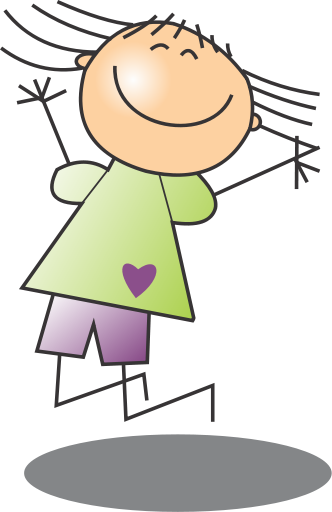
ES1

Key Concept: Visual Literacy

Theme: This Is Me!



Time Frame:

3 – 4 weeks

Text Set

Olivia: By Ian Falconer

Text Set

Olivia: By Ian Falconer

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| **Objective A**  **Communicate through speaking, listening, reading, writing, viewing and representing.** | **Objective B**  **Use language to shape and make meaning according to purpose, audience and context.** | **Objective C**  **Think in ways that are imaginative, creative, interpretive and critical.** | **Objective D**  **Express themselves and their relationships with others and their world.** | **Objective E**  **Learn and reflect on their learning through their study of English.** |
| -  ***Speaking and Listening 1***  ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.   * Develop & apply contextual knowledge * Understand & apply knowledge of language forms and features * Respond to & compose texts   ***Writing & Representing 1***  ENe-2A composes simple texts to convey an idea or message   * Develop & apply contextual knowledge * Understand & apply contextual knowledge * Respond to & compose texts   ***H’writing & Digital Technologies***  ENe-3A produces most lower case and upper case letters and uses digital technologies to construct texts   * Develop & apply contextual knowledge * Respond to & compose texts   ***Reading & Viewing1***  ENe-4A demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies   * Develop & apply contextual knowledge * Understand & apply knowledge of language forms and features * Develop and apply phonemic knowledge * Respond to and view texts   ***Spelling***  ENe-5A demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling   * Develop & apply contextual knowledge * Understand & apply contextual knowledge   \* Respond to & compose texts | ***Speaking and Listening 2***  ENe-6B recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language.   * Develop & apply contextual knowledge * Understand & apply knowledge of language forms and features * Respond to & compose text   ***Writing & Representing 2***  ENe-7B recognises some different purposes for writing & that own texts differ in various ways.   * Develop & apply contextual knowledge * Understand & apply knowledge of language forms and features * Respond to & compose texts   ***Reading & Viewing 2***  ENe-8B demonstrates emerging *skills and* knowledge of texts to read and view, and shows developing awareness of Subject matter purpose, audience and subject   * Develop & apply contextual knowledge * Understand & apply contextual knowledge of language forms and features * Respond to, read & view texts   ***Grammar, Punctuation & Vocab***  ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts.   * Develop & apply contextual knowledge * Understand & apply knowledge of language forms and features * Respond to & compose texts * Understanding & apply knowledge of vocabulary | ***Thinking Imaginatively & Creatively***  ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts.   * Engage personally with texts * Develop and apply contextual knowledge * Understand and apply knowledge of language forms and features * Respond to and compose texts | ***Expressing Themselves***  ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences.   * Engage personally with texts * Develop and apply contextual knowledge * Understand and apply knowledge of language forms and features * Respond to and compose texts | ***Reflecting on Learning***  ENe-12E demonstrates awareness of how to reflect on aspects of their own and others’ learning.   * Develop and apply contextual knowledge * Understand and apply knowledge of language forms and features * Respond to and compose texts   KEY:  Content covered in this unit |

**Writing and Representing 2**

- Discuss the possible [audiences](http://syllabus.bos.nsw.edu.au/glossary/eng/audience/?ajax) of [imaginative and informative texts](http://syllabus.bos.nsw.edu.au/glossary/eng/types-of-texts/?ajax)

- Identify that imaginative texts are about 'characters' that are represented by [nouns](http://syllabus.bos.nsw.edu.au/glossary/eng/noun/?ajax) and [noun groups](http://syllabus.bos.nsw.edu.au/glossary/eng/noun-groups/?ajax)

**Reading and Viewing 2**

- Recognise parts of print and digital texts, eg, front and back covers, title and author, layout and navigation

- Identify some features of texts including events and characters and retell events from a text

**Grammar, Punctuation and Vocab**

- Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of a sentence

- Identify features of sentence punctuation, eg [question marks](http://syllabus.bos.nsw.edu.au/glossary/eng/question-mark/?ajax) and [exclamation marks](http://syllabus.bos.nsw.edu.au/glossary/eng/exclamation-mark/?ajax), when reading and composing

Speaking and Listening

- Attempt to match [noun](http://syllabus.bos.nsw.edu.au/glossary/eng/noun/?ajax) to [pronoun](http://syllabus.bos.nsw.edu.au/glossary/eng/pronoun/?ajax) in spoken text, eg 'My brother has a pet. He feeds his pet

- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations

- Respond to simple questions either verbally or non-verbally

Reading and Viewing 1

- Recognise basic book conventions, eg open and hold books correctly, turn pages

- [Predict](http://syllabus.bos.nsw.edu.au/glossary/eng/prediction/?ajax) meaning using elements of texts prior to reading

- Identify literal meanings presented in texts, eg character, setting and evets

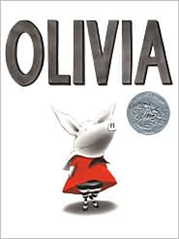
- Interpret meaning by responding to an inferential question

Writing and Representing 1

- Compose texts on familiar topics using pictures and graphics to support their choice of words

Handwriting and Using Digital Technology

- Write from left to right and leave spaces between words



**Reflecting on Learning**

- Reflect on own reading and discuss the pleasure and challenges of learning to read

- Discuss likes and dislikes after reading texts

**Thinking Imaginatively and Creatively**

- Retell familiar literary texts through performance, use of illustrations and images

- Share picture books and digital stories for enjoyment and pleasure

**Expressing Themselves**

- Begin to recognise points of view in text

- Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)

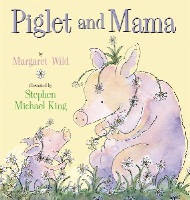
**Expressing Themselves**

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|  | Teaching/Learning Activities | Resources |
| **Objective A**  **Communicate through speaking, listening, reading, writing, viewing and representing.** | * Look at front and back cover and spine of ‘Olivia”. Identify the author/illustrator (Ian Falconer) and title. * Predict the content using title and illustrations as a guide. * Open inside flap and read the ‘Have fun with Olivia’ section. * Questions: ‘What will this book be about?’ ‘Do you think this is a realistic or unrealistic text?’ “Why do you think that?’ * Visit website *www.****olivia****thepiglet.com/*‎ | * Website   *www.****olivia****thepiglet.com/*‎ |
| **Objective B**  **Use language to shape and make meaning according to purpose, audience and context.** | * Discuss who ‘Olivia’ is written for * Discuss literal and inferential meanings presented * Questions: ‘Who is Olivia?’ ‘What does she like to do?’ ‘What is she like?’ ‘How does she do things?’ ‘Why does she do these things?’ ‘Do you know someone like Olivia?’ * Identify common and proper nouns, time connectives, pronouns, verbs, adjectives * Use picture clues to assist in making predictions about meaning and vocabulary eg ‘What is a museum? What different types of museums are there?’ Who has been to a museum? * Identify conventions of print: direction of print, left to right, top to bottom, return sweep * Explore and discuss punctuation: full stops, capitals, question marks, exclamation marks, commas, quotation marks * Emphasise expression, intonation and pause to enhance meaning at the page when Olivia is looking at the painting at the museum * Identify known sight words in text | * IWB (notebook file) |
| **Objective C**  **Think in ways that are imaginative, creative, interpretive and critical.** | * Role play text after identifying main characters/ events * Readers theatre * Read with digital version of text | * IWB – digital text |
| **Objective D**  **Express themselves and their relationships with others and their world.** | * Make a personality chart using adjectives to describe each character Olivia: energetic, excitable, etc. Mum: patient, understanding, Ian: annoying, copy cat * Identify what makes people similar and different; how does this affect their behaviour and feelings? | * IWB (Notebook file) |
| **Objective E**  **Learn and reflect on their learning through their study of English.** | * Discuss likes and dislikes about the text * Questions: ‘What was your favourite part?’ (Discuss) ‘Who is your favourite character?’ (Discuss) * Draw/ write an alternative ending for the story. Discuss what could have been included as Olivia’s other favourite activities | * Media for drawing |
|  | Teaching/Learning Activities | Resources |
| **Objective A**  **Communicate through speaking, listening, reading, writing, viewing and representing.** | * Look at front and back cover and spine of ‘Olivia”. Identify the author/illustrator (Ian Falconer) and title. * Predict the content using title and illustrations as a guide. * Open inside flap and read the ‘Have fun with Olivia’ section. * Questions: ‘What will this book be about?’ ‘Do you think this is a realistic or unrealistic text?’ “Why do you think that?’ * Visit website www.**olivia**thepiglet.com/‎ | * Website   www.**olivia**thepiglet.com/‎ |
| **Objective B**  **Use language to shape and make meaning according to purpose, audience and context.** | * Discuss who ‘Olivia’ is written for * Discuss literal and inferential meanings presented * Questions: ‘Who is Olivia?’ ‘What does she like to do?’ ‘What is she like?’ ‘How does she do things?’ ‘Why does she do these things?’ ‘Do you know someone like Olivia?’ * Identify common and proper nouns, time connectives, pronouns, verbs, adjectives * Use picture clues to assist in making predictions about meaning and vocabulary eg ‘What is a museum? What different types of museums are there?’ Who has been to a museum? * Identify conventions of print: direction of print, left to right, top to bottom, return sweep * Explore and discuss punctuation: full stops, capitals, question marks, exclamation marks, commas, quotation marks * Emphasise expression, intonation and pause to enhance meaning at the page when Olivia is looking at the painting at the museum * Identify known sight words in text | * IWB (notebook file) |
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| **Objective E**  **Learn and reflect on their learning through their study of English.** | * Discuss likes and dislikes about the text * Questions: ‘What was your favourite part?’ (Discuss) ‘Who is your favourite character?’ (Discuss) * Draw/ write an alternative ending for the story. Discuss what could have been included as Olivia’s other favourite activities | * Media for drawing |

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| Assessment / Collecting Evidence | |
| Observation  Anecdotal Records  Checklist / Matrix  Rubric (CTJ)  Self-Assessment  Peer Assessment  Student Teacher Conference  Journals  Assessment task | * Speaking and Listening Assessment: observation checklist * Comprehension assessment (Super 6 – Making Connections) * Phonics Assessment: tracking checklist * Writing Assessment (Recount) * Draw the beginning, middle and end of story using the text as support |

[](http://www.betterworldbooks.com/piglet-and-mama-id-9780810958692.aspx)

**Piglet and Mama**

**by Margaret Wild**

**Stage ES1**

TERM 2

Term 2

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| **Stage : ES1 Term: Weeks:** | |
| **Key Concept:** | The representation of EMOTIONS |
| **Text set:** | *FOCUS TEXT:* *Piglet and Mama* Margaret Wild  *Mr McGee* Pamela Allen  *Mr McGee and the blackberry jam* Pamela Allen  *The very worst baby monster* Pat Hutchins  *Freddy’s teddies* Peter Melnyczuk  *A bit of company* Margaret Wild  *The Very Cranky Bear* Nick Bland |
| **Focus:** | Integrating English ES1 content descriptors: **S & L** - Speaking & Listening  **R & V** - Reading & Viewing **W & R** - Writing & Representing **Spelling**  **G, P & V** - Grammar, Punctuation and Vocabulary **T I & C** -Thinking imaginatively and creatively  **E T** - Expressing themselves **R on L** - Reflecting on Learning |
| **Acceptable Evidence:** | Plotting students on the Literacy Continuum – to develop student comprehension and vocabulary. |
| **Critical aspects:** | Comprehension, Vocabulary, Reading texts, Writing |
| **Learning across the curriculum:** | Literacy, creative and critical thinking |

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| **OUTCOMES AND CONTENT** | | | **Session**  **Modes/Skills** | **Explicit Modelled** **Reading**  **(L3- Reading To)** | | |
| **ENe-8B**   * recognise that there are different kinds of [imaginative and informative texts](http://syllabus.bos.nsw.edu.au/glossary/eng/types-of-texts/?ajax) for enjoyment and finding information * distinguish print from drawings * understand that words can be spoken or written   **ENe1-A**   * begin to identify some [language features](http://syllabus.bos.nsw.edu.au/glossary/eng/language-features/?ajax) of familiar spoken texts in classroom interactions * communicate appropriately and effectively within the classroom using agreed [conventions](http://syllabus.bos.nsw.edu.au/glossary/eng/convention/?ajax).   **ENe-4A**   * identify and compare similar ideas, characters and settings in texts * recognise basic book conventions * understand direction of print, return sweeps and spaces between words   **ENe-6B**   * understand that language can be used to explore ways of expressing needs, likes and dislikes * identify the difference between a question and a statement   **ENe-11D**   * engage with a variety of simple texts and begin to understand that readers draw on their own knowledge to make meaning and enhance enjoyment   **ENe-9B**   * show a growing awareness of words that enrich their vocabulary * recognise that [sentences](http://syllabus.bos.nsw.edu.au/glossary/eng/sentence/?ajax) are key units for expressing ideas   **ENe-5A**   * **use approximations and some conventional spelling** * know that letters are used to represent sounds when writing words | | | **1**  **G, P & V**  **R & V 1**  **Vocabulary**  farmyard  piglet  snuffle  snort  mama  daisy chain  daffodils  snooze  chase  **Phonics**  a, m, s  make connections  **S & L 1**  predicting | **Before:**   * Pre-teach vocab/phonics – stretch words like chewing gum and identify initial sound, e.g. and, mama, snort, snuffle etc. * Teaching idea: Story Walk **(Making Connections**). * Teacher walks through the story discussing the pictures. * With thinking partners, students express their prior knowledge.   **During:**   * Modelled reading of story. * Teaching idea: *So, Far Next* **(Predicting).** * Teacher models *So, Far, Next* using the ‘think aloud’ strategy (Interactive Think Aloud Lessons p.105 Oczkus). * With thinking partners, students share their *So, Far, Next* responses after a set number of pages.   **After:**   * Discuss students’ *So, Far, Next* responses. * Teacher scribes beginning, middle and end from *So, Far, Next* responses. | | |
| **2**  **G, P & V**  **R & V 1**  **Vocabulary**  farmyard  piglet  snuffle  snort  mama  daisy chain  daffodils  snooze  chase  **Phonics**  a, m, s  make connections  **W & R 1**  concepts of print | **Before:**   * Review vocab/phonics – stretch words like chewing gum and identify initial sound, e.g. and, mama, snort, snuffle, etc * Teaching idea: *Concepts about print* * Teachers think aloud, e.g. hold book upside down, read from bottom of the book, read backwards, does that sound right? **(Making Connections to text)**   **During:**   * Modelled reading of story. * Teacher stops occasionally to model *concepts about print*, e.g. capitals to start a sentence, full stops to end a sentence, left to right orientation, return sweep, turning of pages etc.   **After:**   * Scan first page from book and print to A3. * Selected students highlight *concepts of print* learnt during reading. * Students indicate words beginning with a, m, s. | | |
| **OUTCOMES AND CONTENT** | | | **Session**  **Modes/Skills** | **Explicit Modelled** **Reading**  **(L3-Reading To)** | | | |
| **ENe-8B**   * recognise that there are different kinds of [imaginative and informative texts](http://syllabus.bos.nsw.edu.au/glossary/eng/types-of-texts/?ajax) for enjoyment and finding information * distinguish print from drawings * understand that words can be spoken or written   **ENe1-A**   * begin to identify some [language features](http://syllabus.bos.nsw.edu.au/glossary/eng/language-features/?ajax) of familiar spoken texts in classroom interactions * communicate appropriately and effectively within the classroom using agreed [conventions](http://syllabus.bos.nsw.edu.au/glossary/eng/convention/?ajax).   **ENe-4A**   * identify and compare similar ideas, characters and settings in texts * recognise basic book conventions * understand direction of print, return sweeps and spaces between words   **ENe-6B**   * understand that language can be used to explore ways of expressing needs, likes and dislikes * identify the difference between a question and a statement   **ENe-11D**   * engage with a variety of simple texts and begin to understand that readers draw on their own knowledge to make meaning and enhance enjoyment   **ENe-9B**   * show a growing awareness of words that enrich their vocabulary * recognise that [sentences](http://syllabus.bos.nsw.edu.au/glossary/eng/sentence/?ajax) are key units for expressing ideas   **ENe-11D**   * **Share responses to aspects of a text that relate to their own life.** | | | **3**  **G, P & V**  **R & V 1**  **Vocabulary**  farmyard  piglet  snuffle  snort  mama  daisy chain  daffodils  snooze  chase  **Phonics**  a, m, s  **S & L 2**  communicate opinions, feelings | **Before:**   * Review vocab/phonics – stretch words like chewing gum and identify initial sound, e.g. and, mama, snort, snuffle etc . * Discuss their feelings about leaving home to come to school. * What new people have they met?   **During:**   * Modelled reading of story. * Teacher models what piglet might be feeling using the ‘think aloud’ strategy on the first page. * With thinking partners, students discuss what piglet might be feeling during the book every few pages.   **After:**   * Create an anchor chart on piglet’s emotions using feeling words. | | | |
| **4**  **G, P & V**  **R & V 1**  **Vocabulary**  farmyard  piglet  snuffle  snort  mama  daisy chain  daffodils  snooze  chase  **Phonics**  a, m, s  make connections  **S & L 2**  communicate opinions, feelings | **Before:**   * Review vocab/phonics – stretch words like chewing gum and identify initial sound, e.g. and, mama, snort, snuffle etc, * Teacher poses the question: What makes you feel safe and secure at school?   **During:**   * Modelled reading of story. * Teacher models **making a connection** between how piglet is feeling and compares it to a time they felt that way (think aloud). * With thinking partners, students share a time when they felt a certain way.   **After:**   * Students use a set of visuals from which they can choose emotions. * Students hold visual prompts while sharing a time they felt that way with the class.   C:\Users\cfraser21\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\946222C1\MP900401561[1].jpg C:\Users\cfraser21\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\PJVIJPSO\MP900427604[1].jpg C:\Users\cfraser21\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\PJVIJPSO\MP900227619[1].jpg C:\Users\cfraser21\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\946222C1\MP900399159[1].jpg | | | |
| **OUTCOMES AND CONTENT** | **Session**  **Modes**  **Skills** | **Explicit Modelled** **Writing**  **(L3-Interactive Writing)** | | | **Guided Writing**  **(L3-Independent Writing)** | **Independent Writing**  **(L3-Independent Activities)** | | |
| **ENe-2A**   * share writing with others for enjoyment * know that spoken sounds and words can be written down using letters of the alphabet and how to write some [high-frequency sight words](http://syllabus.bos.nsw.edu.au/glossary/eng/high-frequency-sight-words/?ajax) and known words   **ENe-7B**   * compose texts for known [audience](http://syllabus.bos.nsw.edu.au/glossary/eng/audience/?ajax)   **ENe-9B**   * recognise that [sentences](http://syllabus.bos.nsw.edu.au/glossary/eng/sentence/?ajax) are key units for expressing ideas * identify features of sentence punctuation * identify syllables in words   **ENe-5A**   * spell unknown words phonetically with closer approximations * use and write beginning and ending sounds of spoken words   **ENe-10C**   * discuss creative [language features](http://syllabus.bos.nsw.edu.au/glossary/eng/language-features/?ajax) in [imaginative texts](http://syllabus.bos.nsw.edu.au/glossary/eng/imaginative-text/?ajax) that can enhance enjoyment | **1**  **G, P & V**  **R & V 1/2**  **W & R 1**  sentence structure  concepts of print  syllables | ***Concepts about print***   * Teaching focus: spaces between words. * Teacher forms a sentence based on a particular page in the book. * Teacher begins modelling the sentence on the board using correct punctuation and spelling, but only focusing on which word comes next and spaces between words with the students. * Selected students come out and point to where the next word goes, leaving an appropriate space between words. * Read sentence together as a class once complete. | | | * Teacher models verbal sentence structure on a page in the book, eg “On this page I can see a yellow duck”. “What can you see on this page?” * Students respond with their own sentence * Teacher supports correct sentence structure * Teacher selects a student’s sentence and has students repeat it. * Teacher asks students to identify the first word in the sentence. * Teach the word ‘I’. * Continue to model sentence reinforcing re-reading. * Identify multi-syllabic word and have students clap the parts in the word. * Hear and record the beginning sound in ‘duck’, teach the letter and sound ‘d’   Read and check completed sentence. | * Teach This * Sparkle box * School made resources * Purchased literacy games * Magnetic Letters * Matching games * Bingo * Concentration * Sentence Builders * Creative writing centre * Whiteboards | | |
| **2**  **G, P & V**  **R & V 1/2**  **W & R 1**  sentence structure  concepts of print  syllables | ***Concepts about print***   * Teaching focus: capital letters at the beginning of a sentence * Teacher forms a sentence based on a particular page in the book * Teacher begins modelling the sentence on the board using correct spacing and spelling, but only focusing on which word comes next and capital letters with the students. * Selected students come out and point to where the capital letter goes. * Read sentence together as a class once complete | | | * Teacher models verbal sentence structure on another page in the book, eg “On this page I can see a …”. “What can you see on this page?” * Students respond with their own sentence * Teacher supports correct sentence structure * Teacher selects a student’s sentence and has students repeat it. * Teacher asks students to identify the first word in the sentence. * Re-teach the word ‘I’. * Continue to model sentence reinforcing re-reading. * Identify multi-syllabic word and have students clap the parts in the word. * Hear and record the beginning sound …, teach the letter and sound.   Read and check completed sentence. | * Teach This * Sparkle box * School made resources * Purchased literacy games * Magnetic Letters * Matching games * Bingo * Concentration * Sentence Builders * Creative writing centre * Whiteboards | | |

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| OUTCOMES AND CONTENT | **Session**  **Modes**  **Skills** | **Explicit Modelled** **Writing**  **(L3-Interactive Writing)** | **Guided Writing**  **(L3-Independent Writing)** | **Independent Writing**  **(L3-Independent Activities)** |
| **ENe-2A**   * share writing with others for enjoyment * know that spoken sounds and words can be written down using letters of the alphabet and how to write some [high-frequency sight words](http://syllabus.bos.nsw.edu.au/glossary/eng/high-frequency-sight-words/?ajax) and known words   **ENe-7B**   * compose texts for known [audience](http://syllabus.bos.nsw.edu.au/glossary/eng/audience/?ajax)   **ENe-9B**   * recognise that [sentences](http://syllabus.bos.nsw.edu.au/glossary/eng/sentence/?ajax) are key units for expressing ideas * identify features of sentence punctuation * identify syllables in words   **ENe-5A**   * spell unknown words phonetically with closer approximations * use and write beginning and ending sounds of spoken words   **ENe-10C**   * discuss creative [language features](http://syllabus.bos.nsw.edu.au/glossary/eng/language-features/?ajax) in [imaginative texts](http://syllabus.bos.nsw.edu.au/glossary/eng/imaginative-text/?ajax) that can enhance enjoyment   **ENe-11D**   * compare and connect own experiences to those depicted in stories | **3**  **G, P & V**  **R & V 1/2**  **W & R 1**  sentence structure  concepts of print  syllables  **Reflecting on learning** | ***Concepts about print***   * Teaching focus: full stops at the end of a sentence. * Teacher forms a sentence based on a particular page in the book. * Teacher begins modelling the sentence on the board using correct spacing and spelling, but only focusing on which full stops with the students. * Selected students come out and point to where the full stop goes * Read sentence together as a class once complete. | * Teacher models verbal sentence structure on another page in the book, eg “On this page, I can see a ….”, “What can you see on this page?” * Students respond with their own sentence. * Teacher supports correct sentence structure * Teacher selects a student’s sentence and has students repeat it. * Teacher asks students to identify the first word in the sentence. * Re-teach the word ‘I’. * Continue to model sentence reinforcing re-reading. * Identify multi-syllabic word and have students clap the parts in the word. * Hear and record the beginning sound …, teach the letter and sound.   Read and check completed sentence. | * Teach This * Sparkle box * School made resources * Purchased literacy games * Magnetic Letters * Matching games * Bingo * Concentration * Sentence Builders * Creative writing centre * Whiteboards |
| **4**  **G, P & V**  **R & V 1/2**  **W & R 1**  sentence structure  concepts of print  syllables  **Reflecting on learning** | ***Concepts about print***   * Teaching focus: capital letters at the beginning of a follow on sentence after the full stop. * Teacher forms two sentences based on a particular page in the book. * Teacher begins modelling the sentences on the board using correct spacing and spelling, but only focusing on capital letters at the beginning of both sentences * Selected students come out and point to where the capital letters go. * Read sentence together as a class once complete. | * Teacher models verbal sentence structure on another page in the book, eg “On this page I can see a …”. “What can you see on this page?” * Students respond with their own sentence. * Teacher supports correct sentence structure * Teacher selects a student’s sentence and has students repeat it. * Teacher asks students to identify the first word in the sentence. * Re-teach the word ‘I’. * Continue to model sentence reinforcing re-reading. * Identify multi-syllabic word and have students clap the parts in the word. * Hear and record the beginning sound …, teach the letter and sound.   Read and check completed sentence. | * Teach This * Sparkle box * School made resources * Purchased literacy games * Magnetic Letters * Matching games * Bingo * Concentration * Sentence Builders * Creative writing centre * Whiteboards |
| **Continuing the unit:** | | | | |
| **Other texts (text set):**  *Mr McGee Pamela Allen*  *Mr McGee and the blackberry jam* Pamela Allen  *The very worst baby monster* Pat Hutchins  *Freddy’s teddies* Peter Melnyczuk  *A bit of company* Margaret Wild (loneliness)  *The Very Cranky Bear* Nick Bland (anger)  **READING:** Using the above texts, cover the same literacy continuum markers and English syllabus content descriptors as listed in this unit.  **WRITING:** Follow this unit outline and create a character, setting and/or plot to create a complete imaginative text incorporating students’ descriptive paragraph in this unit. | | | | |
| **EVALUATION** | | | | |
| **READING** | | | | |
| **WRITING** | | | | |

**VOCAB/GRAMMAR FOR TEXT SET:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***Mr McGee*** | ***The very worst baby monster*** | ***Freddy’s teddies*** | ***A bit of company*** |
| Vocab & Spelling |  |  |  |  |
| Grammar &  Punctuation |  |  |  |  |
| **WRAP UP (R & V 1 & 2, S & L 2)** : Compare and contrast texts Evaluate and personally respond to texts Justify favourite text | | | | |

**MONITORING From Assessment to Conferring: Sample Needs and Strategies**

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| **What We Are Seeing** | **Potential Goals** | **Possible Strategy** | **Alternative Strategy** |
| Reading too quickly | Fluency | Adjust and apply different reading rates to  match text | Phrasing, use punctuation |
| Leaving off ends of words | Accuracy | Cross checking | Chunk letters together |
| Little expression, lacks prosody, and omits punctuation | Fluency | Phrasing, using punctuation | Voracious reading |
| Can’ t remember what was read | Comprehension | Check for understanding | Retell or summarize  Make a picture or mental image  Determine importance using theme, main ideas, & supporting details |
| Stalls on words | Accuracy | Skip the word, then come back | Blend sounds; stretch and reread |
| Student jumps right into reading story, then lacks understanding | Comprehension | Use prior knowledge to connect with text | Ask questions while reading  Make connections to text |
| Doesn’t remember details but understands the main idea | Comprehension | Retell the story | Recognize literary elements |
| Doesn’t stick with a book | Reading Behaviours  Book Selection | Read appropriate-level text  Choose good-fit books | Voracious reading |
| Chooses books that are too hard | Reading Behaviours  Fluency  Expand Vocabulary Comprehension  Accuracy | Read appropriate-level text | Ask, Does this make sense? |
| Can comprehend literally but can’t read between the lines | Comprehension | Infer and support with evidence | Ask questions while reading  Predict what will happen; use text to confirm |
| Reads words with correct letters but wrong sounds | Accuracy | Flip the sound | Cross checking |
| Sounds out each individual letter | Accuracy | Chunk letters together | Blend sounds |
| Beginning reader, knows few words but most letter sounds | Fluency  Accuracy | Practice common sight words and high-frequency  words | Blend sounds; stretch and reread |
| Doesn’t remember details from nonfiction | Comprehension | Use text features (titles, headings, captions, graphic features) | Determine and analyze author’s purpose and support with text |
| Doesn’t understand the text because does not understand key word  in selection | Expand Vocabulary | Tune in to interesting words | Reread to clarify the meaning of a word  Ask someone to define the word for you |

*The CAFE Book: Engaging All Students in Daily Literacy Assessment and Instruction* by Gail Boushey and Joan Moser, “The Sisters.” Copyright © 2009. Stenhouse Publishers.

Kate Hooke, Grose View PS

& Chris Fraser

Literacy Numeracy Leader

Western Sydney 2013

Term 2

**Our Granny**

**by Margaret Wild**

**Stage ES1**

**ENGLISH UNIT OF WORK**

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| **Stage : ES1 Term: 2 Weeks: 1-6** | |
| **Key Concept:** | Belonging/Family |
| **Text set:** | *FOCUS TEXT: Our Granny* Margret Wild & Julie Vivas  *No Hat Brigade* Miriam Airey & Sharon Dye  *Grandpa’s Surprise* Rosalind Beardshaw  *The Granny Book* Colin Hawkins  *Piglet and Granny* Margret Wild & Stephen Michael King  *Shoes from Grandpa* Mem Fox |
| **Focus:** | Integrating English ES1 content descriptors: **S & L** - Speaking & Listening  **R & V** - Reading & Viewing **W & R** - Writing & Representing **Spelling**  **G, P & V** - Grammar, Punctuation and Vocabulary **T I & C** -Thinking imaginatively and creatively  **E T** - Expressing themselves **R on L** - Reflecting on Learning |
| **Acceptable Evidence:** | Plotting students on the Literacy Continuum – to develop student comprehension and vocabulary. |
| **Critical aspects:** | Comprehension, Vocabulary, Reading texts, Writing |
| **Learning across the curriculum:** | Literacy, creative and critical thinking, diversity |

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| **OUTCOMES AND CONTENT** | **Session**  **Modes/Skills** | **Explicit Modelled** **Reading**  ***(L3 – Reading to)*** |
| **ENe1-A**   * listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. * communicate with peers and familiar adults about personal experience   **ENe-8B**   * identify some [purposes](http://syllabus.bos.nsw.edu.au/glossary/eng/purpose/?ajax) of simple and imaginative texts * identify some features of texts including events and characters and retell events from a text * engage with shared stories and join in shared book activities on familiar and imaginary books   **ENe-4A**   * identify some familiar written symbols in [context](http://syllabus.bos.nsw.edu.au/glossary/eng/context/?ajax) * identify and compare similar ideas, characters and settings in texts * understand that spoken words are made up of sounds   **ENe-6B**   * recognise that there are different ways of using spoken language to communicate * begin to identify some language features of familiar spoken texts   **ENe-11D**   * compare and connect own experiences to those depicted in stories * share responses to aspects of a text that relate to their own life | **1**  **G, P & V**  **R & V 1**  **Vocab:**  Granny  nowhere  costume  plumbing  university  demonstrations  badminton  tai chi  exercises  **Phonics:**  th, ch, sh. wh  CVCs  make connections  **S & L 2**  communicate opinions, feelings | **Before:** ***Making Connections*** ***C:\Users\cfraser21\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\J29MMLP3\MC900445031[1].jpg*** C:\Users\cfraser21\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\F7J4F1D3\MC900371374[1].wmf   * Pre-teach vocab/phonics. Apply phonemic awareness skills to vocab and CVC words from the text. * Teaching Idea: Thinking Partners (knee to knee) – ***Making Connections*:** talk about their own grandparents – What do you call them? What do you do with them? Where do they live? etc * Teaching Idea: *Connections hand signal* Pre-teach hand signal (both hands on heart) for text to self.   **During:**   * Students make connections hand symbol whilst teacher reads the book whenever they make a connection to themselves. (Discuss as they come up during the read - on the “Some grannies…” pages).   **After:**   * Thinking partners discuss the connections they have made eg describe your granny (ask students to bring in photos of their granny). Thinking Partners (knee to knee) discuss “My granny has…..”. How is that like anyone else in your family? |
| **Evaluation/Reflection** | **2**  **G, P & V**  **R & V 1**  **Vocab:**  as above  **Phonics:**  th, ch, sh. wh  CVCs  make connections  **S & L 2**  communicate opinions, feelings | **Before:** ***Making Connections***   * Revise vocab/phonics etc. * Teacher explicitly explains ‘text to text’ concept with the hand signal – hands like an open book. * Teacher models *Think-Aloud* for connections ‘text to text’. “The ……… reminds me of the story we read about the ……… that ………”   **During:**   * Students make connections hand symbol whilst teacher reads the book whenever they make a connection to another text (discuss as they come up during the read).   **After:**   * Comparison of a text previously read. Chart (teacher to scribe) similarities and differences between the grannies. |

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| **OUTCOMES AND CONTENT** | | **Session**  **Modes/Skills** | **Explicit Modelled** **Reading**  ***(L3 – Reading to)*** |
| **ENe1-A**   * listen to and respond orally to texts and to the communication of others in informal and structured classroom situations. * communicate with peers and familiar adults about personal experience   **ENe-4A**   * identify some familiar written symbols in [context](http://syllabus.bos.nsw.edu.au/glossary/eng/context/?ajax) * identify and compare similar ideas, characters and settings in texts * understand that spoken words are made up of sounds   **ENe-11D**   * compare and connect own experiences to those depicted in stories * share responses to aspects of a text that relate to their own life   **ENe-8B**   * identify some [purposes](http://syllabus.bos.nsw.edu.au/glossary/eng/purpose/?ajax) of simple and imaginative texts * identify some features of texts including events and characters and retell events from a text * engage with shared stories and join in shared book activities on familiar and imaginary books * identify the beginning and end sounds of words | | **3**  **G, P & V**  **R & V 1**  **Vocab:**  Granny  nowhere  costume  plumbing  university  demonstrations  badminton  tai chi  exercises  **Phonics:**  th, ch, sh. wh  CVCs  make connections  **S & L 2**  communicate opinions, feelings | **Before: *Making Connections***  C:\Users\cfraser21\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\PJVIJPSO\MP900430937[1].jpgC:\Users\cfraser21\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\F7J4F1D3\MC900371374[1].wmf   * Revise vocab/phonics etc. * Revise ‘text to self’ and ‘text to text’ concepts. * Explicitly explain ‘text to world’ concept and the hand signal (hands making a circle representing the world). * Show photos of grannies from different countries/cultures (put up on interactive whiteboard). * Teacher models *Think-Aloud* for connections to ‘text to world’, linking pictures/language in the first few pages of the book to the photos on the whiteboard.   **During:**   * Teacher pauses regularly for students to make text to world connections.   **After:**  Divide students into groups with copies of the photos of grannies from different cultures/countries and copies of the pages from the book so that they can compare them – talking about similarities and differences and reflect on their own grannies. |
| **Evaluation/Reflection** | | **4**  **G, P & V**  **R & V 1**  **Vocab:**  as above  **Phonics:**  th, ch, sh. wh  CVCs  make connections  **S & L 2**  communicate opinions, feelings | **Before: *Making Connections***   * Revise vocab/phonics etc. * Revise ‘text to self’, ‘text to text’ and ‘text to world’ concepts. * Teacher *Think –Aloud* – all connections.   **During:** Teaching Idea: Colour-Coded Chains (from ‘Interactive Think-Aloud Lessons’ 2009  Lori Oczkus).   * Students give verbal responses during reading and teacher hands out coloured chain link that corresponds to connection (eg. self, text, world).   **After:**   * Colour-Coded Chains are collected and collated into self, text and world. Teacher scribes student responses regarding their connections. * *Thinking partner* discussion about “How does the connection you made make you feel about your granny?” |
| **Session 3** | **Session 4** |
| **Session 5**  Review the connection that needs further explicit teaching with this text or another text from the text set | | | |

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| **OUTCOMES** | **Session**  **Modes/Skills** | **Explicit Modelled** **Writing**  ***L3 – Interactive Writing*** | **Guided Writing**  ***L3 – Independent Writing*** | **Independent Writing**  ***L3 – Independent Activities*** |
| **ENe-2A**   * drawing on their experience of [language](http://syllabus.bos.nsw.edu.au/glossary/eng/language/?ajax) and texts, begin to understand that writing and [representing](http://syllabus.bos.nsw.edu.au/glossary/eng/representing/?ajax) can be used to convey an idea or message * share writing with others for enjoyment   **ENe-7B**   * recognise that there are different ways of using spoken language to communicate * begin to identify some language features of familiar spoken texts   **ENe-9B**.   * begin to understand that [grammar](http://syllabus.bos.nsw.edu.au/glossary/eng/grammar/?ajax), punctuation and vocabulary are needed to achieve the purpose of the text * recognise that texts are made up of words and groups of words that make meaning   **ENe-5A**   * understand that initial approximations can lead to correct formal spelling * know that letters are used to represent sounds when writing words   **ENe-10C**   * respond to texts, identifying favourite stories, authors and illustrators * understand that imaginative texts can be composed for a range of audiences and purposes, using a range of media | **3**  **G, P & V**  **W & R 1**  Nouns  Adjectives  Synonyms  Sentence structure | **“Some grannies have……”**   * Students collaborate to create an oral sentence for the teacher to scribe. * Teacher increases the complexity of the sentence: adding adjectives to the nouns or adverbs to verbs in the sentence, using commas for lists of adjectives. * Count how many words are in the sentence now. Is it longer and more interesting? Students visualise. Does it make a more vivid image? * Prepositional phrases can also be added to the sentence. | **“Some grannies have……”**  **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 (errorless learning). | * Teach This * Sparkle Box * Matching Games * Bingo * Sentence builders * Creative writing centre * Word detective |
| **4**  **G, P & V**  **W & R 1**  Nouns  Adjectives  Synonyms  Sentence structure | **“Some grannies wear……”**   * Students collaborate to create an oral sentence for the teacher to scribe. * Teacher increases the complexity of the sentence: adding adjectives to the nouns or adverbs to verbs in the sentence, using commas for lists of adjectives. * Count how many words are in the sentence now. Is it longer and more interesting? Students visualise. Does it make a more vivid image? * Prepositional phrases can also be added to the sentence | **“Some grannies wear……”**  **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 (errorless learning). | * Teach This * Sparkle Box * Matching Games * Bingo * Sentence builders * Creative writing centre * Word detective |

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| **LITERACY CONTINUUM** | **Session**  **Modes/Skills** | **Explicit Modelled** **Writing**  ***L3 – Interactive Writing*** | **Guided Writing**  ***L3 – Independent Writing*** | **Independent Writing**  ***L3 – Independent Activities*** |
| **Writing C3**  ►Writes a recognisable sentence, words may not be spelled correctly, some evidence of sentence punctuation.  • Draws on both personal and imaginary experiences to 'write' texts.  • Vocalises words to approximate spelling.  • Begins to develop a simple writing vocabulary including some high frequency words and words of personal significance.  • Uses simple noun groups and adverbial phrases when writing.  • Begins to demonstrate understanding of pencil grip, paper placement and posture.  **Writing C4**  ►Writes more than one recognisable sentence, words may not be spelled correctly, some evidence of sentence punctuation.  • Attempts to spell high frequency words that have been taught.  • Produces some compound sentences using conjunctions to join ideas.  • Uses simple pronoun references.  • Forms most letters correctly.  **Concepts of print C3**  ► Names a full stop and knows its purpose.  • Identifies a lower case letter.  • Identifies the first letter in a word.  • Identifies the last letter in a word.  • Reads left page before right.  **Concepts of print C4**  ► Identifies one or more capital letters.  • Uses capital letters for names.  • Identifies a sentence.  **Phonemic awareness C2**  • Segments spoken multisyllabic words into syllables e.g. *ba/na/na* when clapping.  **Phonics C2**  ►Says one of the sounds for letters in a given word.  • Writes approximate letters for some sounds.  **Phonics C3**  ►Says some of the sounds for letters in a given word.  • Writes letters to correspond with single letter sounds.  **Phonic C4**  ►Says most of the sounds for letters in a given word.  • Spells unknown words phonetically with most letters in the correct sequence. | **5**  **G, P & V**  **W & R 1**  Nouns  Adjectives  Synonyms  Sentence structure  **Reflecting on learning**  Students monitor their writing using the student criteria below | **“Some grannies play……”**   * Students collaborate to create an oral sentence for the teacher to scribe. * Teacher increases the complexity of the sentence: adding adjectives to the nouns or adverbs to verbs in the sentence, using commas for lists of adjectives. * Count how many words are in the sentence now. Is it longer and more interesting? Students visualise. Does it make a more vivid image? * Prepositional phrases can also be added to the sentence. | **“Some grannies play……”**  **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 (errorless learning). | * Teach This * Sparkle Box * Matching Games * Bingo * Sentence builders * Creative writing centre * Word detective |
| **Continuing the unit:** | | | |
| **Other texts (text set):**  *No Hat Brigade* Miriam Airey & Sharon Dye  *Grandpa’s Surprise* Rosalind Beardshaw  *The Granny Book* Colin Hawkins  *Piglet and Granny* Margret Wild & Stephen Michael King  *Shoes from Grandpa* Mem Fox  **READING:** Using the above texts, cover the same literacy continuum markers and English syllabus content descriptors as listed in this unit.  **WRITING:** Follow this unit outline for other texts. | | | |

**VOCAB/GRAMMAR FOR TEXT SET:**

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| --- | --- | --- | --- | --- | --- |
|  | *No Hat Brigade*  Miriam Airey & Sharon Dye | *Grandpa’s Surprise*  Rosalind Beardshaw | *The Granny Book*  Colin Hawkins | *Piglet and Granny*  Margaret Wild & Stephen Michael King | *Shoes from Grandpa*  Mem Fox |
| Vocab & Spelling |  |  |  |  |  |
| Grammar &  Punctuation |  |  |  |  |  |

**WRAP UP (R & V 1 & 2, S & L 2)** : Compare and contrast texts Evaluate and personally respond to texts Justify favourite text

**MONITORING From Assessment to Conferring: Sample Needs and Strategies**

|  |  |  |  |
| --- | --- | --- | --- |
| **What We Are Seeing** | **Potential Goals** | **Possible Strategy** | **Alternative Strategy** |
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| Leaving off ends of words | Accuracy | Cross checking | Chunk letters together |
| Little expression, lacks prosody, and omits punctuation | Fluency | Phrasing, using punctuation | Voracious reading |
| Can’ t remember what was read | Comprehension | Check for understanding | Retell or summarize  Make a picture or mental image  Determine importance using theme, main ideas, & supporting details |
| Stalls on words | Accuracy | Skip the word, then come back | Blend sounds; stretch and reread |
| Student jumps right into reading story, then lacks understanding | Comprehension | Use prior knowledge to connect with text | Ask questions while reading  Make connections to text |
| Doesn’t remember details but understands the main idea | Comprehension | Retell the story | Recognize literary elements |
| Doesn’t stick with a book | Reading Behaviours  Book Selection | Read appropriate-level text  Choose good-fit books | Voracious reading |
| Chooses books that are too hard | Reading Behaviours  Fluency  Expand Vocabulary Comprehension  Accuracy | Read appropriate-level text | Ask, Does this make sense? |
| Can comprehend literally but can’t read between the lines | Comprehension | Infer and support with evidence | Ask questions while reading  Predict what will happen; use text to confirm |
| Reads words with correct letters but wrong sounds | Accuracy | Flip the sound | Cross checking |
| Sounds out each individual letter | Accuracy | Chunk letters together | Blend sounds |
| Beginning reader, knows few words but most letter sounds | Fluency  Accuracy | Practice common sight words and high-frequency  words | Blend sounds; stretch and reread |
| Doesn’t remember details from nonfiction | Comprehension | Use text features (titles, headings, captions, graphic features) | Determine and analyse author’s purpose and support with text |

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| **Evaluation/Reflection READING and WRITING for Whole Unit** | |
| **READING** | **WRITING** |

**VOCAB/GRAMMAR FOR TEXT SET:**

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| --- | --- | --- | --- | --- | --- |
|  | *No Hat Brigade*  Miriam Airey & Sharon Dye | *Grandpa’s Surprise*  Rosalind Beardshaw | *The Granny Book*  Colin Hawkins | *Piglet and Granny*  Margaret Wild & Stephen Michael King | *Shoes from Grandpa*  Mem Fox |
| Vocab & Spelling |  |  |  |  |  |
| Grammar &  Punctuation |  |  |  |  |  |
| **WRAP UP (R & V 1 & 2, S & L 2)** : Compare and contrast texts Evaluate and personally respond to texts Justify favourite text | | | | | |

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| **Student Criteria for Writing Cluster 3** | | | | | |
| Date |  |  |  |  |  |
| Starts with a capital  **J**ames | ☺ | ☺ | ☺ | ☺ | ☺ |
| Ends with a stop  I can sit. | ☺ | ☺ | ☺ | ☺ | ☺ |
| Adds where and/or when  at home, after school | ☺ | ☺ | ☺ | ☺ | ☺ |
| Uses adjectives with nouns  the black cat | ☺ | ☺ | ☺ | ☺ | ☺ |
| Uses a word bank | ☺ | ☺ | ☺ | ☺ | ☺ |
| Writes a recognisable sentence | ☺ | ☺ | ☺ | ☺ | ☺ |
| Begins to use correct: pencil grip, paper placement and posture. | ☺ | ☺ | ☺ | ☺ | ☺ |

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| **Student Criteria for Writing Cluster 4** | | | | | |
| Date |  |  |  |  |  |
| Writes more than one sentence | ☺ | ☺ | ☺ | ☺ | ☺ |
| Uses punctuation | ☺ | ☺ | ☺ | ☺ | ☺ |
| Uses joining words | ☺ | ☺ | ☺ | ☺ | ☺ |
| Uses pronouns | ☺ | ☺ | ☺ | ☺ | ☺ |

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| **Student Criteria for Writing Cluster 5** | | | | | |
| Date |  |  |  |  |  |
| Writes 4 or 5 sentences | ☺ | ☺ | ☺ | ☺ | ☺ |
| Rereads and edits text | ☺ | ☺ | ☺ | ☺ | ☺ |
| Writes simple & compound sentences | ☺ | ☺ | ☺ | ☺ | ☺ |
| Uses a range of adjectives | ☺ | ☺ | ☺ | ☺ | ☺ |
| Uses simple punctuation | ☺ | ☺ | ☺ | ☺ | ☺ |