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| **Four Resources Model** | |
| **Questions to develop code breaker strategies:**   * What words are interesting? * How did you work out the difficult word? * What letter/s make that sound? * What other words have that sound? * What other words have that sound? * What other words have a similar meaning? * How is the word used in this context? * What other words come from the same base word? * What other words have the same prefix/suffix? * Is the picture high/low angle, close up/long shot? * How would you describe the music in this video? * What colours have been used? | ***Exercise 2: Oral Cloze***  ***Exercise 8: Make a vocabulary list Exercise 9: Organise this list in alphabetical order***  ***Exercise 10: Develop a dictionary using these words Exercise 12: Develop a wall thesaurus***  ***Exercise 14, 16: Sort scrambled text***  ***Exercise 17: Create alternative endings/beginnings for sentences***  ***Exercise 18: Complete written cloze***  ***Exercise 21: Listening (to the sounds of English)***  ***Exercise 37: Identify and use questions and statements*** |
| **Questions to develop text participant strategies:**   * Can you predict what the text is about? * What message is the author presenting? * Does the text remind you of something that has happened to you? * What did you feel as you read the text? * What might happen next? * What would you do in this situation? * What words or phrases give you this idea? * What are the main ideas presented? * How does the picture make you feel? * What other information does the picture give you? * Is the character like anyone you know? * What are the characters thinking/feeling? | **Activity 1: Discovering the text (see page 51)**  **Activity 3: Teacher and students exchange ideas, opinions, feelings about the text (see page 55)**  **Activity 4: Plan together to role play the text and/or parts of it (See page 57**  **Activity 5: Read the text again and talk about the contents of the text (see page 59)**  **Activity 7: Students re-tell the text (see page 61)**  **Activity 19: Explore the text through poetry and/or music (See page 69)**  **Activity 20: Teacher and students produce a written text of the poetry/music (see page 71)**  **Activity 23: Explore the text through art/craft (see page 75)**  **Activity 24: Teacher and students write a group-negotiated text of the art/craft work (see page 77)**  ***Exercise 25: Independent writing based on the art/craft work***  ***Exercise 33: Making judgements about multiple choice answers***  ***Exercise 37: Identify and use questions and statements***  **Activity 38: Explore the text through an oral presentation (see page 95)**  ***Exercise 40: Independent writing to support the oral presentation***  **Activity 41: Oral presentations (see page 99)** |
| **Questions to develop text user strategies:**   * What text form is this? * How do you know? * How is this text put together? How can you find information in this text? * If you wrote a text like this, what words would you make sure you used? * How is this text like others you have read? * What is the purpose of this text? * If you were going to put this text on the web, what changes would you make? * How would the language/structure change if you were to use these ideas in a poem/brochure/poster? * How is this text different from/like the last one we read? | **Activity 5: Read the text again and talk about the contents of the text (see page 59)**  ***Exercise 6: Inform the students about the genre of the text and how it works***  **Activity 11: Teacher and students write a group-negotiated text of the original (see page 65)**  ***Exercise 13: Independent writing, modelled on the stimulus text***  ***Exercise 15: Create a story map or graph***  **Activity 23: Explore the text through art/craft (see page 75)**  **Activity 24: Teacher and students write a group-negotiated text of the art/craft work (see page 77)**  ***Exercise 25: Independent writing based on the art/craft work***  **Activity 19: Explore the text through poetry and/or music (See page 69)**  **Activity 20: Teacher and students produce a written text of the poetry/music (see page 71)**  ***Exercise 31: Examine the differences between spoken and written English***  ***Exercise 33: Making judgements about multiple choice answers***  **Activity 35: Improvise on the text by using the original as a model to write a group-negotiated text in the same genre (see page91)**  ***Exercise 36: Independent writing modelled on the improvised text***  ***Exercise 37: Identify and use questions and statements***  **Activity 38: Explore the text through an oral presentation (see page 95)**  ***Exercise 40: Independent writing to support the oral presentation***  **Activity 41: Oral presentations (see page 99)** |
| **Questions to develop text analysis strategies:**   * Is this text fair? * What would this text be like if the main characters were boys/girls/from different cultural background? * Why do you think the author chose that particular word/phrase/title/illustration? * How would this text be different if told in another place or time or point of view? * Are there stereotypes in the text? * Who is allowed to speak? * Who is quoted? * What is fact and what is opinion? * Who does the text favour or represent? * Who does the text reject or silence? | **Activity 5: Read the text again and talk about the contents of the text (see page 59)**  ***Exercise 6: Inform the students about the genre of the text and how it works***  ***Exercise 31: Examine the differences between spoken and written English***  ***Exercise 32: Decide about true/false statements***  ***Exercise 33: Making judgements about multiple choice answers***  ***Exercise 34: Recognising and correcting substitutions/lies in the text***  ***Exercise 37: Identify and use questions and statements***  **Activity 38: Explore the text through an oral presentation (see page 95)**  ***Exercise 40: Independent writing to support the oral presentation***  **Activity 41: Oral presentations (see page 99)** |

**Activities 27A, 28A, 29A, 30A: Explore appropriate curriculum area related to the text (see page 83)**

**Activities 27B, 28B, 29B, 30B: Teacher and students write a group-negotiated text of the activities done in the integrated curriculum areas (see page 85)**

*Exercise: 27C, 28C, 29C, 30C: Independent writing based on the integrated curricula work*

*References:*

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