**WALKING TALKING TEXTS:**

**COLUMN PLANNER**

**for**

**Early Childhood/Primary Unit of Work**

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|  | **Title:** |  |  |
|  | **Year/Class group:** |  |  |
|  | **Date:** |  |  |

**WALKING TALKING TEXTS**

**PLANNING a Unit of WORK incorporating the Australian Curriculum and NTCF**

* **Choose a book from your school’s recommended lists for your class group, taking into account the previous language assessment of the students and their ESL levels. (The language in the text needs to be just above the highest level of ESL assessed in your class group).**

THE CHOICE OF TEXT IS BASED ***ON THE LANGUAGE IN THE TEXT.***

* **Analyse the text for the language items (see next pages).**

THE COMPLEXITY OF THE LANGUAGE AND ITS APPROPRIATENESSFOR THE PARTICULAR GROUP OF STUDENTS is DETERMINED BY PREVIOUS STUDENT ASSESSMENT.

* **Evaluate the book's suitability for the class, given what you now know about the language in the book as well as the assessment data and the age of the learner group. If the language is too hard or too easy, begin the process again with another book.**

TEXTS SHOULD ***NOT BE CHOSEN FOR THEIR CURRICULUM ‘COVERAGE’ OR LINKS FIRST,*** BUT RATHER AFTER THE CHOICE HAS BEEN MADE ON LANGUAGE RELEVANCE. AS A GENERAL RULE, CHOOSE A TEXT IN WHICH THE LANGUAGE IS SLIGHTLY HIGHER THAN THE HIGHEST ACHIEVING LEARNER IN THE GROUP CAN ACCESS INDEPENDENTLY AND WHICH IS AGE APPROPRIATE.

* **Decide on two or three of these language items to concentrate on for the unit. These will become English language goals/teaching intentions - locate linguistic outcomes in the NTCF ESL Levels on   
  page 103, in the ‘ESL Broad Outcomes’, under *Linguistic structures and features***
* **Brainstorm activities which are linked to the concepts/content in the book, thinking of Subjects and Learning Areas as you do so.**
* **Categorise the brainstormed activities into Learning Areas and Learning-How-to-Learn behaviours.**
* **Go to the curriculum documents and locate Australian Curriculum content from Subjects and Learning Areas for this unit of work according to the year level of the students.**
* **Write learning content for each of the activities you have identified for the year/grade of the students for the curriculum/learning areas identified**
* **Work through the Framework for Developing Assessment Tasks using the ESL outcomes and the AC grade level knowledge and skills as identified (DO-TALK-RECORD)**
* **In the petal or column planner, add the learning/assessment tasks for the integrated curriculum areas (Activities 27-28)**
* **Go ahead and plan the rest of the activities and exercises in the petal, column planner**

#### LANGUAGE ANALYSIS

*The grammatical items are those that need to be* ***explicitly taught*** *at this level. The page references link to the text: Deriwianka, B. A NEW GRAMMAR COMPANION/e-lit. 2011*

*Text:*

*Class Group*

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| *Tense* ***Examples:*** *Tense* ***Examples:*** *Tense* ***Examples:*** *Tense* ***Examples:*** *Tense* ***Examples:*** *Tense* ***Examples:*** *Tense* ***Examples:*** *Tense* ***Examples:***  ***VERB TYPES (p.15-36, 180)*** | *Verbal Processes*  ***Examples:***  *Verbal Processes*  ***Examples:***  *Verbal Processes*  ***Examples:***  *Verbal Processes*  ***Examples:***  *Verbal Processes*  ***Examples:***  *Verbal Processes*  ***Examples:***  *Verbal Processes*  ***Examples:***  *Verbal Processes*  ***Examples:***  *Verbal Processes*  ***Examples:***  *Verbal Processes*  ***Examples:***  ***VERB TYPES (p.15-36, 180)*** | ***Sentences/Clauses (p 85 -114, 178)***  ***Simple, compound, complex ….***  ***Question form (p.68)***  ***Direct Speech/quoting p.97*** | *Person/participant roles (p.38, 39, 60, 62, 117)* *Examples:*  ***Examples:***  ***Examples:*** | ***Negative forms (p.26,.136, 114, 116)*** |
| ***Articles(p.45)*** |
| ***Pronouns/pronoun reference (p.60-63; p.117; 150-151)***   |  |  |  |  | | --- | --- | --- | --- | | *Personal*  *Subject p.61* | *Personal*  *Object p.61* | *Possessive p.47, 62* | *Relative pronouns* | |  |  |  | |  |  |  | *Question pronouns* | |  |  |  | |  |  |  | *Demonstrative words. P.46* | |  |  |  | |  |  |  | *Pointer wordsp.44* | | | ***Prepositions/prepositional phrases (p 56.69)*** | ***Ellipsis (p.194)*** | ***Expressions of quality***  ***(adjectivals, adverbials p 4-49, 63-64, 66-67, 6-73, 121-128, 181, describers p.49 qualifiers p41)*** |
| ***Expressions of quantity***  ***(adjectivals p 29; adverbials p 72-73; quantifiers p.41, 48, 190)*** | | ***Time markers/temporal words (p.67, 72,153)*** | ***Possessive forms(p51, p32)*** | Connecting words, phrases/Conjunctions (p 85-87, 91, 94, 96, 101, 153-154, 182-186) |
| ***Nouns (p37, 41 – 44, 163)*** | | | ***Genre(Exploring How Texts Work B.Derewianka)*** | |

#### Decide on two or three of the above language ‘items’ above to teach for the duration of this unit of work.

#### This choice will be made on the assessment evidence of the learner group. For example, which grammatical items of English present problems for most of your learner group at the moment? Does this text provide a rich source of this aspect of grammar to facilitate the teaching?

#### Language to teach in this unit of work:

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| Language item from language analysis above e.g. Past irregular tense in relational processes (He was happy) | Language Function (p. 111, 169-172)) in which this item will feature e.g. Recounting, reporting on something, describing something in the past | When: during which WTT activity/exercises and how (P.9 Learning About…) |
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#### Inter disciplinary CURRICULUM CONTENT (KNOWLEDGE AND SKILLS)

Not all curriculum areas will be appropriate or required as Learning Area tasks for each text.

Use the curriculum area that has an obvious, EXPLICIT link to the concepts and subject matter of the text  **and,** which clearly links to a Curriculum Outcome/ Content for the year level of the learner group.

The purpose of integrating Learning areas is to establish deeper knowledge within the learners of the concepts in the texts – to build the semantics- as well as to provide for the transfer of English into academic learning.

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| ***ESL***  ***ESL LEVEL/S***  ***OUTCOMES*** |  |
| ***ENGLISH***  ***Subject***  ***Year Level Content*** |  |
| ***SCIENCE***  ***Age-grade***  ***Year Level Content*** | |
| ***MATHS***  ***Age-grade***  ***Year Level Content*** | |
| ***HEALTH/PHYSICAL EDUCATION***  ***Age-grade***  ***Year Level Content*** | |
| ***HUMANITIES AND SOCIAL SCIENCES***  ***Subject***  ***Age-grade***  ***Year Level Content*** | |
| ***THE ARTS***  ***Subject***  ***Age-grade***  ***Year Level Content*** | |
| ***TECHNOLOGIES***  ***Subject***  ***Age-grade***  ***Year Level Content*** | |

*FRAMEWORK FOR DEVELOPING ASSESSMENT TASKS FOR THE LEARNING AREA STUDIES SECTION (Activities 27/28/29 and 30)*

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|  | Select content statement/s from the Australian Curriculum **and ESL** outcome/s from the NTCF (Write in code and page numbers) | | | *What do I want the students to learn?* |
|  |  |  |  |
|  | List the key words (generally the verbs and content nouns) which will give the degree of ‘levelness’ from the content statements of the AC selected: | | |
|  |  |  |  |
|  | List the main skills and processes that students will need in order to achieve/demonstrate the content (knowledge and skills) listed above,  e.g. What do learners need to be able to do to…? ***Evaluate*** *– students will need to use English to make judgements - justify their opinions (language of reasoning – because, I think, I know; comparative language to compare options, weigh up options/ identify advantages and disadvantages).* | | |
|  | Write down the reasons why you have selected these content (knowledge and skills) OR Australian Curriculum Learning Area Content for this student cohort    Link this to one/two General Capabilities and/or Cross-Curriculum priorities. You can write in code and page numbers. | | | *Why do I want them to learn this?* |
|  | In a group planning session, brainstorm a range of activities you could undertake to enable your learners to work towards/practise/develop their English, skills and knowledge of the knowledge and skills. | | | *How will I know when they have learned?* |
|  | Outline an assessment task you could teach which would allow learners to demonstrate their English language, knowledge and learning skills. If appropriate, break this assessment task into a series of smaller **assessment events** which together allow the bigger task to be completed.  *(E.g.: a research task may involve developing an information retrieval chart from library/www texts, an interview, an oral presentation as well as a final report.)*  **DO: *Active participatory engagement with the knowledge field***    **TALK: *English academic language to teach as needed for the task at the students’ ESL level/s identified***    **Record: *Identify a means to record the learning that has taken place*** | | |  |
|  | Optional **Outline another assessment task in a second Learning Area** that you could set which would allow learners to demonstrate their understandings/abilities of the outcomes. If possible break this assessment task into a series of smaller **assessment events** which together allow the bigger task to be completed.  *(E.g.: a research task may involve developing an information retrieval chart from library/www texts, an interview, an oral presentation as well as a final report.)*  **DO: *Active participatory engagement with the knowledge field***    **TALK: *English academic language to teach as needed for the task at the students’ ESL level/s identified***    **Record: *Identify a means to record the learning that has taken place*** | | |  |
|  | List the main criteria you could use to assess each student’s abilities: Make sure this criteria links back to the outcomes selected (focus on the key words/verbs of the outcome) | | | *What evidence can I use for reporting purposes?* |
|  | Prepare a context sheet with the assessment task and rubric to give to the students. | | |  |
|  | ***Insert the planned Learning Area tasks using the DO TALK RECORD model into the appropriate place in Activities 27-28.*** | | | *How can I help the students learn?* |

***Now proceed to the beginning of the column planner and fill in details for each activity or exercise pertinent to the text you are using.***

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| The following guide is helpful in planning for development in the students’ independent writing. Students need at least half an hour a day to develop independent writing skills.  For students who are not yet independent writers, follow the **Scaffolding Independent Writing** methodology.  Follow the sequence below for each genre of writing begun by the students who are able to begin writing independently.   1. **Have a meeting to brainstorm, talk about and list possible topics or aspects of the writing.** 2. **Students begin first draft and continue writing this daily** 3. **Teacher talks with individual students about their writing** 4. **Teacher leads a meeting to discuss the writing so far** 5. **Students begin to redraft and continue writing this each day** 6. **Teachers talks with individual students about their writing** 7. **Continue until this version is complete (final copy) or it is time to introduce a new writing task.** |  | **Teacher and students will need to spend from one half, up to two hours per day engaged with whole text activities:**  **COMPOSING**  **AND**  **CONSTRUCTING**  **ORAL**  **TEXTS**  **THROUGH**  **INTERACTION**  **IN**  **SHARED**  **LEARNING**  **EXPERIENCES**  **LEADING**  **TO**  **THE**  **CONSTRUCTION**  **OF**  **GROUP**  **NEGOTIATED**  **JOINTLY**  **CONSTRUCTED**  **WRITTEN**  **TEXTS**  **FOR**  **STUDENTS**  **TO**  **USE**  **AS**  **A**  **RESOURCE**  **IN**  **INDEPENDENT**  **SPEAKING**  **AND**  **WRITING**  **TASKS.** | **Learning and sharing information about reading and writing, using parts of the text.**  Teacher and students read the original story/text and all the texts generated from the activities each day. Display all of these texts **prominently** around the room.  In examining the texts produced in the unit of work, tell the students about the conventions of reading and writing.  Use the texts as a basis for exercises to further develop students’ skills in English.  The language exercises in this column allow for practice by students in constructing and deconstructing parts of texts for themselves.  The teacher **scaffolds each activity** first, **explaining the process** to the students.  After this the students practise the activities themselves. |

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|  | *Day* | 1. **Discover the Text *(Negotiating the field of knowledge; setting students up for prediction).***   **Talk about** the contents of the text. **Discuss and record** what the learners already know about the topic and theme of the text. **Represent** this in the form of a semantic web or notes on a retrieval chart. **Use information** from the title, chapter headings, introduction and the summary of the text to discuss what the text might cover/be about (prediction).  **Read the text to/with the students.**  **Talk about:**    ***Learning Written English and Learning about Written English for Informational Use (3b)*** | | | | | | **For students just beginning literacy in English, the teaching and learning of the English sounds and letter names needs to be organised in conjunction with the following exercises.**  Once these exercises have been introduced in the order they occur in the planner, they need to be timetabled regularly into the students’ daily work requirements to practise the developing literacy skills. |
|  | *Day* | **Assessment Choice** | | | | | | ***A shaping exercise***  **2. Complete oral cloze exercises *(Checking the students’ linguistic accessibility to the text)***   1. Teacher and student together 2. individual student (one to one) with teacher.   **Teacher makes anecdotal notes on learners’ abilities, keep in folio.** |
|  | *Day* | ***Learning Spoken English and Learning through Spoken English for Interpersonal Use (2)***  **3**. ***(Confirming predictions, checking understanding, re setting predictions)***  **Teacher** ( as a **language model and scaffolder** of learners’ English) **together with** the students   1. **discuss** whether the section of the text so far was as predicted 2. what may happen subsequently in the text – **further prediction** based on content so far 3. **exchange ideas, opinions** and feelings about the content of the text. | | | | | |  |
|  | *Day* | * 1. ***(Further accessing the semantics of the text through physical engagement/enactment of concepts, English world meanings of words etc.)***   Readthe text to/with the students. Encourage students to read along. Explore the text by **planning together to role play** aspects of the characters, the contexts, the issues, the solutions, etc.  ***Learning English and Learning through Spoken English for Interpersonal (2) and Aesthetic Use (5)***  **Type of role play**/ **Participants** | | | | | |  |
|  | *Day* | ***Learning through Spoken and written English Interpersonal Use (1, 2)***   * 1. ***(Linking cross-cultural knowledge to the experiences/similarities in students’ world experiences)***   Readthe text. **Discuss** the development of the plot together with the students as the text is read. **Make links** between the written text and the real world experiences of the students. **Talk about** similarities and differences.  **Talk about/discuss**……. | | | | | |  |
|  | *Day* |  | | | | | *A shaping exercise*  **6.** ***(Deconstructing the text; genres are social and cultural constructs that meet cultural needs. What is the purpose of this genre?)***  Teacher **discusses the genre** of the text with the students.  **Deconstruct** the text so students learn how different authors use different styles for effect.  **Discuss/demonstrate how** the author has structured the text and how the different parts make up the whole. | |
|  | *Day* | 7.  ***Learning Spoken English and Learning through Spoken English for Informational Use (4)***  **Assessment Choice**  ***(Assessing students’ uptake of the language, sequence and concepts of the text so far)***  Students **retell** the storyline/plot so far in small groups of two or three, **stating** what they like/don’t like so far and why. Students may be given different sections to **retell and comment on** e.g. chapters.  Make use of tape recorders to keep records for assessment. | | | | | |  |
|  | *Day* |  | | | | | ***A shaping exercise***  **8. *(These words make up the basis of the word study program – spelling program. Words from the text will be frequently encountered by the students in a variety of written context through the unit thus providing a context for use.)***  Teacher and students **make a list** of words which fit certain categories linked to the study of the text e.g. words which describe the characters, words which describe feelings/emotion linked to the plot/storyline, words which carry specific meanings etc.  **Display** this list and **continue to add to** the lists as the unit of work develops. **Develop semantic webs** using these words. | |
| Read the print  Discuss the text, concepts of print, graphophonic relationships, words, used, use of punctuation etc  Recall the activity in which each text was written.  Discuss what else may be written and displayed in this unit of work  **TEACHER**  **AND STUDENTS**  **GO ON A PRINT WALK AROUND**  **THE CLASSROOM.** | *Day* |  | | | | | *A shaping exercise*  9*. (Students need alphabetical knowledge and ordering skills for research and independence in literacy and learning)*  Organise this list and other words from the text in **alphabetical order** to in a **visual display**.  For students who are beginning literacy, do Exercise 10... | |
|  | *Day* |  | | | | | ***A shaping exercise***   1. *(The 26 letters of the alphabet need to be linked to the 44 sounds used in SAE and ‘chunks of sounds’ – syllables - represented in the English spelling system).*   For students who are beginning literacy, introduce the English alphabet and display along a wall. **Teach the English sound and letter names and patterns (**single sounds, blends, word endings, irregular letter/sound patterns etc.)  List words from the text under the appropriate letter name.  *A focusing Exercise*  For students who are continuing to develop literacy in English, use these words to **develop a wall dictionary (words with meanings)** or semantic webs.  Continue to add to this **visual display** as **unfamiliar words** are encountered in the text. Use the lists from no. 8*.*  ***(Using dictionaries and other language references, understanding how dictionaries work is a literacy tool to support further learning in a second language).***  Teach the students how to use this as a resource for their personal writing. Use the growing list of words on these wall resources for the study of words including spelling, rules and irregularities in rules.  For example, students, in pairs discuss and sort the words on cards into categories:   * word families * same endings/beginnings * sound patterns * letter patterns * rhyming words * plurals etc. | |
|  | *Day* | 1. ***(Reconstructing the Text. Demonstrating how to write. Teaching aspects of writing through modelling).***   Read the text to/with the students. Teacher **and** students **write** a group negotiated text of the original (a written retelling).  ***Learning Spoken and Written English and Learning about Written English for Interpersonal (2) and Informational use (4)***  **Display** this prominently in the classroom.  Students may **illustrate** the text. **Sequence** the pages and display these as a wall story. *(Reconstructing the text)*  The **genre** of this text is: | | | | | |  |
|  | *Day* |  | | | | | ***A shaping exercise***  **12***.* ***(Vocabulary expansion/vocabulary building: essential for second language learners. We can expect second language learners to produce what has been taught – the input provided)***  **Create/develop** a wall **thesaurus**. Begin with the words from the list in Exercise 10. Add to the thesaurus as **new and unfamiliar words** are encountered in the text (vocabulary expansion). Teach students **to use** these words in their personal writing. | |
| 13. ASSESSMENT PIECE  *(Independent writing is expected of the students only after they have been part of group-negotiated writing on a topic they have learned about; after they have seen a model of what the final product can look like and have learned about aspects of its construction in the group writing process).*  **Teacher organises** for the  students to **begin writing.**   1. Have a meeting to **brainstorm**, **discuss and list** possible ways to write about the text. 2. Students **begin their first draft** and continue writing this daily 3. Teacher **talks with** individual students about their writing so far 4. Teacher leads a class meeting to discuss the writing so far and to make suggestions which individuals may take up as they continue their writing. 5. Students review their writing so far, based on teacher input and revise as necessary 6. Students continue to write in each day 7. Teacher continues to talk with individual students about their writing on a rotational basis   Repeat d) through to g) until the writing is complete.  **Students maintain folio of all of their writing, dated.** | | | | *Day* | | RELATED TEXTS TO READ TO/WITH THE **STUDENTS EACH DAY:** | |  |
|  | *Day* |  | | | | | ***A shaping exercise***  **14. *(Reading comprehension activity which utilises grapho-phonic, syntactic and semantic cues)***  **Sort scrambled text**, use **longer chunks of text** such as paragraphs/ the contents of a page.   1. whole group with teacher 2. cooperatively in groups of two or three 3. individually   Keep individual sample for student folio | |
|  | *Day* | **TEACHER**  **AND STUDENTS**  **GO ON A PRINT WALK AROUND**  **THE CLASSROOM.** | | | | | Assessment Choice ***A shaping exercise***  ***(Deconstruction of the text; text structure represented visually – another pathway to understanding how English texts are constructed, sequenced).***  **15***.* Teacher and students produce a **visual representation** which  summarises the structure of the genre of the text or the main events/time sequence/actions in the text – a **story *map or graph.*** | |
|  | *Day*  Read the print  Discuss the text, concepts of print, graphophonic relationships, words, used, use of punctuation etc  Recall the activity in which each text was written.  Discuss what else may be written and displayed in this unit of work |  | | | | | | ***A shaping exercise***  **16.**. ***(Reading comprehension activity which utilises grapho-phonic, syntactic and semantic cues)***   1. Sort scrambled sentences into a paragraph to a page of meaningful text. 2. Sort **scrambled text** into appropriately **structured sentences:**  * whole group with teacher * cooperatively in groups of two or three * individually   Keep individual work for student folio |
|  | *Day* |  | | | | | **17.*****A shaping exercise***  ***(Using new words, phrases learned – exercise 12 – to manipulate/construct new English sentences which mean the same as the original to teach how the same meaning can be constructed differently in English)***  Create alternative endings and beginnings for sentences and larger chunks of text.   * whole group with teacher * cooperatively in groups of two or three * individually   Keep individual work for student folio | |
|  | *Day* |  | | | | | **18. *A shaping exercise***  ***(Reading comprehension activity which utilises grapho-phonic, syntactic and semantic cues)***  Complete written cloze exercises:   * whole group with teacher * cooperatively in groups of two or three * individually   Keep individual work for student folio | |
|  | *Day* | Assessment Choice ***Learning Spoken and Written English and Learning about Written English for Informational Use (4)***  **19.** ***(Linking concepts from the text to musical/poetic lyrics enables internalising of ‘chunks of language’, allows learners another pathway into learning new language and concepts in English, and is fun)***  Explore the **themes of the text** through poetry/song/music. Identify and list known poems/songs/music linked to the themes of the text.  Learn/recite/sing/dance/mime **as a response to the text** as appropriate.  Names of identified songs/poems/music…  Known New | | | | | |  |
|  | *Day* | **20.*****(Opportunity for learners to contribute to the reconstruction of a written text making use of the predictability of internalised English language learned from the poetry/songs)***  ***Learning Spoken and Written English and Learning about Written English for Informational Use (4)***  Teacher, **together with the students**, **creates/writes/produces** a new poem/song/piece of music in **response to** the themes of the text. Students may **illustrate, sequence** the pages and display. | | | | | |  |
|  | *Day*  **RELATED TEXTS TO READ**  TO/WITH THE STUDENTS  **EACH DAY** |  | | | | | 21. Assessment Choice *(Learning to hear the sounds in English that are different to the sounds in the students’ L1 and learning to hear the sounds that may be the same as those in L1, but used in different formations, using the 44 sounds of SAE)*  *Practise listening skills.*  *Once these listening exercises have been introduced, do some of them for 10 minutes every day.*  *Many other listening exercises can be chosen from resource books.*  *Listening exercises should cover the areas of stress, intonation and rhythm and pronunciation of English.*  Following are some examples:  *Focusing exercises:*   * Listen for specific words, phrases, sounds in spoken texts. Choose a group of words, a word, a sound that the students need to listen to and learn to pronounce. When the students hear the target sound/word they indicate in some way. (NB it is much more difficult to differentiate sounds of another language in songs). * Read a part of any of the texts with which the students are familiar substituting incorrect words. Allow the students to correct the words and supply the appropriate ones * Choose target sounds from the text. Play games which require the students to discriminate between the sounds * Play alliteration games by adding onto a list words said previously that begin with the same sound pattern; play rhyming games by finding new words that sound the same; work out words where the beginning and end sounds have been reversed…   *A shaping exercise*  Choose a repetitive part of the text to use as a chant, while the students follow the rhythm and stress of the language using body movements, musical instruments etc.  List the listening activities chosen for this unit of work…   * whole group with teacher * cooperatively in groups of two or three * individually   **Keep individual work for student folio.** | |
| **22.** ***(Independent writing is expected of the students only after they have been part of group-negotiated writing on a topic they have learned about; after they have seen a model of what the final product might look like and have learned about aspects of its construction in the group writing process).***  **Teacher organises** for the  students to **begin writing** a poem/song.   1. have a meeting to **brainstorm**, **discuss and list** possible structures for the poem/song 2. Students **begin their first draft** and continue writing this daily 3. Teacher **talks with** individual students about their writing so far 4. Teacher leads a class meeting to discuss the writing so far and to make suggestions which individuals may take up as they continue their writing. 5. Students review their writing so far, based on teacher input and revise a necessary 6. Students continue to add to their writing each day 7. Teacher continues to talk with individual students about their journals on a rotational basis   Repeat d) through to g) until the song/poetry writing is complete.  **Students maintain folio of all of their writing, dated.** | | | *Day* | |  | | |  |
|  | *Day* | Assessment Choice   **23. Visual arts activity**  ***Learning Spoken English and Learning Through Spoken English for Interpersonal (2), Informational (3a) and Aesthetic Use (6)***  ***(Engaging in the physical production of visual arts linked to the themes of the text creates the context for the teaching of and use of procedural and descriptive language as well as decision-making and collaborative learning processes and language. At the same time, abstract cross-cultural concepts can be further comprehended through another medium.)***  **Explore the themes** of the text through visual arts **processes and products.** Brainstorm **ideas** for processes and products —video production, mural making, 3D art forms, installations, painting, potting, constructing etc. Teacher and students **together,** produce the art products; teacher **scaffolding the processes**, the English **language** used in the process and the production.  **Do:**  **Talk:**  **Record:** | | | | | |  |
|  | *Day* | 1. ***(Opportunity for learners to contribute to the reconstruction of a written text making use of the English language learned orally from the context of visual arts production)***   Teacher, together with the students, write a **jointly constructed text linked to** the art work (procedural, descriptive, explanatory….)    ***Learning Spoken and Written English and Learning about Written English for Informational Use (4)***  **Talk about:**   * *what we made* * *what we needed* * *the sequence of making* * *how we made the product* * *what the product represents*   **Make notes about:**  **Construct the whole text:**  **TEACHER**  **AND STUDENTS**  **GO ON A PRINT WALK AROUND**  **THE CLASSROOM.**  **Read the print**  **Discuss the text, concepts of print, graphophonic relationships, words, used, use of punctuation etc**  **Recall the activity in which each text was written.**  **Discuss what else may be written and displayed in this unit of work** | | | | | |  |
| **25.**  ***(Independent writing is expected of the students only after they have been part of group-negotiated writing on a topic they have learned about; after they have seen a model of what the final product might look like and have learned about aspects of its construction in the group writing process).***  **Teacher organises** for the  students to **begin writing** a text based on the art/craft work.  *(Follow sequence outlined in Activities 13 and 22)*    Students maintain folio of all of their writing, dated. | *Day* |  | | | | | |  |
|  |  |  | | | | | 1. Assessment Choice   ***(As well as learning to hear the sounds of English in the context of English words, Second language learners need to be taught explicitly how to pronounce some English sounds that will not be part of their sound repertoire from L1. Teachers needs to have knowledge about the sound system of the learners’ L1 so that the pronunciation of sounds that exist in English but not in L1 (or in the combinations used in L1) can be taught)***  ***A focusing exercise***  Practise English pronunciation. Use any of the texts from this unit of work to concentrate on particular aspects of English pronunciation. Include sounds, words, phrases, whole sentences incorporating intonation and rhythm. Use tape and keep cassette in student folio.   * whole group with teacher * cooperatively in groups of two or three * individually   Keep individual work for student folio | |
|  | *Day* | Assessment Choice **27A. LEARNING AREA STUDIES (Learning Across the Curriculum).**  ***(Now that learners have spent time building up the field knowledge and learning the English language to express knowledge and concepts in that field, they have enough English on the topic to begin to use English to learn – learn through English)***  Explore and address other **curriculum content (knowledge and skills)** that broaden students’ **general/academic knowledge** about the core concepts/knowledge of/about the text. These tasks may take three or more sessions of WTT time to complete. Some comprehensive tasks can take a week or more within a 6-8 week unit of work (Year 4 up)  **Identify the Learning area for the first task: Science**  **Maths**  **Humanities and Social Sciences**  **Technologies**  **Health/Physical Education**  **Do:** This always starts with ‘students will…. (functional verb/process) (task to learn curriculum content). They will (now expand on what students will do by identifying the skills required to do the task)  ***Learning Through Spoken and Written English for Informational Use (3a, 3b)***    **Talk:** Identify the functions and items of speech that will be taught and that learners will practise using in the task  **Record:** Choose a way to record what the students have learnt in a way they can demonstrate it. The record of learning should include a range of visual, auditory, kinesthetic, written and oral pieces of evidence of learning. They be an ‘artifacts’ that can be assessed and that demonstrate the student’s knowledge of the content area as well as their use of English. | | | | | |  |
|  | *Day* | Assessment Choice **27B. LEARNING AREA STUDIES (Writing Across the Curriculum) *(Opportunity for learners to contribute to the reconstruction of a written text to learn how learning area texts are constructed and how English is used in specific ways for certain tasks e.g. a procedure, a factual report etc.).***  Teacher and students write a group-negotiated/jointly constructed text that records/reports on/describes/explains/discussed the Learning Area activities- a functional, expository, procedural, report, explanatory etc. Students illustrate the group text(copy and distribute sections to students) together students sequence the completed parts and display.  Title of text:    Genre:  ***Learning Written English and Learning about Written English for Interpersonal (2) and Informational Use (4)*** | | | | | |  |
| **27C. *(Independent writing is expected of the students only after they have been part of group-negotiated writing on a topic they have learned about; after they have seen a model of what the final product might look like and have learned about aspects of its construction in the group writing process).***  Teacher organises for the  students to **begin writing** an  Expository text based on the Learning Area studies. Continue to provide **some time each day** until this piece of writing is complete.  Follow writing guidelines from activities 13, 22, and 25  Students maintain folio of all of their writing, dated. | *Day* |  | | | | | |  |

SECOND LEARNING AREA STUDY (IF REQUIRED)

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| --- | --- | --- | --- |
|  | *Day* | Assessment Choice **Optional**  **28A. LEARNING AREA STUDIES (Learning Across the Curriculum): *when a second assessment task as been planned.***  ***(Now that learners have spent time building up the field knowledge and learning the English language to express knowledge and concepts in that field, they have enough English on the topic to begin to use English to learn – learn through English)***  Explore and address other **curriculum content** that broaden students’ **general/academic knowledge** about the core concepts/knowledge of/about the text.  **Identify the Learning Area for the second task: Science  Maths**  **Humanities and Social Sciences  Technologies Health/Physical Education**  **Do:**  **Talk:**  ***Learning Through Spoken and Written English for Informational Use (3a, 3b)***  **Record:** Assessment Choice |  |
|  | *Day* | **28B. LEARNING AREA STUDIES (Writing Across the Curriculum)**  ***Learning Written English and Learning about Written English for Interpersonal (2) and Informational Use (4)***  ***(Opportunity for learners to contribute to the reconstruction of a written text to learn how learning area based text are constructed and how English is used in specific ways for certain tasks e.g. a procedure, a factual report etc.).***  Teacher and students write a group-negotiated/jointly constructed text that records the Learning Area activities. This could be functional, expository, procedural, report, explanatory etc. Students illustrate the text; sequence the completed parts and display.  Type of text (genre):    Title of text:    Genre: |  |
| **28C.**  **LEARNING AREA STUDIES**  ***(Independent writing is expected of the students only after they have been part of group-negotiated writing on a topic they have learned about; after they have seen a model of what the final product might look like and have learned about aspects of its construction in the group writing process).***  Teacher organises for the  students to **begin writing** an  Expository text based on the Learning Area studies. Continue to provide **some time each day** until this piece of writing is complete.  *Follow writing guidelines used for activities 13, 22, and 25*  Students maintain folio of all of their writing, dated. | *Day* |  |  |

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|  |  |  | **29.** *A Shaping Exercise (English si constructed differently for writing purposes than it is for speech; Indigenous learners’ writing often represents ‘speech written down’. The formal construction of written English needs to be explicitly taught to second language learners)*  Examine the **differences between spoken *(free-flowing spontaneous)* and written language *- compact and carefully crafted).*** Analyse some of the spoken English from any aspect of the previous Learning Area activity (taped) and compare with the written mode of the group-negotiated text resulting from the activity.  Main teaching points: | |
|  | *Day* |  | **30***.* ***A shaping exercise (Reading comprehension task commonly used in external testing and text book genres)***  Decide about true/false statements **based on the information** from the curriculum areas studied in this unit.   * whole group with teacher * cooperatively in groups of two or three * individually   Keep individual work for student folio | |
|  | *Day* |  | **31. *A shaping exercise***  ***(Reading comprehension task commonly used in external testing and text book genres)***  Make judgements about multiple-choice answers, given questions based on the original text and the curriculum areas studied in this unit.   * whole group with teacher * cooperatively in groups of two or three * individually   Keep individual work for student folio | |
| **TEACHER**  **AND STUDENTS**  **GO ON A PRINT WALK AROUND**  **THE CLASSROOM.** | *Day* |  | **32*. A shaping exercise***  ***(Reading comprehension task commonly used in external testing and text book genres)***  Recognise and correct substitutions/lies in the text   * whole group with teacher * cooperatively in groups of two or three * individually   Keep individual work for student folio | |
|  |  | Read the print  Discuss the text, concepts of print, graphophonic relationships, words, used, use of punctuation etc  Recall the activity in which each text was written.  Discuss what else may be written and displayed in this unit of work | |  |
|  | *Day* | **33.**  ***(At the end of the unit, the learners will be very familiar with the original text, its structure and grammatical features. This level of familiarity will enable the students to join in the group construction of another text using these familiar structures – transferring linguistic knowledge to another topic)***  Using **knowledge** gainedof the **structure** of the stimulus text and **the way** the author has constructed the text, teacher and students jointly construct another text modelled on the stimulus text.  ***Learning Spoken and Written English and Learning about Written English for Interpersonal (2) and Informational Use (3b)***  **Type of text***:*  **Title:** | |  |
| **34.**  *(Independent writing is asked of the students only after they have been part of group-negotiated writing on a topic they have learned about; after they have seen a model of what the final product might look like and have learned about aspects of its construction in the group writing process).*  Students begin to write a text by improvising on the original text in one of the following ways: language items, plot, setting, content.  *Follow writing guidelines used for Activities 13, 22, 25, 27 – 30.*    Students maintain folio of all of their writing, dated. | *Day* |  | |  |
|  | *Day* |  | | **35. Assessment Choice**  ***(Reading and knowledge comprehension task commonly used in external testing and text book genres)***  *A shaping exercise*  Identify and use questions and statements. Students give verbal and written answers to questions based on the areas studied and any of the text produced in the unit of work.   * whole group with teacher * cooperatively in groups of two or three * individually   Keep individual work for student folio |
|  | *Day* | 36. (*Learning to use oral English formally is a specifically taught and learned skill, one that is valued in formal Western education. This activity allows students to learn and practise this English language skill with material that is familiar to them, that they have been taught about and scaffolded into.)*  ***Learning Spoken English and Learning through Spoken English for Interpersonal Use (2)***  Explore the text through an oral presentation. Discuss, decide on and plan the presentation. Make group notes, use headings eg what, who, where, when, how.  Invite some students and teachers from another class and organise for the students to take them on a Print Walk around the room.  **Type of presentation:**  **Title:** | |  |
|  | *Day* | 37. *(Opportunity for learners to contribute to the reconstruction of a written text to support a formal oral presentation, making use of the English language learned orally from the context of planning for and practising for the oral presentation)*  ***Learning Spoken and Written English and Learning about Written English for Interpersonal (2) and Informational Use (4)***  Write a group-negotiated text to support the presentation eg a script for a play, a report to present, a statement etc for a talk. | |  |
| 38. *(Independent writing is asked of the students only after they have been part of group-negotiated writing on a topic they have learned about; after they have seen a model of what the final product might look like and have learned about aspects of its construction in the group writing process).*  Students write a text to support the oral presentation for example, a dialogue, a talk, a poster, notes  *Follow writing guidelines from previous writing activities* | *Day* |  | |  |
|  | *Day* | 39.  ***Learning Spoken English and Learning about Spoken English for Interpersonal Use (2) and Informational Use (4)***  **Assessment Choice**  *(Formal oral English requires an audience, preferably one that does not know the content and has a need to know so that the context for delivery of the oral presentation is real)*  Organise the time and venue, invitations etc and give the oral presentations. | |  |

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| See page 206 **40. Assessment**  **Keep the first draft and the final copies of each piece of writing done by the students. Complete a writing analysis (See Appendices in WTT folder) on each piece of writing done for the unit of work. Allow the student to decide on her/his best piece for assessment. Note down areas of difficulty for individual students. (These then become focuses of the next teaching unit)**  ***This could prove time consuming if it is all done at the end of the unit of work. Identify time each week to analyse students’ writing and to keep ongoing records.***  **Use the work in each student’s folio, collected from the exercises in this column to write a descriptive summative report on the student’s demonstrated language development during this unit.** |  | **40. Assessment**  **How do I assess students’ Oral English language development? For each unit of work, assess oral language based on five activities from the list below. Make notes about the student’s knowledge, understandings and use of language. A group of students should be targeted for assessment in each unit of work. Engage the targeted students in talk during the activities marked ‘Assessment Choice’ in this column. Tape the students using Standard Australian English and write anecdotal notes about the student’s use of English as observed.**  **See Page 203.**  **As the following activities are done or through the revisiting of these activities:**  **EITHER**  **Tape the student as s/he:**   1. **Gives her/his ideas, opinions, and feelings about the stimulus text**   **OR**   1. **She/he retells the stimulus text.**   **AS WELL AS**  **Make notes and/or tape about the student’s**  **21. Responses to the listening, oral cloze and intonation exercises**  **OR**  **26. Pronunciation of the target sounds/words/phrases for the unit**  **AND**   * 1. **Have the whole group sing songs, recite poems or say rhymes from the unit of work; observe and note student’s level of participation, confidence and clarity of words, socio-cultural understandings, in talking about texts produced, activities done etc.**   **OR**  **41. During the group oral presentation, observe and note student’s level of participation, confidence, clarity of words and socio-cultural understandings, indicated by using English language appropriately in this context.**  **IN ADDITION TO**  **15. Tape the student describing the story map or graph. Note student’s understanding of the structure of the written text through her/his spoken description of this activity.**  **OR**  **23. Tape the student describing/explaining what or how he/she made something in Art/Craft.**  **AND**  **27-30A. Tape the student giving information about what they have learned in one of the integrated learning tasks, and how this learning is now represented in the visual records around the room.**  **OR**  **27 – 30B. Tape the student giving information about the group text that was written, note the student’s understanding of the type of text, the way the information is organised as well as the learning area knowledge within the text.**    ***Take note of the ability of each student to use the targeted items of SAE for this unit in all of the above spoken assessments. This could prove time consuming if it is all done at the end of the unit of work. Identify time each week to record and transcribe students’ spoken language and to keep ongoing records. Use the work in each student’s folio, collected from the exercises in this column to write a descriptive summative report on the student’s demonstrated language development during this unit.*** | **40. Assessment**   * 1. **Complete a reading record sheet for each student using the original stimulus text and one other unseen text of approximately the same linguistic challenge. This unseen text should be linked in concepts to the topic/theme of the original text to provide semantic familiarity. (See pages 199-202 and the assessment analysis sheets in the Appendices in the WTT folder). Make note of any other text used of written in this unit of work that the student can read Note the use of successful reading strategies as well as the areas of difficulty.**   ***This could prove time consuming if it is all done at the end of the unit of work. Identify time each week to hear students read and to keep ongoing records***   * 1. **Use the work in each student’s folio, collected from the exercises in this column to write a descriptive summative report on the student’s demonstrated language development during this unit.** |

Teacher rubric for Learning Area curriculum tasks[[1]](#footnote-1) (Independent written task)

| Expected Qualities | Indicators of student performance | | | |
| --- | --- | --- | --- | --- |
|  | | High | Medium | Low |
| **Content and understanding of relevant concepts:** | | Independently identifies | With some guidance, identifies  and demonstrates an ability to | Experiences difficulty in identifying  and in demonstrating |
| **Demonstrates ability to make informed comments/statements/generalisations linked to the subject matter** | | Independently based on learned knowledge when | Attempts to make statements about /comment on/generalise some aspects of       based on learned knowledge when | Needs scaffolding support to make statements about /comment on/generalise  based on learned knowledge when |
| **Writing task** | | Uses ideas generated in modelled writing and planning, and makes further links and connections relevant to the topic, in a text with several different related ideas. | Is able to transfer main ideas generated in modelled writing and planning by writing a text with some related ideas. | Requires assistance in generating and transferring ideas to write short texts. |
| **Effective organisation:**  **a. Process** | | Shows evidence of being able to use graphic organisers/ print around the room effectively to plan and organise ideas prior to writing. | Attempts to use graphic organisers/print around the room to plan and organise ideas prior to writing but might not do so effectively. | Requires assistance to use graphic organisers/print around the room to plan and organise ideas prior to writing. |
|  | | **Or**  **(if graphic organisers were not used)** | **Or** | **Or** |
|  | | Shows evidence of being able to effectively plan and organise ideas prior to writing by eg using headings or grouping information. | Attempts to plan and organise ideas although does not do so consistently. | Requires assistance in planning and organising ideas prior to writing. |
| **b. Product** | | Demonstrates an ability to organise the subject matter in a manner appropriate to an information report | Attempts to achieve organisation of the subject matter appropriate to an information report. | Shows little understanding of how to achieve organisation of the subject matter appropriate to an information report. |
| **Control of language** | | Produces texts using the basic conventional grammatical features and appropriate punctuation. | Produces texts using some basic grammatical features and punctuation. | Provides no clear idea of how to use the basic grammatical features and punctuation. |
|  | | Uses knowledge of sight words and letter–sound correspondences and a variety of strategies to spell familiar words. | Uses knowledge of sight words and letter–sound correspondences to spell familiar words. | Uses limited knowledge of  sight words and  letter–sound correspondence. |

Student self reflection rubric

Student name Date

How well do you think you did your work?

|  |  |
| --- | --- |
| ☺ | means you think you did very well. |
| 😐 | means you think you did quite well. |
| ? | means you think you need to do better. |

Something is written in the table about your work. Choose which symbol you think matches your work the best. Draw it in the space on the right-hand side.

|  |  |
| --- | --- |
| My work | How I did |
| I wrote information about ………. and included all the details. |  |
| I planned what I was going to write using the support material in the classroom and my research on ……... |  |
| I wrote ……… and redrafted it to make sure that all the information that could be was included, was. |  |
| This is how I felt about my finished work. |  |

1. Acknowledgement: Curriculum Corporation *Assessment for Learning* Website. [↑](#footnote-ref-1)