Students work in pairs to turn over a card, read the word and try to place it in the synonym or antonym column. They can use a dictionary and a thesaurus as they work.

As a variation, leave some blank cards for students to add their own words by searching the thesaurus.

|  |  |
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| big | |
| Synonyms (similar) | Antonyms (opposite) |
|  |  |
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| --- | --- | --- | --- | --- | --- |
| large | small | huge | enormous | tiny | gigantic |
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Create a cline with a word bank of synonyms: eg whimpered, whispered, said, shouted, yelled

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| GUIDED READING: Mirror by Jeannie Baker | | | STAGE APPROPRIATE READING TEXT CLUSTER MARKERS  (COMPREHENSION & VOCAB see Modelled Reading) | | |
| * Reciprocal reading (Super 6 strategies activities) based on some pages (photocopied- difficulty depending on student levels) of the text or a similar text set picture book or with a similar key concept. * Teacher reinforces literary features the author uses to create meaning and engagement e.g. *first person narrative, conversational language, visual literacy, page navigation, point of view, author’s purpose.* * Students rehearse reading with fluency and phrasing. | | | **R8**-Reads increasingly complex texts with less familiar content and vocabulary and more extended descriptions.  -Engages with both literary and factual texts of increasing length and difficulty for longer periods of time (at least 10mins)  -Independently monitors own reading by using a variety of self-correction strategies to maintain meaning.  **R9**-Reads for sustained periods and sustains understanding in longer texts over time, e.g. reading short novels over several days.  -Selects and uses the most effective word identification strategy to maintain fluency and meaning.  -Demonstrates an awareness of how to use skimming/scanning and text features such as subheadings to locate specific information. | | |
| INDEPENDENT READING TASKS following Modelled Reading  (REREADING for MEANI NG & FLUENCY) | | | | | Cluster markers |
| DAY 1 | Synonyms and antonyms Game (words takes from whole class constructed lists) | Read a text and list difficult words. Use a dictionary and find out their meanings | | Choose a short novel or text to read in DEAR time. List words to describe the characters. | **R8**-Reads increasingly complex texts with less familiar content and vocabulary and more extended descriptions.  -Engages with both literary and factual texts of increasing length and difficulty for longer periods of time (at least 10mins)  -Independently monitors own reading by using a variety of self-correction strategies to maintain meaning.  **R9**-Reads for sustained periods and sustains understanding in longer texts over time, e.g. reading short novels over several days.  -Selects and uses the most effective word identification strategy to maintain fluency and meaning.  -Demonstrates an awareness of how to use skimming/scanning and text features such as subheadings to locate specific information. |
| DAY 2 | Synonyms and antonyms Game(words takes from whole class constructed lists) | Choose a text and read it with a partner – summarise it using *MY PARTNER SAID* | | List words to describe the setting in your DEAR time novel. |
| DAY 3 | Synonyms and antonyms Game (words takes from whole class constructed lists) | Students have photocopy of pages from different stories and share with thinking partners what is the same and different. Use graphic organizer to list same and different concepts in each story. | | Students sketch the VIP’s from the text *MIRROR* in sequential order or retell VIP’s in words. |

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| **Term 1:** Mirror & ... | **Term 2** | **Term 3** | **Term 4** |

READING AND VIEWING 1 Objective A: *Communicate through speaking, listening, reading, writing, viewing and representing*  Stage 2 EN2-4A

*Uses and 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*

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| **Develop and apply contextual knowledge** | T1 | | T2 | | T3 | | T4 | |
| \*discuss how a reader’s self-selection of texts for enjoyment can be informed by reading experiences |  |  |  |  |  |  |  |  |
| \*draw on experiences, knowledge of the topic or context to work out the meaning of unknown words |  |  |  |  |  |  |  |  |
| **Understand and apply knowledge of language forms and features** | | | | | | | | |
| \*use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT 1604) |  |  |  |  |  |  |  |  |
| \*understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA 1480) |  |  |  |  |  |  |  |  |
| \*know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA 1480) |  |  |  |  |  |  |  |  |
| \*skim a text for overall message and scan for particular information, e.g. headings, key words |  |  |  |  |  |  |  |  |
| \*identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY 1686)) |  |  |  |  |  |  |  |  |
| **Develop and apply graphological, phonological, syntactic and semantic knowledge** | | | | | | | | |
| \*use graphological, phonological, syntactic and semantic strategies to respond to texts, e.g. knowledge of homophones, contractions, syllables, word families and common prefixes |  |  |  |  |  |  |  |  |
| \*identify syllables in multisyllabic words in order to support decoding of longer words in context to make meaning |  |  |  |  |  |  |  |  |
| \*recognise high frequency sight words (ACELY 1486) |  |  |  |  |  |  |  |  |
| **Respond to, read and view texts** | | | | | | | | |
| \*read different types of texts combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring, cross checking and reviewing (ACELY1679, ACELY 1691) |  |  |  |  |  |  |  |  |
| \*read texts, including poems and scripted drama, using appropriate expression, e.g. pitch, pause, emphasis and attending to punctuation |  |  |  |  |  |  |  |  |
| \* use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analyzing and evaluating texts (ACELY 1680, ACELY 1692) |  |  |  |  |  |  |  |  |
| \*use strategies to confirm predictions about author intent in imaginative, informative and persuasive texts |  |  |  |  |  |  |  |  |
| \*recognise how aspects of personal perspective influence responses to texts |  |  |  |  |  |  |  |  |
| \*recognise cohesive links in texts, e.g. pronouns that refer back to particular people or things and understand how they contribute to meaning |  |  |  |  |  |  |  |  |
| \*connect information by observing text connectives |  |  |  |  |  |  |  |  |
| \*summarise a paragraph and indicate the main idea, key points or key arguments in imaginative, informative and persuasive texts |  |  |  |  |  |  |  |  |
| \*interpret text by discussing the differences between literal and inferred meanings |  |  |  |  |  |  |  |  |
| \*justify interpretations of a text, including responses to characters, information and ideas |  |  |  |  |  |  |  |  |

READING AND VIEWING 2 Objective B: *use language to shape and make meaning according to purpose, audience and context* Stage 2 EN2-8B

*Identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter*

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| **Develop and apply contextual knowledge** | T1 | | T2 | | T3 | | T4 | |
| \*identify the audience and purpose of imaginative, informative and persuasive texts (ACELY 1678) |  |  |  |  |  |  |  |  |
| \*understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA 1490) |  |  |  |  |  |  |  |  |
| \*interpret how imaginative, informative and persuasive texts vary in purpose, structure and topic |  |  |  |  |  |  |  |  |
| **Understand and apply knowledge of language forms and features** | | | | | | | | |
| \*identify organizational 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 (ACELY 1690) |  |  |  |  |  |  |  |  |
| \*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) (ACELA 1478) |  |  |  |  |  |  |  |  |
| \*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 (ACELA 1483, ACELA 1496) |  |  |  |  |  |  |  |  |
| \*identify the features of online texts that enhance navigation (ACELA 1790) |  |  |  |  |  |  |  |  |
| \*recognise the use of figurative language in texts, e.g. 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 (ACELA 1492) |  |  |  |  |  |  |  |  |
| \*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 (ACELT 1599) |  |  |  |  |  |  |  |  |
| \*identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA 1793) |  |  |  |  |  |  |  |  |
| **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 (ACELT 1600) |  |  |  |  |  |  |  |  |
| \*identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, animations and images |  |  |  |  |  |  |  |  |

SPEAKING AND LISTENING 1 Objective A: *communicate through speaking, listening, reading, writing, viewing and representing* Stage 2 EN2-1A

*Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts*

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| **Develop and apply contextual knowledge** | T1 | | T2 | | T3 | | T4 | |
| \*understand the ways in which spoken language differs from written language when adopting a range of roles |  |  |  |  |  |  |  |  |
| \*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 (ACELY 1687) |  |  |  |  |  |  |  |  |
| \*understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarizing their own views and reporting them to a larger group (ACELA 1488) |  |  |  |  |  |  |  |  |
| **Understand and apply knowledge of language forms and features** | | | | | | | | |
| \*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 (ACELS 1476) |  |  |  |  |  |  |  |  |
| \*understand and adopt the different roles in a debate, e.g. through experience of formal debates and role-playing |  |  |  |  |  |  |  |  |
| **Respond to, read and view texts** | | | | | | | | |
| \*interact effectively in groups or pairs, adopting a range of roles |  |  |  |  |  |  |  |  |
| \*use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY 1688) |  |  |  |  |  |  |  |  |
| \*use information to support and elaborate on a point of view |  |  |  |  |  |  |  |  |
| \*demonstrate understanding of ideas and issues in texts through dramatic representation, role-play and simulations |  |  |  |  |  |  |  |  |
| \*retell or perform part of a story from a character’s point of view |  |  |  |  |  |  |  |  |
| \*adapt language to suit familiar situations, e.g. giving instructions to a younger child |  |  |  |  |  |  |  |  |
| \*respond appropriately to the reading of texts to demonstrate enjoyment and pleasure |  |  |  |  |  |  |  |  |

SPEAKING AND LISTENING 2 Objective B: *use language to shape and make meaning according to purpose, audience and context* Stage 2 EN2-6B

*Identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features*

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| **Develop and apply contextual knowledge** | T1 | | T2 | | T3 | | T4 | |
| \*discuss ways in which spoken language differs from written language and how spoken language varies according to different audiences, purposes and contexts |  |  |  |  |  |  |  |  |
| \*make connections between Standard Australian English and different methods of communication, including home language, sign language and body language |  |  |  |  |  |  |  |  |
| \*understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influence by many other languages (ACELA 1487) |  |  |  |  |  |  |  |  |
| \*understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA 1475) |  |  |  |  |  |  |  |  |
| \* identify purposes for listening in a variety of formal and informal situations |  |  |  |  |  |  |  |  |
| **Understand and apply knowledge of language forms and features** | | | | | | | | |
| \*identify organisational patterns and language features of spoken texts appropriate to a range of purposes |  |  |  |  |  |  |  |  |
| \*understand the use of vocabulary in discussing and presenting spoken texts in familiar and unfamiliar contexts |  |  |  |  |  |  |  |  |
| **Respond to, read and view texts** | | | | | | | | |
| \*plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY 1689) |  |  |  |  |  |  |  |  |
| \*discuss how writers and composers of texts engage the interest of the reader or viewer |  |  |  |  |  |  |  |  |
| \*listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY 1676) |  |  |  |  |  |  |  |  |
| \*plan and deliver short presentations, providing some key details in logical sequence (ACELY 1677) |  |  |  |  |  |  |  |  |
| \*use persuasive language to compose simple persuasive texts appropriate to a range of contexts |  |  |  |  |  |  |  |  |
| \*enhance presentations by using some basic oral presentation strategies, e.g. using notes as prompts, volume and change in emphasis |  |  |  |  |  |  |  |  |

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| Session 1 | TEACHING and LEARNING | Cluster markers for Writing |
| 1  Modelled  Writing | S.A.D. Modelling of sentence structure with a focus on Subject-Verb-Object pattern.  Refer to *Mirror* and create list of descriptors for the family that lives in Australia. Students collaborate to create an oral sentence for the teacher to scribe. Students count the words and the number is recorded by the teacher. Teacher increases complexity of the sentence: adding adjectives to the nouns or adverbs to the verbs in the sentence, using commas for of lists of adjectives. Count how many words are in the sentence now. Is it longer and more interesting? Does it make a more vivid image? Prepositional phrases can be added to the sentence. | **W8**- 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.  **W9**- constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience.  -uses some effective planning, e.g. simple graphic organizer, 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 adjectives to express specific ideas and details  -uses joined letters of consistent size  -uses simple word processing functions e.g. spell check, grammar check. Experiments with creating simple multimodal texts using digital text creation programs |
| 2  Guided  Writing | S.A.D. Joint construction of sentences using when, what, where cards.  Students write their own sentence/s about the family – modelled writing is removed from view.  Write a paragraph on the Australian family  THINK: Thinking time should be given to students to create their sentence before writing is expected.  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. A ***Have a go!*** Section at the bottom of the page allows students to attempt the correct spelling, and the teacher can discuss the students’ attempt and write the word correctly to be add to the sentence.  READ: Sentences are read by a partner for editing and reflection using writing criteria/graphic organizer. Sentences are revised. |
| 3  Independent  Writing | S.A.D Individual construction of sentences using when, what, where phrases.  Writing from a list. Students make up a list of five things they love about their family. Put a star next to the three that they think they could write more about. Choose one and write a paragraph. Share with you thinking partner and then as a group choose one to share with the class. |

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| Session 2 | TEACHING and LEARNING | Cluster markers for Writing |
| 1  Modelled  Writing | S.A.D. Putting the words in the correct order. Teach students to look for the verb first then look for a likely subject for the verb and finally add the object.    Refer to *Mirror* and create list of descriptors for the family that lives in Morocco. Students collaborate to create an oral sentence for the teacher to scribe. Students count the words and the number is recorded by the teacher. Teacher increases complexity of the sentence: adding adjectives to the nouns or adverbs to the verbs in the sentence, using commas for of lists of adjectives. Count how many words are in the sentence now. Is it longer and more interesting? Does it make a more vivid image? Prepositional phrases can be added to the sentence. | **W8**- 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.  **W9**- constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience.  -uses some effective planning, e.g. simple graphic organizer, 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 adjectives to express specific ideas and details  -uses joined letters of consistent size  -uses simple word processing functions e.g. spell check, grammar check. Experiments with creating simple multimodal texts using digital text creation programs |
| 2  Guided  Writing | S.A.D. Putting the words in the correct order. Teach students to look for the verb first then look for a likely subject for the verb and finally add the object. Add adjectives and adverbs to make it more interesting. Count the words in your sentences.  Write a paragraph on the Moroccan using the list of descriptors from previous lesson.  THINK: Thinking time should be given to students to create their sentence before writing is expected.  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. A ***Have a go!*** Section at the bottom of the page allows students to attempt the correct spelling, and the teacher can discuss the students’ attempt and write the word correctly to be add to the sentence.  READ: Sentences are read by a partner for editing and reflection using writing criteria/graphic organizer. Sentences are revised.  Share with class. |
| 3  Independent  Writing | S.A.D Individual construction of sentences using when, what, where phrases.  Writing from a list. Students make up a list of five things they love about their family. Put a star next to the three that they think they could write more about. Choose one and write a paragraph. Share with you thinking partner and then as a group choose one to share with the class. |

Stage 2 EN2-2A

WRITING AND REPRESENTING 1 Objective A: *communicate through speaking, listening, reading, writing, viewing and representing*

*Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language*

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| **Develop and apply contextual knowledge** | T1 | | T2 | | T3 | | T4 | |
| \*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 (ACELY 1682, ACELY 1694) |  |  |  |  |  |  |  |  |
| \*understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT 1606) |  |  |  |  |  |  |  |  |
| **Respond to, read and view texts** | | | | | | | | |
| \*plan, compose and review imaginative and persuasive texts |  |  |  |  |  |  |  |  |
| \*discuss aspects of planning prior to writing, e.g. 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, for example perspective, distance and angle (ACELT 1601, ACELT 1791) |  |  |  |  |  |  |  |  |
| \*create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT 1791) |  |  |  |  |  |  |  |  |
| \*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 (ACELY 1683) |  |  |  |  |  |  |  |  |
| \*reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695) |  |  |  |  |  |  |  |  |

Stage 2 EN2-7B

WRITING AND REPRESENTING 2 Objective B: *use language to shape and make meaning according to purpose, audience and context*

*Identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts*

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| **Develop and apply contextual knowledge** | T1 | | T2 | | T3 | | T4 | |
| \*identify and analyse the purpose and audience of imaginative, informative and persuasive texts |  |  |  |  |  |  |  |  |
| \*understand how characters, actions and events in imaginative texts can engage the reader or viewer |  |  |  |  |  |  |  |  |
| **Understand and apply knowledge of language forms and features** | | | | | | | | |
| \*understand how a range of language features can shape readers’ and viewers’ understanding of subject matter |  |  |  |  |  |  |  |  |
| \*describe how audience and purpose impact on language forms and features in imaginative, informative and persuasive texts |  |  |  |  |  |  |  |  |
| \*examine how evaluative language can be varied to be more or less forceful (ACELA 1477) |  |  |  |  |  |  |  |  |
| \*use images in imaginative, informative and persuasive texts to enhance meaning |  |  |  |  |  |  |  |  |
| \*understand how audience and purpose influence the choice of vocabulary |  |  |  |  |  |  |  |  |
| **Respond to, read and view texts** | | | | | | | | |
| \*discuss how texts, including their own, are adjusted to appeal to different audiences, how texts develop the subject matter and how they serve a side variety of purposes |  |  |  |  |  |  |  |  |
| \*express a point of view for a particular purpose in writing, with supporting arguments |  |  |  |  |  |  |  |  |
| \*make constructive statements that agree/disagree with an issue |  |  |  |  |  |  |  |  |
| \*compare and review written and visual texts for different purposes and audiences |  |  |  |  |  |  |  |  |

Stage 2 EN2-9B

GRAMMAR, PUNCTUATION AND VOCABULARY Objective B: *use language to shape and make meaning according to purpose, audience and context*

*Uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding*

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| **Develop and apply contextual knowledge** | T1 | | T2 | | T3 | | T4 | |
| \*understand that effective organisation of ideas in imaginative, informative and persuasive texts enhances meaning |  |  |  |  |  |  |  |  |
| \*understand that choice of vocabulary impacts on the effectiveness of texts |  |  |  |  |  |  |  |  |
| **Understand and apply knowledge of language forms and features** | | | | | | | | |
| \*understand that paragraphs are a key organisation feature of written texts (ACELA 1479) |  |  |  |  |  |  |  |  |
| \*understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement  (ACELA 1481) |  |  |  |  |  |  |  |  |
| \*understand how to elaborate on ideas in texts through the use of prepositional phrases |  |  |  |  |  |  |  |  |
| \*understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA 1495) |  |  |  |  |  |  |  |  |
| \*understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA 1493) |  |  |  |  |  |  |  |  |
| \*identify and use grammatical features, e.g. pronouns, conjunctions and connectives, to accurately link ideas and information |  |  |  |  |  |  |  |  |
| \*understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA 1482) |  |  |  |  |  |  |  |  |
| \*experiment with punctuation to engage the reader and achieve purpose |  |  |  |  |  |  |  |  |
| \*investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA 1494) |  |  |  |  |  |  |  |  |
| \*use apostrophes for contractions |  |  |  |  |  |  |  |  |
| \*identify a variety of connectives in texts to indicate time, to add information and to clarify understanding |  |  |  |  |  |  |  |  |
| **Understand and apply knowledge of vocabulary** | | | | | | | | |
| \*learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA 1484) |  |  |  |  |  |  |  |  |
| \*experiment with vocabulary choices to engage the listener or reader |  |  |  |  |  |  |  |  |
| **Respond to and compose texts** | | | | | | | | |
| \*compose a range of effective imaginative, informative and persuasive texts using language appropriate to purpose and audience |  |  |  |  |  |  |  |  |
| \*use grammatical features to create complex sentences when composing texts |  |  |  |  |  |  |  |  |
| \*experiment with figurative language when composing texts to engage an audience |  |  |  |  |  |  |  |  |
| \*incorporate new vocabulary from a range of sources into students’ own texts including vocabulary encountered in research (ACELA 1498) |  |  |  |  |  |  |  |  |

SPELLING 1 Objective A: *communicates through speaking, listening, reading, writing and representing* Stage 2 EN2-5A

*Uses a variety of strategies, including knowledge of letter-sound correspondences and common letter patterns, to spell familiar and some unfamiliar words*

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| **Develop and apply contextual knowledge** | T1 | | T2 | | T3 | | T4 | |
| \*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 (ACELA 1485, ACELA 1779) |  |  |  |  |  |  |  |  |
| \*recognise homophones and know how to use context to identify correct spelling (ACELA 1780) |  |  |  |  |  |  |  |  |
| \*understand how knowledge of word origins supports spelling |  |  |  |  |  |  |  |  |
| **Respond to, read and view 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 and awareness of the limitations of their features in digital technology |  |  |  |  |  |  |  |  |
| \*use knowledge of alphabetical order to locate information in texts, e.g. dictionaries, glossaries |  |  |  |  |  |  |  |  |
| \*identify spelling errors in own writing and unknown texts and provide correct spelling |  |  |  |  |  |  |  |  |

Stage 2 EN2-10C

THINKING IMAGINATIVELY AND CREATIVELY *Objective C: think in ways that are imaginative, creative, interpretive and critical*

*Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts*

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| **Engage personally with texts** | T1 | | T2 | | T3 | | T4 | |
| \* share responses to a range of texts and identify features which increase reader enjoyment |  |  |  |  |  |  |  |  |
| \*respond to texts by identifying and discussing aspects of texts that relate to their own experience |  |  |  |  |  |  |  |  |
| **Develop and apply contextual knowledge** | | | | | | | | |
| \*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) |  |  |  |  |  |  |  |  |
| \*identify and analyse the different organisational patterns and features to engage their audience |  |  |  |  |  |  |  |  |
| **Understand and apply knowledge of language forms and features** | | | | | | | | |
| \*identify creative language features in imaginative, informative and persuasive texts that contribute to engagement |  |  |  |  |  |  |  |  |
| \*identify and discuss how vocabulary establishes setting and atmosphere |  |  |  |  |  |  |  |  |
| **Respond to and compose texts** | | | | | | | | |
| \*create literary texts that explore students’ own experiences and imagining (ACELT 1607) |  |  |  |  |  |  |  |  |
| \*use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences |  |  |  |  |  |  |  |  |
| \*respond to a range of texts, e.g. through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts |  |  |  |  |  |  |  |  |
| \*justify interpretations of a text, including responses to characters, information and ideas, e.g. ‘The main character is selfish because … ‘ |  |  |  |  |  |  |  |  |
| \*make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT `594, ACELT 1602) |  |  |  |  |  |  |  |  |

Stage 2 EN2-11D

EXPRESSING THEMSELVES Objective D: *express themselves and their relationships with others and their world*

*Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own.*

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| **Engage personally with texts** | T1 | | T2 | | T3 | | T4 | |
| \*recognise how texts draw on a reader’s or viewer’s experience and knowledge to make meaning and enhance enjoyment |  |  |  |  |  |  |  |  |
| \*recognise how aspects or personal perspective influence responses to texts |  |  |  |  |  |  |  |  |
| **Develop and apply contextual knowledge** | | | | | | | | |
| \*draw connections between personal experiences and the worlds of texts, and share responses with others |  |  |  |  |  |  |  |  |
| \*discuss how people from different times and cultures may respond differently to characters, actions and events in texts |  |  |  |  |  |  |  |  |
| \*recognise the ways that stories depict Australians who are significant at a local and community level |  |  |  |  |  |  |  |  |
| **Understand and apply knowledge of language forms and features** | | | | | | | | |
| \*understand differences between language of opinion and feeling and the language of factual reporting or recording (ACELA 1489) |  |  |  |  |  |  |  |  |
| \*identify and compare the differences between texts from a range of cultures, languages and times |  |  |  |  |  |  |  |  |
| \*make connections between students’ own experiences and those of characters and events represented in texts |  |  |  |  |  |  |  |  |
| **Respond to and compose texts** | | | | | | | | |
| \*consider and discuss ideas drawn from their world and the worlds of their texts |  |  |  |  |  |  |  |  |
| \*compose a variety of texts, e.g. simple poetry, that include aspects of home and local community life |  |  |  |  |  |  |  |  |
| \*experiment with visual, multimodal and digital technologies to represent aspects of experience and relationships |  |  |  |  |  |  |  |  |
| \*respond to and appreciate how Dreaming stories form part of an oral tradition for Aboriginal and Torres Strait Islander peoples |  |  |  |  |  |  |  |  |
| \*discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference |  |  |  |  |  |  |  |  |

Stage 2 EN2-12E

REFLECTING ON LEARNING Objective E: *learn and reflect on their learning through their study of English*

*Recognises and uses an increasing range of strategies to reflect on their own and others’ learning*

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| **Develop and apply contextual knowledge** | T1 | | T2 | | T3 | | T4 | |
| \*recognise how own texts can be influenced by a rich text environment |  |  |  |  |  |  |  |  |
| \*identify different ways of learning in English and consider own preferences |  |  |  |  |  |  |  |  |
| \*develop criteria for the successful completion of tasks |  |  |  |  |  |  |  |  |
| **Understand and apply knowledge of language forms and features** | | | | | | | | |
| \*discuss different ways we learn to read and write |  |  |  |  |  |  |  |  |
| \*appreciate how the reader or viewer can enjoy a range of literary experiences through texts |  |  |  |  |  |  |  |  |
| **Respond to and compose texts** | | | | | | | | |
| \*develop criteria for establishing personal preferences for literature |  |  |  |  |  |  |  |  |
| \*jointly develop and use criteria for assessing their own and others’ presentations |  |  |  |  |  |  |  |  |
| \*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 |  |  |  |  |  |  |  |  |
| \*describe how some skills in speaking, listening, reading/viewing, writing/representing help the development of language learners |  |  |  |  |  |  |  |  |
| \*reflect on own reading and identify the qualities of texts that have contributed to enjoyment of the text |  |  |  |  |  |  |  |  |