

BOARD OF STUDIES
NEW SOUTH WALES



English K-6

Modules

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Introduction

This support document has been developed to assist teachers in the use of the revised *English K-6 Syllabus*.

The modules are organised from Early Stage 1 to Stage 3. The modules contain teaching notes, a range of suggested English learning experiences related to each text type for each stage, as well as the reading, writing, talking and listening outcomes for each stage. *Indicators have been developed for the learning experiences in these modules and may differ from syllabus indicators.* Information in the modules will assist teachers and schools in their planning, programming and assessing. Implications for teaching English in each stage from the current syllabus are also included under the heading 'Teaching English'.

It is expected that teachers will adjust the modules according to the needs of their students, the resource material available and in accordance with school policies and priorities.

The *Meeting the Needs of All Language Learners* section provides background information on differing student needs and implications for teaching.

Note: A module for 'Response' has not been included for Early Stage 1. Many of the learning experiences in 'Narrative' and 'Poetry' include 'Response' activities.

How to Use This Document

Teachers could approach the modules in different ways. They may choose to select a text type related to a unit of work and select suggested learning experiences relevant to the unit.

And/or

Teachers may plan a unit of work that will focus on several of the text types in these modules. Teachers could select suggested learning experiences from a range of text types for a stage. A unit of work on Cats, for example, could include an information report on 'Cats', a procedure such as 'How to Care for Cats', a poem about cats as well as a narrative about cats.

Meeting the Needs of All Language Learners

Language learners have some characteristics that make them similar and some that make them different from one another. It is important for teachers to think about the similarities and differences of the students in their classes. Attention to the diverse needs of students enriches all teaching and learning experiences.

This section provides suggestions for adapting and modifying teaching and learning activities to cater for the needs of all learners. It offers advice for teachers to improve the educational outcomes of all students.

Students commonly have:

- ✎ a desire to communicate and express themselves;
- ✎ a capacity to develop knowledge about, and skills for, using language;
- ✎ an accumulation of language experiences that begin at birth and are acquired through interaction with a variety of people within social networks;
- ✎ some understandings about how language operates and the purposes for which it is used;
- ✎ some competence in language, whether it be in Australian English, languages other than English, Aboriginal English or other dialects of English, sign language, gesture or symbol;
- ✎ a need to have their particular ways of using language acknowledged and valued as a basis for learning English;
- ✎ a need to be active learners.

Students are also individuals with personal histories and differences that derive from:

- ✎ membership of a number of social groups, based on ethnicity, gender, socioeconomic background, geographic location and culture;
- ✎ their physical, sensory, emotional, social, aesthetic and cognitive development;
- ✎ the maturation and previous experiences of the student at the commencement of school.

From the first years of school, strong links should be developed between home and school in order to:

- ✎ allow teachers and parents to express their expectations of what children will learn;
- ✎ share knowledge of children's experiences and language abilities both in and out of school;
- ✎ foster a working relationship to further the student's progress in English language learning.

The following sections outline some of the issues that teachers need to consider when planning for particular groups of students, for example, for girls or boys, for Aboriginal students or students from language backgrounds other than English.

Girls and Boys

Within the context of the social and cultural messages they receive, girls and boys actively develop their own concept of what it means to be masculine or feminine. The attitudes represented in the media, and the attitudes of social groups and of parents, carers, teachers and peers, are significant in shaping girls' and boys' expectations about gender.












There is a perception among teachers that girls succeed in English whereas boys often need extra encouragement in this area. However, care must be taken to ensure that the interests of girls are not pitted against those of boys and that teachers examine performance to identify which groups of girls and which groups of boys are underachieving. While a focus on the issue of boys' reading and language skills is important, it should not overshadow the need to provide a range of teaching and learning practices to accommodate the diverse needs of all students.

Girls and boys develop their views of themselves as 'good' readers and writers based on the models to which they are exposed and the extent to which these are valued in the school and the home. Their own selection of what is appropriate when reading and writing is informed by the texts that are provided for students to read, listen to and view. Among these texts are children's television programs (including cartoons and advertisements), computer games, suspense movies, video games, magazines targeting both children and teenagers, the Internet and advertisements in supermarkets.

The media conveys attitudes about gender roles and is able to use language to convey social messages in particularly powerful ways. Students should be made aware of how gender expectations are shaped in our society. They need to be given critical literacy skills and provided with opportunities to analyse the values, attitudes and language that are used to inform ways of being and interacting as male or female.

Implications for Teaching

Teachers should:

-  monitor the texts girls and boys read and write, both at school and at home, ensuring that they encounter a wide range of texts;
-  consider the physical organisation of the classroom to ensure that both girls and boys gain access to all resources, including computers, toys and practical materials;
-  reflect on and monitor peer group and teacher/boy/girl patterns of interaction in the classroom;
-  delegate classroom responsibility equally to girls and boys;
-  promote classroom behaviour and attitudes between girls and boys that focus primarily on building up each student's confidence, irrespective of gender;
-  intervene where necessary to ensure that girls and boys have equal opportunities to take the lead, make decisions and initiate activities and that they show respect for each other's views;
-  encourage the critical examination of gender bias in written, oral, visual and electronic texts;
-  plan learning experiences to discuss how language is used in the media to convey particular social messages;
-  counteract gender bias by providing examples of instances where the media uses positive gender models;
-  select gender-inclusive resources and texts;
-  use gender-inclusive language themselves and actively encourage students to use the same.

Aboriginal and Torres Strait Islander Students

The transition between home and school presents many Aboriginal students with the challenge of learning to listen, talk, read, view and write in markedly different contexts. The context of school for Aboriginal students includes a number of significant aspects:

- ✎ the various roles of schools in the exclusion and attempted assimilation of Aboriginal students over the past two centuries;
- ✎ the failure until recently to teach Aboriginal views of history, or to value Aboriginal languages and cultures;
- ✎ differences between students' home language and school language;
- ✎ the possible differences between the values of Aboriginal cultures and the values of school in areas such as family and school responsibilities, sharing and competition, independence and authority, home language and school language, spoken and written communication;
- ✎ the attitudes of many teachers towards Aboriginal people as a result of the above factors;
- ✎ the attitudes of many Aboriginal parents towards school as a result of the above factors.

Teacher understanding of, and response to, these factors is often critical to the success of Aboriginal students at school. It is important that teachers evaluate their own attitudes and seek to learn about Aboriginal cultures and history. It is also important that schools consult with their Aboriginal communities in developing culturally appropriate learning environments for Aboriginal students.

Aboriginal English

Appreciation of Aboriginal English is fundamental to understanding the cultural differences of Aboriginal students and to enhancing their education. Aboriginal English, a dialect of English, is the first or home language of many Aboriginal children in Australia. Many Aboriginal children enter school speaking Aboriginal English as their home language. Longitudinal studies indicate that when teachers demonstrate acceptance of, and respect for, Aboriginal English, Aboriginal students are more likely to succeed in school. Research also indicates that giving Aboriginal students opportunities to engage with curriculum content in their home language positively supports their cognitive development.

Aboriginal English incorporates words from Australian Aboriginal languages. This explains why there are many forms of Aboriginal English. Each form exhibits in its vocabulary, rhythm, expression and accent the influence of one or more Aboriginal languages such as Wiradjuri English and Baakindji English. (There are alternative spellings for Aboriginal languages, eg *Baakindji*, *Bagandji*, *Paarkinju*, based on differing pronunciation.)

Aboriginal English is essentially an oral language. It also includes cultural forms of expression and communication such as pause time, body and hand language, and non-direct forms of questioning. These aspects indicate respect and are determined by Aboriginal Law.















In Aboriginal English conversations, silence is frequently a sign of a comfortable interaction and is not interpreted as communication breakdown. Aboriginal people like to use silence while they develop their relationship with another person, or simply while they think about what they are going to say. Conversely, in the mainstream use of English in Australia (as in many Western countries), silence in a conversation is an indication that something is going wrong. People try to avoid silences, and if a silence develops it is filled, as a way of repairing the communication breakdown.

Aboriginal English speakers use direct questions to seek certain information such as clarification of details about a person (for example, *Where's he from?*). In situations where Aboriginal people want to find out significant or personal information about the person they are talking to, they typically do not use direct questions. It is important for Aboriginal people not to embarrass or 'shame' someone by putting them on the spot. So people volunteer some of their own information, hinting about what they are trying to find out. Information is sought as part of a two-way exchange. Being silent, and waiting until people are ready to give information, are also central to Aboriginal ways of seeking any substantial information.

Aboriginal people often make requests indirectly, respecting the privacy of others, but minor requests are often made very directly, with no softening expression — politeness is culturally determined.

For more information, refer to *Aboriginal Literacy Resource Kit*, particularly *Aboriginal English* (Board of Studies NSW, 1995).

Strategies for Inclusive Teaching

-  Emphasise the skills of listening, observing, imitating and sharing that are important to Aboriginal students.
-  Provide opportunities for students to gain competence in standard Australian English while still accepting Aboriginal English. Do not continually correct the students' language. Model the language/writing so that students are clear about what is expected of them.
-  Develop an understanding of nonverbal cues and body language.
-  Recognise the nonverbal aspects of Aboriginal English. For example, silence, signs and body language all convey meaning.
-  Use language the students can understand and take time to wait for a reply.
-  Collect and develop resources that use Aboriginal English and develop your own community-based readers that use Aboriginal English.
-  Incorporate Aboriginal perspectives into planned learning activities. Aboriginal perspectives are best provided by Aboriginal people or voices. A perspective is not only concerned with content, it values the process involved in understanding and respecting and incorporating other viewpoints.
-  Ensure that assessment techniques are inclusive of preferred Aboriginal learning styles.
-  Make students aware of different contexts, different varieties of language and appropriateness.
-  Build informal relationships with parents and Aboriginal community members who may advise teachers and may introduce them to key people in the community.
-  Seek advice about the needs of Aboriginal students from their parents, the local, regional or State levels of the Aboriginal Education Consultative Group (AECG), and the school's Aboriginal Student Support and Parent Awareness Group (ASSPA).
-  Encourage Aboriginal community members to participate in the planning, delivery and assessment of learning activities.
-  Consult with other specialist service providers and community liaison personnel in facilitating communication between the school and its Aboriginal communities.
-  Consult with the local Aboriginal community and/or the Board of Studies NSW Aboriginal Curriculum Unit about the appropriateness of resources.

Otitis Media and its Impact on Learning

Otitis media (commonly known as ‘glue ear’) is a term that covers a range of middle ear problems. It is quite widespread in young students, yet can be difficult to detect. The prevalence of otitis media in the Aboriginal population is much higher than in the non-Aboriginal population and affects up to 80% of Aboriginal students.

Students with otitis media will have difficulty hearing, understanding and following instructions. Hearing difficulties may also have a major impact on the developing literacy of Aboriginal students, especially as they may be learning English as a second language or dialect. Teachers must be aware of this possibility and seek advice and assistance.

Specific problems encountered by students are:

- ✎ reduced audition (the power of hearing)
- ✎ impaired auditory acuity (sharpness of hearing)
- ✎ selective attention
- ✎ reduced recall
- ✎ poor phoneme discrimination
- ✎ delayed speech development
- ✎ limited and inappropriate use of information
- ✎ delayed acquisition of language concepts
- ✎ delayed development of vocabulary
- ✎ inability to hear low-intensity sounds, such as **ed, s, v, th**
- ✎ limited understanding of conversational rules
- ✎ limited range of communicative functions
- ✎ delayed development of sound/syllable/sound segmentation
- ✎ delayed development of phonological blending.

Teaching Strategies for Students with Otitis Media

- ✎ Organise instruction so that students have maximum visual cues by standing in a well-lit area facing students while teaching, and seat students in a large circle during group work so that all faces can be seen.
- ✎ Maintain routines in classroom activities so that students know what is expected of them, even if they cannot hear instructions well. This leaves less room for confusion and reduces the negative reactions that go with failure (ie withdrawal and disruptive behaviour).
- ✎ Ask more able students to do a task first so that the rest of the class know what to do.
- ✎ Encourage peer support.
- ✎ Utilise Aboriginal teaching styles — observe your Aboriginal Education Assistant, Aboriginal Education Resource Teacher or consult with your local AECG on preferred learning styles of your Aboriginal students.
- ✎ Increase nonverbal content of communication (ie facial expressions and gestures).
- ✎ Encourage group work situations where the teacher can move from group to group ensuring students have a full understanding of the tasks set.

Students Learning English as a Second Language

English as a Second Language (ESL) learners may be:

- ✎ students beginning school at the usual commencement age who have had minimal or no exposure to English;
- ✎ students starting school in Australia after the usual commencement age who have had severely disrupted schooling or no previous formal schooling in any country;
- ✎ students who arrive from overseas with about the same amount of schooling in their first language as their peers have had in English;
- ✎ students who have had less schooling in their first language than their peers have had in English;
- ✎ Aboriginal and Torres Strait Islander students who are learning English as a second or additional language in the school context;
- ✎ students who use a different variety of English from that of the classroom, and whose cultural background is not Anglo-Australian.

ESL learners may also be students from language backgrounds other than English who have:

- ✎ special gifts and talents
- ✎ a disability or impairment
- ✎ learning difficulties.

Teachers should be aware that ESL learners will require much more time and focused teaching if they are to ultimately achieve the outcomes of the *English K-6 Syllabus*. Refer to the ESL Teaching Notes at the commencement of each module for specific advice about teaching ESL students. Teachers of ESL learners may find additional support and guidance in documents such as the ESL Scales (Curriculum Corporation, 1994). The ESL Scales is a useful tool as it describes the dimensions of communicative competence that students need to develop in order to be effective language users, and details the typical pathway for learners.

Teachers and the broader school community should recognise ESL learners' linguistic and cultural backgrounds and assist these students to acquire the background information necessary to understand and construct the spoken and written texts of the English-speaking classroom and playground. This includes developing students' knowledge of Anglo-Australian culture, values and sociopolitical processes and the cultural diversity of Australian society. It cannot be assumed that ESL learners will automatically be able to discover and bridge the gaps between their culture and that of the school and the wider community.

Some ESL learners often enter primary school with the advantage of being bilingual, and in some cases they are multilingual. Often they will be fluent users of their home language and possess considerable depth of knowledge about their language and about language in general. Literacy in the first language plays a crucial role in the ESL learner's English language development.

All aspects of the English language, such as its sounds, ways of constructing meaning, its conventional patterns, as well as the appropriate language for a range of situations, are critical to the success of ESL learners. They have the double task of continuing to develop cognitively and of developing a new language at the same time. While peer interaction in the classroom and playground may provide ESL learners with everyday interpersonal use of English, students will need to be taught explicitly those aspects of English language that will enable them to meet the cognitive and academic demands of all key learning areas.

The different learner groups described will show a variety of learning patterns derived from their particular experiences and skills. Schooling in another country or in a community setting in Australia may result in students and their families having different expectations about teaching and learning. Teachers need to make the purpose of classroom activities explicit, and provide opportunities for students to share anxieties or reservations about particular teaching or learning activities. These students need to be reassured and supported in all learning situations and given a continual sense of achievement and autonomy in using the new language. Teachers' knowledge of appropriate and inappropriate forms of behaviour in the student's cultural group, and an understanding of their culture and history, will be critical to the student's success at school.

Implications for Teaching











ESL learners need an explicit, methodical and planned language program that is integrated into their general class work in all key learning areas, and that takes into account their needs and development. The language learning process requires active intervention and regular feedback on the part of the teacher.

The schooling process must be able to support ESL learners through all stages of English language development, beginning with initial encounters with English as a new language, followed by a period of growing familiarity with English, before learners become increasingly confident users of English and ultimately very fluent users of English in social and learning situations.

As ESL learners become more familiar with English, they begin to approximate the new language. This approximation is called 'interlanguage'. Interlanguage is the term used to describe the language ESL learners use when they approximate the target language. Interlanguage often combines aspects of the first and second language and reveals a lot about an ESL learner's English language development.

Teachers should plan the ESL language program on the basis of their knowledge of what ESL learners need to say, write or understand as well as the English language required to achieve particular social purposes. Teachers also need to know what language skills the student already has and to develop these in a highly contextualised way.

Teachers should:

-  ensure learning activities reflect the cultural diversity of the class members as well as the wider community;
-  encourage students to use the literacy skills of their first language and to speak to each other in their first language where appropriate;
-  encourage community members to participate in learning activities;
-  use the Community Language Teacher, eg in team teaching, translation of the students' work;
-  encourage reading and writing in students' first languages; for example, by displaying texts in a variety of languages relevant to the class;
-  provide students with additional information through sensory experiences, real objects, models, photographs, illustrations and diagrams where possible to assist and guide the learner;
-  use teaching strategies such as simplification, paraphrasing, elaboration and illustrated procedural charts to assist learners;
-  ensure students have access to appropriate models for both spoken and written tasks;
-  plan small group and pair activities to consistently provide non-threatening opportunities for students to practise and consolidate new language;
-  encourage risk taking and approximation as indications of students' developing confidence in using English as over-correction is likely to have an inhibiting effect;

- ✎ recognise that the structure, rhythm, tone, intonations, patterns and orthography used by ESL students may be very different from those of standard Australian English and explicit teaching may be necessary;
- ✎ recognise that ESL learners may be reluctant to verbalise in some situations even though they may be successfully internalising the language;
- ✎ allow students in the early levels of acquiring English the right to be silent;
- ✎ plan activities that reinforce newly taught vocabulary;
- ✎ provide activities that require a range of responses and also allow for breaks in concentration, recognising that learning in a second language is tiring;
- ✎ introduce new vocabulary in meaningful contexts and wherever possible link items, avoiding teaching sets of grammatical items in isolation;
- ✎ limit the amount of new vocabulary introduced and provide opportunities to practise, recycle and consolidate in context.

Students from Low Socioeconomic Backgrounds

Low socioeconomic background has a high correlation with low levels of achievement at school. The reasons for this are complex and pose particular challenges to teachers as they plan language programs for students from these backgrounds.

It is important to remember that students from low socioeconomic backgrounds are a diverse group with a full range of learning abilities. These students include those whose family members are employed in semi-skilled or unskilled positions in both urban and rural areas as well as students who come from homes affected by unemployment, poverty, social disadvantage or limited social opportunity. Teachers must plan carefully to ensure students from these backgrounds are successful at school.

Low socioeconomic background is not fixed. It can change over a lifetime and from generation to generation. Low socioeconomic background is not necessarily perceived as negative by people from this background. For example, many people are justifiably proud of their 'working class' heritage and traditions. What needs to be recognised is that education plays a significant role in breaking the cycles of social disadvantage that can affect those from low socioeconomic backgrounds.

Many Aboriginal students and some students from language backgrounds other than English also have a low socioeconomic background. Aboriginality or a non-English-speaking language background cannot be used to predict whether students will be successful at school or not. When one of these backgrounds is combined with a low socioeconomic background, however, teachers must plan programs that accommodate all the needs of these students if they are to be assured of success at school.

The organisation, roles, relationships and curriculum of schools have emerged from the culture of the more affluent and socioeconomically influential sections of society. For this reason school may seem an alien, even irrelevant, experience to students from low socioeconomic backgrounds.

One commonly held misconception is that low socioeconomic background students and their families do not value education. On the contrary, such students are often far more aware of the value of education than those who take educational success for granted.

The alienation experienced by many students of low socioeconomic background relates to the fact that they often arrive at school with orientations to language and meaning-making that are different from the orientations required and valued by the school. When the meanings for which the student typically uses language when engaging in home interactions are very different from the meanings that are required at school, the student will need assistance to respond effectively to what the school is offering and demanding.









Teachers can assist students by explicitly modelling and talking about the way language is used at school, what meanings are being exchanged and the different meanings that are made across the different areas of the curriculum. For example, teachers can draw students' attention to the kinds of meanings that are typically exchanged to build relationships between those in different roles within the school community, including teacher and student, student and student, principal and student.

It is especially important for teachers to make the nature of written language clear — that is, to make clear what written language is, what it is used for and how it differs from spoken language.

As well as having different orientations to language use based on their experiences at home, some students from low socioeconomic backgrounds speak varieties, or dialects, of English that differ from the standard Australian English of the classroom. Non-standard varieties of English have their own history, traditions and conventions and these should be recognised and valued by teachers. However, for students to be successful at school, they will need to gain control over standard Australian English.

Implications for Teaching

Teachers should:

-  develop students' confidence by creating an educational climate of high expectations and by ensuring successful achievement through appropriate and well-planned intervention;
-  accept students' home language as valid in a variety of appropriate contexts;
-  make clear the meanings of school language and the expectations of appropriate usage by students;
-  clearly articulate to students the content, purpose, expected outcomes and intended assessment of learning in English;
-  encourage parents to participate in their children's language learning in a variety of ways;
-  avoid cultural bias and stereotyping in assessing students' language abilities;
-  use students' own interests, experiences and language as starting points for development in spoken and written English;
-  provide English learning experiences that allow students to explore and discuss existing social structures and processes.

Students with Special Gifts and Talents

Students with special gifts and talents in English are a diverse group. These students may excel in conventional spoken or written forms of communication or exhibit heightened sensitivity, which is displayed creatively and with originality. Some may be highly motivated to excel, others may lack motivation. Some gifted and talented students learn quickly, dislike routine lessons and concentrate for long periods of time on areas of individual interest. Others are not characterised by speed of learning but by depth and breadth of understanding. Their talents may develop at different rates.








Talented students in English do not necessarily excel in all its aspects. They may display gaps in knowledge, skills and application, and exhibit weaknesses that require assistance. Some gifted students underachieve. They may not always display their talents in the classroom, and teachers may be unaware of the range and depth of their abilities. They may behave disruptively in various ways, ranging from provoking peers to challenging the teachers.

Being gifted in language is found among children of all cultures, among those for whom English is a second language and among those with disabilities. Teachers should recognise that the value placed upon expressions of talent varies among cultures and social groups. Self-expression and creativity may be prized in some cultures, and group-expression or rote reproduction in others. These differences should be considered when developing programs.

Gifted students benefit from a variety of learning situations. Sustained interaction with intellectual peers may provide significant support, stimulation and encouragement. Students may also find working individually, or in small or large groups, accords with their learning styles and personalities.

Implications for Teaching

Teachers should:

-  devise specific programs to meet the individual needs and interests of particular students;
-  devise differing strategies, such as withdrawal from class or individual contracts, to enable students to carry out individual programs;
-  provide training in skills and processes that will equip students to work independently;
-  provide open-ended activities and assignments;
-  provide opportunities for students to interact, whenever possible, with their intellectual peers, irrespective of age;
-  provide mentors or other experts to stimulate and extend students over a period of time to carry out personal programs;
-  allow for a variety of forms of expression to assist students with particular difficulties to realise their individual talents.

Students with Special Needs









The term ‘students with special needs’ includes students with physical, sensory and intellectual disabilities, and/or learning difficulties. Students may vary greatly in their competencies, motivation and behaviour. The majority can, with appropriate levels of support, follow the regular curriculum. Some students may require specific or adaptive technology to access the curriculum. Teachers may need to analyse skills and develop sequences to accommodate diverse learning needs, and some students may require individualised programs.

The most common area of difficulty that students with special needs are likely to encounter is in literacy acquisition. Teachers need to be aware of the degree of proficiency with which students use language and, in particular, their knowledge and experience of literacy. Students who appear to be language-delayed or who are not able to communicate coherently are often considered by teachers to need additional support in learning to read and write. Teachers should consider also that some students with highly developed spoken language skills may also experience difficulty in learning to read and write. Students who need additional support should be identified and provided with appropriate early instruction.

Teaching Strategies

In early reading programs, teachers should provide assistance to students who are experiencing particular difficulty with word recognition and with the integration of the four processing systems: contextual, semantic, grammatical, and graphological and phonological. Students need to achieve a high level of accuracy, fluency and automaticity in word recognition in order to access the meaning of text independently.

Students experiencing difficulties in acquiring literacy skills may need assistance with the following:

-  phonological awareness
-  conventions of print
-  letter–sound relationships
-  spelling–sound relationships
-  automatic recognition of sight words
-  reading comprehension
-  sentence and paragraph writing
-  organisation of writing.

Planning for students who have difficulties in literacy should be based on the expectation that every student can learn. A positive attitude on the part of the teacher, the parents and the student is essential. Students require activities involving oral and written language that have a meaningful purpose and in which they are successful. Activities should be structured and students supported in such a way that they achieve success.

Teachers should liaise with parents/carers and appropriate support personnel and services to ensure the individual needs of students are met.

Students are best helped by the use of teaching strategies that involve systematic and explicit teaching and that provide daily opportunities to practise skills. Teaching effectiveness is enhanced by controlled and carefully designed practice tasks — tasks that, on the one hand, provide ‘at risk’ students with suitably graded and daily opportunities to develop specific skills, and, on the other hand, provide the teacher or tutor with opportunities to observe the student continuously in order to provide immediate feedback.

Teachers should provide students with explicit teaching activities that:

- ✎ provide clear explanation of the goals of the activity and what the student is to do;
- ✎ demonstrate the required task and provide guided practice prior to independent practice;
- ✎ allow sufficient guided practice to allow for successful performance, followed by independent practice;
- ✎ provide daily opportunities to practise skills.

Some students may require specific assistance, resources or accommodation within the classroom. Where relevant, teachers should:

- ✎ use technology, including computer programs, resources such as tapes, and other audio materials, to support written materials;
- ✎ organise furniture to cater for students with physical disabilities;
- ✎ control background noise and use visual aids including chalkboards, overhead projectors and whiteboards for students with poor concentration, as well as for students with hearing impairments and poor auditory processing skills;
- ✎ become proficient in the methods of communication used by students, such as Signed English, Auslan or Cued Speech;
- ✎ use programs with subtitles, and media texts that rely on moving as well as static visual images rather than sound effects, for hearing impaired students;
- ✎ organise appropriate seating for students with hearing impairments to ensure optimal use of residual hearing and speech ability, reading ability, or to compensate for any visual difficulty by, for example, arranging proximity to visual material such as the chalkboard;
- ✎ control lighting conditions in the classroom by minimising the effects of glare and shadows for students with visual impairments;
- ✎ consider the use of various colour combinations for paper and print rather than black and white, to maximise access for students with visual impairment;
- ✎ check the size, style and clarity of print, as well as the spacing between letters, words and lines, when assessing the legibility of print for students with visual impairment;
- ✎ provide desk copies of work displayed on the chalkboard, charts, or overhead projections to assist students with visual impairment or students who experience difficulties copying from the board;
- ✎ provide a range of tactile experiences to assist in the development of concepts for students with visual impairment;
- ✎ recognise that context functions meaningfully as a clue to word recognition for the visually impaired reader.

Refer to the *Literacy Interim Support Document* and *Communication Interim Support Document* (Board of Studies NSW, 1997) for more information about how to cater for students with special needs.

Students Isolated from Schools

Isolated students do not attend school for a variety of reasons, including geographic isolation (rural isolation in NSW or travelling overseas), mobility and medical condition.

Isolated students are a diverse group representing the full range of learning abilities, including all special groups. Their isolation may be a matter of choice, based on family attitudes and values, such as maintaining family tradition or a particular lifestyle. In some instances their isolation may be imposed through a medical condition or the career situation of their parents. The duration of this isolation may be for any period of time, from the short term to the full duration of their schooling.









Isolated students often have to take greater individual responsibility for their learning compared with other students. Consequently, they need assistance in learning to work independently, they need to have input into the organisation of their own timetables and learning environments and they need to have some choice in the selection of their learning experiences.

Parents/supervisors make a major contribution to the lessons. Often delivery of lessons depends on the parent/supervisor being fully aware of the purpose of the lessons and being able to interact with the materials. They also need to interact with teachers so that they can work together to provide a comprehensive individualised program that caters specifically for each student in his or her particular circumstances.

In order to function effectively in the distance mode, which may make considerable use of audio cassettes, radio, telephone, TV and computer, isolated students need assistance with developing their speaking and listening skills. Students and their parents need to be aware of available and appropriate technology so that, where possible, a student's sense of isolation may be reduced.

Implications for Teaching

Teachers should:

-  provide learning experiences that focus on broadening the student's contexts for language use (This may involve arranging computer links with others, pen pals, phone contacts or providing other opportunities for interaction.);
-  provide programs that support the development of speaking and listening skills to assist learning;
-  create a supportive relationship with parents/supervisors and students and be aware that the relationships they develop will often be of heightened significance for families who are isolated;
-  create individualised programs for students' specific learning needs and circumstances of isolation (These programs should contain stimulating, attractive materials that cater for a variety of learning styles and extend students' experiences of the world.);
-  make use of the support of specialised learning materials;
-  make use of specifically designed materials, including students' and supervisors' booklets, cassette tapes and videos;
-  explore the full range of technological support to find the most appropriate mode for each learning situation;
-  work closely with the parent or caregiver, explaining the materials and offering support, advice and encouragement.



Modules

Early Stage 1

Teaching English

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Teaching English: Early Stage 1

Talking and Listening

Home/School Language

Encouraging home language use in the classroom is an important means of showing acceptance of the student's home background language, culture and ethnicity. Home languages include languages other than English, as well as varieties and dialects of English, including Aboriginal English. It is important to build home language experiences into classroom activities. These could include:

- ✎ reading bilingual books;
- ✎ including books, tapes, labels, songs in the languages of the students in the class;
- ✎ seating students who speak the same language together;
- ✎ consulting with and inviting parents to speak or read in their first language with a small group of students.

Talking/Listening Experiences








Teachers can facilitate students' spoken language development in the following ways:

- ✎ provide regular opportunities for pairs and small groups of students to work together;
- ✎ encourage purposeful talking and listening in pairs and small groups;
- ✎ introduce students to ways of talking and listening in whole-class situations;
- ✎ ensure that each student has ample opportunities to converse with the teacher or other adults;
- ✎ model the different ways to ask questions to clarify meaning, enhance understanding or elicit information;
- ✎ model spoken text types commonly used in the curriculum;
- ✎ encourage students to recount events, retell stories, instruct, describe and ask questions;
- ✎ model how to be an active listener;
- ✎ provide regular opportunities for students to hear examples of Australian English in different contexts;
- ✎ engage students in a variety of spontaneous and structured play involving speaking and listening, eg *exploration and construction activities, dramatic play, role-play and games*;
- ✎ when interacting with ESL students, use repetition, simplification and paraphrasing and allow the student time to process the language;
- ✎ remember that ESL students will have greater difficulty comprehending when there is background noise, eg *other students talking*;
- ✎ make allowance for the fact that speaking and listening in an unfamiliar language requires a lot of concentration and can be tiring for young ESL learners.

Reading





Beginning Reading

Students at this stage need many opportunities to handle, look at and 'read' books. They will be 'reading' favourite books, drawing on memory of content and language patterns of text. As students engage with and enjoy a variety of texts, teachers should ensure that the following concepts are developed:

-  print, like speech, communicates meaning;
-  spoken language can be written down;
-  language can be separated into words;
-  written language in English is organised according to certain conventions such as horizontal lines, spaces between words, direction from left to right;
-  written words in English are made up of a limited number of symbols, called letters, that have distinct shapes;
-  words can be identified by their appearance;
-  spoken words are made up of sounds that are represented in written words by letters and letter combinations.








Shared Reading

Sharing books where the students are able to view the text enables students to develop understandings about:

-  the features of the book such as front and back cover, letter shapes;
-  how to hold the book the right way up and follow print from left to right;
-  how experienced readers read, using intonation, pitch, reading on, referring back;
-  how pictures and diagrams relate to a text.






Guided Reading

Guided reading generally involves:

-  selecting texts in consultation with the student;
-  matching the text with the student's ability and interest;
-  setting a purpose for reading the text, before reading, by drawing attention to the important ideas and language used;
-  reading a text with a student or small group of students;
-  helping the students read the text;
-  talking about the text with the students;
-  prompting the students when necessary.

Independent Reading

Experiences in which students can be encouraged to engage individually with texts include:

-  having opportunities to select their own book to read;
-  having opportunities to select from books at their instructional level;
-  listening to taped stories while following the text;
-  having time to read to and discuss books with the teacher and/or other adult;
-  having regular time to explore books in the class (Drop Everything and Read (DEAR), Sustained Silent Reading (SSR)).

Reading Conferences

Teachers can provide time for individual and group reading conferences. These conferences can be used to:

- ✎ discuss students' choice of reading material;
- ✎ monitor their reading progress, encourage students to read books matched to their ability;
- ✎ introduce students to a wide range of texts related to their interests.

Home/School Reading

Teachers can organise Home/School Reading Programs so that students can take a book home each night to read. These could include:

- ✎ books that can be read with family members who can talk about the content of the book, ask questions, encourage predictions, discuss the illustrations (relate to the student's experiences where appropriate) and model enjoyment of the reading experience;
- ✎ books at the student's independent level;
- ✎ copies of jointly constructed texts from the classroom;
- ✎ scribed text that supports the student's illustration;
- ✎ a range of quality books suitable for parents to read to the student — these could include books in the student's first language and books supported by tapes;
- ✎ texts that are inclusive of students' experiences and culture.

Word Recognition Skills

Teachers can facilitate students' word recognition skills through involvement in all of the above reading experiences. They can also use:

- ✎ labels and captions on objects and pictures in the room;
- ✎ examples of environmental print;
- ✎ word matching and sentence reconstruction activities based on the students' own writing and familiar texts;
- ✎ cloze activities on familiar texts;
- ✎ word cards that match words in text;
- ✎ captioning, picture–word and word–matching games.

Phonological Awareness

Teachers can facilitate students' awareness of sounds within words by:

- ✎ encouraging students to participate in games such as *I Spy*;
- ✎ modelling how to clap the syllables in students' names and familiar words;
- ✎ providing oral cloze with familiar rhymes and names of familiar objects.

Sound–Letter Relationships

Teachers can facilitate students' awareness of the correspondence between the sounds in spoken words and the letters in written words by:

- ✎ pointing out the links between sounds and letters in rhymes, alliteration, poems and songs;
- ✎ making alphabet books and labelling picture collages;
- ✎ identifying students who may be experiencing hearing difficulties, eg *otitis media (intermittent or fluctuating hearing loss) can seriously interfere with a student's literacy development.*

Writing

Beginning Writing

Approximations and inventions should be accepted and valued as signs of progress towards more conventional writing. Independent writing involves:

- ✎ using invented and conventional letters in first and second languages;
- ✎ scribble and drawings;
- ✎ characteristics of spoken language (ie it often reads like talk written down).

Students learn the conventions of writing through:

- ✎ reading and talking about texts;
- ✎ seeing modelled writing and scribing;
- ✎ participating in joint construction activities;
- ✎ being encouraged to write independently.

Students need opportunities to observe proficient writers so they may see:

- ✎ how to hold writing implements;
- ✎ how letters are formed to write the shapes of the NSW Foundation Style;
- ✎ how writing is printed from left to right and top to bottom;
- ✎ that what is said can be written down and read back;
- ✎ how words are marked by spaces;
- ✎ choices that are available to writers, including how to organise the writing on the page.

Joint Construction and Independent Construction of Texts

Teachers should encourage independent writing by:

- ✎ providing opportunities for students to contribute to joint construction of short texts;
- ✎ providing frequent opportunities for students to write after joint construction activities;
- ✎ involving students in all parts of the writing process: rehearsing, drafting, editing, publishing, sharing;
- ✎ providing opportunities for students to read their own writing to others;
- ✎ displaying students' writing;
- ✎ sending copies of students' writing home;
- ✎ keeping dated records of sample writing and issues discussed with students;
- ✎ focusing on individual writing needs during writing conferences;
- ✎ accepting and encouraging students writing in their home languages.

Spelling

Spelling strategies that need to be taught in Early Stage 1 include:

- ✎ learning the sounds for the letters of the alphabet;
- ✎ recognising sounds in words;
- ✎ matching sounds with sounds;
- ✎ matching sounds with pictures;
- ✎ using letters to represent first and final sounds in words;
- ✎ using resources to find correct spelling, eg *books*, *word banks*, *alphabet charts*.

Handwriting

Teachers should provide opportunities for students to:

- ✎ develop large patterns related to the letter being practised;
- ✎ employ correct pencil grip and good posture;
- ✎ pay attention to size, shape, slope and spacing of letters;
- ✎ form letters of the alphabet beginning to use conventional movements and shapes of the NSW Foundation Style.

Word Processing

Teachers should provide opportunities for students to:

- ✎ read and view CD-ROM interactive texts such as *Just Grandma and Me*;
- ✎ recognise computer icons;
- ✎ type words with assistance until confident;
- ✎ be familiar with and use words associated with computers accurately, such as keyboard, screen, mouse, disk and space bar.

Grammar

Talking and listening, reading and writing lessons should focus on specific grammar features.

Teachers should provide opportunities for students to engage in activities such as:

- ✎ creating word banks of words for reading and writing activities, eg nouns (mum, dad, girl, boy), verbs (run, jump, skip, hop);
- ✎ completing cooperative oral and written cloze activities, enabling students to focus on nouns and verbs;
- ✎ making statements and questions in news sessions;
- ✎ giving commands in games such as *Simon/Simone Says*.

Early Stage 1 Overview of Outcomes

Talking and Listening

Talking and Listening

TES1.1

Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.

Skills and Strategies

TES1.2

Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.

Context and Text

TES1.3

Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.

Language Structures and Features

TES1.4

With teacher guidance, identifies some basic language features of familiar spoken texts.

Reading

Reading and Viewing Texts

RES1.5

Demonstrates developing reading skills to read short, predictable written texts on familiar topics.

Skills and Strategies

RES1.6

Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.

Context and Text

RES1.7

Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.

Language Structures and Features

RES1.8

Identifies some basic language structures and features of texts.

Writing

Producing Texts

WES1.9

Engages in writing texts with the intention of conveying an idea or message.

Skills and Strategies

Grammar and Punctuation

WES1.10

Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.

Spelling

WES1.11

Begins to use letters to represent known words when spelling.

Handwriting and Computer Technology

WES1.12

Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.

Context and Text

WES1.13

Recognises some different purposes for writing and that own texts differ in various ways.

Language Structures and Features

WES1.14

Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.

Recount

General Features of Recount

Social Purpose

Recounts 'tell what happened'. The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of the literary or story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by the narrator about the events.

Structure

Recounts are organised to include:

- ✎ an orientation providing information about 'who', 'where' and 'when';
- ✎ a record of events usually recounted in chronological order;
- ✎ personal comments and/or evaluative remarks that are interspersed throughout the record of events;
- ✎ reorientation that 'rounds off' the sequence of events.

Grammar

Common grammatical patterns of a recount include:

- ✎ use of nouns and pronouns to identify people, animals or things involved;
- ✎ use of action verbs to refer to events;
- ✎ use of past tense to locate events in relation to speaker's or writer's time;
- ✎ use of conjunctions and time connectives to sequence the events;
- ✎ use of adverbs and adverbial phrases to indicate place and time;
- ✎ use of adjectives to describe nouns.

Recount

Teaching Notes: Early Stage 1

In Early Stage 1, students' personal experiences and class experiences, such as shared reading of picture book recounts, provide ideal content for students' recounts. Students can give oral recounts of personal experience and jointly construct retellings of shared picture book recounts. Many teachers in Early Stage 1 use news telling as a context for oral recounts. It is important to scaffold children's language use to ensure there is a sequence of events in their recounts.

Structure

Students should focus on sequencing events accurately.




Content

Students can draw on familiar experiences, including picture book recounts.

Links with Other Key Learning Areas







Recounts can be related to any activity or learning experience that involves recounting a sequence of events, eg *visit to the Zoo, events or features on a neighbourhood walk, playing a computer game.*

Grammar Focus

-  In joint construction activities, focus on including 'who', 'when' and 'where' in the orientation and using joining words to sequence events.
-  In students' oral recounts, draw the students' attention to the need to use the past tense if necessary.
-  Draw attention to the use of adjectives in building description.

Grammar Terminology

Students at this stage will be using terms such as:

-  statement;
-  'when' words;
-  'where' words;
-  name;
-  'in the past';
-  joining words.

Spoken Recounts

Spoken recounts of personal experience often need teacher support. They can be scaffolded by the teacher's comments and questions that assist students to sequence events and give information about when and where the events took place. Shared class experiences can be scaffolded by photographs and pictures that help students to select a sequence of events. Retellings of picture book recounts can be scaffolded by the book illustrations as well as the teacher's questions.

Written Recounts

Picture book recounts provide models of story recounts for students. They can be used to focus on the sequencing of events and telling the events in time and place. Written recounts can be jointly constructed by the teacher and the class, with the teacher encouraging students to use words and phrases that put the events in time and place, eg *yesterday, last week, to the zoo, at the library.*

Jointly constructed recounts may provide additional models after reading a written recount. Independently written recounts at this stage are likely to deal with one or two events only.

Recount: Early Stage 1

Text Structure

Orientation

Last night we went to a restaurant with my family. It was my dad’s birthday.

Record of events

We ate a pizza and salad then ate some ice cream with chocolate sauce.

Reorientation

After dinner at the restaurant we went home.

Language Features

Use of sentences

Use of action verbs, eg went, ate

Use of nouns to name people, places, things, eg restaurant, pizza, my family

Use of past tense, eg was, went

Use of conjunctions (joining words), eg and, then

Use of an adverbial phrase, eg at the restaurant

Early Stage 1 and Stage 1

ESL Teaching Notes: Recount

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2

- ✎ Use everyday, school-based activities on which to base a series of recount activities (eg *what we did at playtime, buying at the canteen, what we did this morning*); document events visually.
- ✎ Introduce and use new vocabulary before, during and after the event.
- ✎ Use students' oral recount as the basis for related reading and writing activities; void over-correction.
- ✎ Use numbering, including ordinals, to assist oral sequencing rather than introducing connectives.
- ✎ Encourage students to listen to and use oral recounts in their home language wherever possible.
- ✎ Repetition of key words and phrases is supportive for learners. Provide opportunities for students to hear a recount more than once, eg *on video or audio tape*.
- ✎ When jointly constructing a recount of a shared event, have students act out appropriate actions, eg *we ran to the bus stop, we climbed on the bus, we sat down*.
- ✎ Model repetitive, predictable language structures to provide a scaffold for oral recount, eg *ask the same questions for news telling*.

ESL Scales levels: Oral Interaction 3, 4, 5

- ✎ Accept and encourage students' experimentations with new language features appropriate to recounts. Utilise these developments in reading and writing activities, eg *past tense*.
- ✎ Provide daily opportunities for students to engage in small group oral interactions, eg *news telling in small groups/pairs*.
- ✎ Be sensitive to differences in cultural knowledge, attitudes and styles when recounting, eg *digression into additional anecdotes is often seen as good storytelling in Pacific Island cultures*.
- ✎ Explain idioms and colloquialisms, eg *'We had a chook for dinner last night'*.
- ✎ Link recounts to a shared class experience of students' personal experience.

Reading and Writing *Teaching points to consider*

ESL Scales levels: *Beginning Reading and Responding 1, 2, 3* *Reading and Responding 1* *Beginning Writing 1, 2, 3* *Writing 1*

- ✎ Have students illustrate a shared experience; label and scribe if appropriate.
- ✎ Transcribe students' oral recounts; ask students to illustrate.
- ✎ Have students copy jointly constructed text on computer (focus on upper and lower case).
- ✎ Collate all recounts in students' book to build vocabulary reference.
- ✎ Sequence photographs from an excursion or class event and make into a jointly constructed written recount. The photographs will support ESL learners when they later reread the recount.
- ✎ Scribe words provided orally by students for them to use later in written recounts.

ESL Scales levels: *Reading and Responding 2, 3* *Writing 2, 3*

- ✎ Construct cloze to focus on common conjunctions, connectives and past tense verbs; a bank of these words can be built up through repeated recount events.
- ✎ Sequence photographs from a class event and teacher scribes or assists student writing recounting the event.
- ✎ Use a recount on a known topic as the basis for a jumbled text. Ask students to reorder the text. Discuss language features that gave them clues (time connectives, use of pronouns, knowledge of order of events).
- ✎ Practise building sentences for recounts, focusing on who, what, where and when.
- ✎ Build up a bank of past tense verbs by collating students' recounts.

Early Stage 1

TALKING AND LISTENING

Recount

Outcomes

- TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.
- TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.
- TES1.3 Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.
- TES1.4 With teacher guidance, identifies some basic language features of familiar spoken texts.

Indicators

- *recounts personal experiences to a group with accurate sequence of events*
- *states purpose of recounts is to tell events to class*
- *uses past tense verbs, eg then, when; adverbial phrases, eg down the hill*
- *uses joining words, adverbs of time, place, eg yesterday.*

Learning Experiences

- Point out the purpose of oral recounts: to entertain by telling events, to retell some events to the class.
- Develop and display a class chart with the words 'who', 'when', 'where' to be used when presenting recounts. Students use these questions to structure their own oral recounts and to question each other, eg *Who did you go with?, When did you go?, What did you do?*
- Provide pictures of a familiar event for students to sequence, focusing on the importance of events being in order. Brainstorm and list events from a shared class experience. Model telling events in correct sequence.
- Jointly construct an oral recount of an excursion or class experience. Have students paint or draw pictures to illustrate events in the experience. Display pictures on a storyboard to serve as an aid in recounting the experience.
- Ask the students questions to assist the development of their personal recounts, eg *Who else was there? How long did it take? Did you enjoy yourself?* Replace with visual prompts as students increase their confidence.
- Consider audiences other than the class who would be interested in a student's personal recount of a special happening or event, eg *visit to dinosaur exhibition: 'Year 2 are studying dinosaurs; they would like to hear your recount'.*
- Ask students to work in pairs to prepare an oral recount of a class activity to an assembly. Assign different stages and events of the recount to each pair of students to reinforce the recount structure.
- Ask the audience to decide if a student enjoyed an event they are recounting personally. Ask for specific clues, eg *'She was smiling', 'He said it was the best day'.*
- Provide a focus to encourage students to ask questions about a recount they have heard, eg *'Who has a question about the people in Kim's recount?'*
- Ask students to select an item that will visually support their personal recount. Consider which items will provide more information or interest for the audience. Are these items the same?
- Read picture book recounts to students. Read the same recount a number of times.
- Provide a purpose for listening by outlining expected behaviours, eg *Listen to decide your favourite part, Listen so you can retell part of the recount to the class.*
- Show students the illustrations from a written recount to guide their joint construction of a retelling.
- Jointly construct retellings of picture book recounts.
- Students retell picture book recounts in pairs.
- After students have had many opportunities to tell news, listen to news and ask questions of one another in a whole-class situation, students share news in small groups of two, three or four.

Early Stage 1	READING	Recount
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Outcomes

- RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.
- RES1.6 Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.
- RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.
- RES1.8 Identifies some basic language structures and features of texts.

Indicators

- identifies words that represent *who, where, when and what* in shared reading
- recalls events from a recount in accurate sequence
- locates past tense action verbs, eg *then, when*; adverbial phrases, eg *at the beach*
- locates joining words, adverbs of time and place, eg *yesterday*.

Learning Experiences

- Read recounts in shared and guided reading experiences. Point out who the recount is about, where it took place, when it took place and what happened. Read the same recount a number of times.
- Read recounts of previous class events during shared reading experiences to remember what happened. Point out the purpose of recounts: to entertain by retelling events.
- Read familiar nursery rhymes, eg *Hickory Dickory Dock*, which recount events. Highlight words representing ‘who’, ‘what’ and ‘where’.
- Focus on stages of recount, orientation, events, reorientation.
- Develop a pictorial timeline related to the shared reading of a recount text. Jointly construct the information to be included on the timeline and have students illustrate.
- During shared reading experiences, point out words in the text that indicate something is happening (ie action words). Encourage students to locate action words and to act these out. Explain that the function of action words is to tell what the characters have done. Point out joining words in the text, eg *then, when, and adverbs of time and place*. Explain that the function of these words is to provide information about how, when, where the events took place.
- During shared and guided reading experiences, point out sounds and letter patterns emphasised in the texts. Have students participate in phonological awareness activities related to these sounds.
- List and display action words on a class chart for further ‘acting out’ and writing activities.
- Jointly construct events from a familiar recount on sentence strips. In small groups, students work with a teacher to sequence the strips in the correct order.
- In shared or guided reading activities, have students read nursery rhymes and identify who they are about, where they took place and what happened.
- Encourage students to independently read familiar class and picture book recounts.

Early Stage 1

WRITING

Recount

Outcomes

WES1.9 Engages in writing texts with the intention of conveying an idea or message.

WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.

WES1.11 Begins to use letters to represent known words when spelling.

WES1.12 Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.

WES1.13 Recognises some different purposes for writing and that own texts differ in various ways.

WES1.14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.

Indicators

- *dictates recounts for adults to write*
- *uses past tense action verbs*
- *talks about the purpose of own recounts*
- *illustrates past tense action verbs used in sample texts.*

Learning Experiences

- Discuss possible topics for recounts and build a word map of content in preparation for joint construction.
- Explain that the purpose of recounts written in the classroom is to entertain, retell events, *eg to tell the class what happened at your party.*
- Jointly construct recounts of class activities and excursions. Students illustrate these texts. Make these into big books to be used during shared, guided reading or independent reading experiences.
- Guide students in joint constructions by explicitly referring to the function of each stage, *eg 'We have to tell who was there.'* Focus on joining words, adverbs and adverbial phrases and action verbs.
- Jointly construct a newsletter to parents at the end of a term to recount activities and experiences. Consider the audience when writing: What do they already know? What do they need to be told about? Use students' drawings of the activities to illustrate these texts.
- Following a class excursion, *eg to a farm*, create a class mural to show the sequence of events. Jointly construct labels for the mural that recount the experience and highlight past tense, *eg 'Yesterday we saw the farmer drive the tractor'; 'Then he gave the cows some hay'; 'After that we went to the milking shed.'*
- Jointly construct familiar rhymes as recounts, *eg Jack and Jill.*
- Jointly construct a pro forma sheet for students to use when writing or drawing their own recounts.
- Encourage students to make regular entries in a journal, using emergent writing skills or drawings, to recount events that they have participated in. Act as a scribe.

Narrative

General Features of Narrative

Social Purpose

Narratives construct a pattern of events with a problematic and/or unexpected outcome that entertains and instructs the reader or listener. Narratives entertain because they deal with the unusual and unexpected development of events. They instruct because they teach readers and listeners that problems should be confronted, and attempts made to resolve them. Narratives incorporate patterns of behaviour that are generally highly valued.

Structure

Narratives are usually organised to include:

- ✎ Orientation — this stage ‘alerts’ the listener and/or reader to what is to follow, usually by introducing the main character/s in a setting of time and place.
- ✎ Complication — in this stage a sequence of events, which may begin in a usual pattern, is disrupted or changed in some way so that the pattern of events becomes a problem for one or more of the characters, eg *a visit to a deserted house becomes a serious problem for the narrator when he finds himself locked in a house where there is no handle to the door*. The events are evaluated by the character/s, thus making it clear to the reader/listener that a crisis has developed, eg *‘I was terrified when the door slammed shut. How was I going to get out? There was no handle on the inside and nobody knew where I was. My heart was racing and I felt sick with fear as I banged on the door’*.
- ✎ Resolution — the problem or the complication is resolved or attempted to be resolved in the resolution. A pattern of normalcy is restored to the events, but the main character/s has changed as a consequence of the experience.
- ✎ Coda — this stage is optional. It makes explicit how the character/s has changed and what has been learned from the experience.

Grammar

Common grammatical features of narrative texts include:

- ✎ use of particular nouns to refer to or describe the particular people, animals and things that the story is about;
- ✎ use of adjectives to build noun groups to describe the people, animals or things in the story;
- ✎ use of conjunctions and time connectives to sequence events through time;
- ✎ use of adverbs and adverbial phrases to locate the particular incidents or events;
- ✎ use of past tense action verbs to indicate the actions in a narrative;
- ✎ use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

Narrative

Teaching Notes: Early Stage 1




Structure

In Early Stage 1, students should listen to spoken and written narratives with a simple structure of orientation, complication and resolution. It is important to read at least one narrative a number of times so that students become very familiar with its structure and content. Students should be encouraged to talk about what interests them in the narrative and to identify ‘the problem’ and ‘how it is solved’. Students can jointly construct retellings of shared picture book narratives. Students should be encouraged to focus on the problem and how it is solved in their joint constructions.

Content





Students may draw on personal experience to construct narratives. Usually they will work with the content of narratives they have listened to. The content may be familiar or unfamiliar. If it is unfamiliar, teachers need to consider how it will be introduced to the class before the narrative is read or told to them.

Links with Other Key Learning Areas

-  Human Society and Its Environment: narratives from other people from a variety of cultural backgrounds including cultures represented in the students’ community.
-  Creative and Practical Arts — Drama: use of puppets and mime for retelling parts of narratives.
-  Science and Technology: selecting aspects of relevant narratives for investigating and design and making activities, eg materials and structures in *The Three Little Pigs*.

Grammar Focus

In joint construction activities, focus on including ‘who’, ‘when’ and ‘where’ in the orientation and joining words to:

-  sequence events;
-  focus on action verbs used at the crucial point of the complication;
-  focus on ‘when’, ‘where’ and ‘how’ words;
-  focus on use of adjectives describing characters.

Grammar Terminology

Students at this stage will be using terms such as:

- | | |
|--|--|
|  statement; |  ‘where’ words; |
|  joining words; |  name; |
|  ‘when’ words; |  ‘in the past’. |

Spoken Narratives

Spoken narratives may be based on personal experience, but these are difficult for younger students to develop and often become recounts. The teacher needs to model telling narratives of personal experience as often as possible to assist students in telling such narratives. Students will be best assisted if they focus on jointly constructed retellings of parts of narratives they have listened to. The illustrations in the picture book narratives and narratives without written text can be used to guide jointly constructed retellings, as can guiding questions from the teacher.

Written Narratives

Picture book narratives provide excellent models for students’ jointly constructed narratives. Jointly constructed narratives can be retellings that provide models for the students’ reading and writing. They can be displayed with illustrations in the classroom.

Early Stage 1 and Stage 1

ESL Teaching Notes: Narrative

Talking and Listening *Teaching points to consider*

ESL Scales levels: **Oral Interaction 1, 2**

- ✂ Use traditional fairy stories and well-known legends with well-supported visual texts or picture books with a clear dramatic plot.
- ✂ Introduce nouns that are essential to the story, supported by visuals, before reading text; revisit after reading.
- ✂ Paraphrase or simplify the narrative to a few basic sentences; details can be omitted.
- ✂ Transcribe the student's retelling of narrative, use student's content words for reading and writing activities.
- ✂ Act out narratives using props.

ESL Scales levels: **Oral Interaction 3, 4, 5**

- ✂ Select predictable, visually well-supported narratives that are well within the student's understanding. Encourage students to refer to the text when identifying elements of the plot, characters etc.
- ✂ Allow one-to-one situations for students to copy your intonation, pronunciation as they will now be attuned to finer sounds of English.
- ✂ Sequence pictures from text and retell in small groups in first and second language.
- ✂ Highlight narrative's use of colloquialisms, metaphor and culturally specific humour in class discussion.

Reading and Writing *Teaching points to consider*

ESL Scales levels: **Beginning Reading and Responding 1, 2, 3**

Reading and Responding 1

Beginning Writing 1, 2, 3

Writing 1

- ✂ Make up simple true and false (yes and no) statements based on their narratives, eg *The princess is a girl.*
- ✂ Ask students to locate particular parts of the narrative or key words. Point out clues to support students.
- ✂ Focus on meaning of narrative; sequence main events of narrative using illustrations. Identify main characters.

ESL Scales levels: **Reading and Responding 2, 3**

Writing 2, 3

- ✂ Point out title, words, sentences, punctuation. Use this language regularly.
- ✂ Make speech bubbles next to characters to recycle vocabulary.
- ✂ Use students' own transcripts of traditional stories and picture books. Often students are not willing to read and write words they don't know orally. Use these as a basis for sequencing and cloze activities to focus on meaning (eg *content words including nouns and verbs*).
- ✂ Discuss common synonyms in the text, eg *big/huge*.
- ✂ Build word banks of common action verbs, act out and link to particular narratives.
- ✂ Limit amount of new vocabulary in a session.
- ✂ Focus on use of plurals.
- ✂ Highlight reference chains (who is speaking in a narrative: eg *he, Tom*) as ESL learners often have difficulty tracking the character being referred to.
- ✂ ESL students and teacher jointly rewrite a known narrative focusing on structure.
- ✂ When paraphrasing, select language that supports everyday communication, eg *cry* for *sob*, *run* for *bolt*.

Narrative: Early Stage 1

Text Structure

Orientation

Complication

Resolution

Once there was a little boy who was going for a walk along a bush track near a creek. He stopped by a rock to watch some tadpoles in the creek. As he leant over he fell in with a splash. Luckily his older sister had followed him. She heard the splash and ran to the edge and was able to rescue him.

Language Features

Use of particular nouns to refer to or describe the particular people and things that the story is about, eg bush track, little boy, tadpoles

Use of action verbs, eg stopped, fell

Use of adverbial phrases to indicate place, eg by a rock, to the edge

Early Stage 1	TALKING AND LISTENING	Narrative
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Outcomes

- TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.
- TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.
- TES1.3 Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.
- TES1.4 With teacher guidance, identifies some basic language features of familiar spoken texts.

Indicators

- *listens and responds to stories heard or read, jointly constructs retellings of parts of narrative*
- *tells or retells simple stories*
- *expresses a personal opinion about a narrative heard or read*
- *focuses on narrative staging of orientation, complication, resolution*
- *focuses on descriptions of characters.*

Learning Experiences

- Teachers read narratives to introduce narrative structure, eg *orientation* — *introduces the characters (who) and setting (where); complication* — *a problem, something goes wrong; resolution* — *usually the problem is solved/fixed*. Read the same narrative a number of times.
- Focus on the purpose of narratives to entertain by discussing texts that students enjoy. Ask students to justify their choices with relation to details in the text.
- Invite members of the local community and/or professional storytellers to tell narratives to students. These experiences could provide a model for students to use when retelling a favourite narrative.
- Provide a purpose for listening to a narrative by outlining expected behaviours, eg *Listen to decide your favourite part, Who is in the story? What happens? What goes wrong? How is the problem solved?*
- Discuss the effect that using different expression for different characters has on meaning. Provide opportunities for students to experiment with different vocal expression in oral retelling activities.
- When retelling a narrative with dialogue, teachers use expression to distinguish different characters' voices.
- Select a narrative that has some detailed descriptions of the appearance of characters or setting. Read or tell the narrative to the class. Point out to students the noun groups that describe the characters/setting. Students listen to the noun groups and then draw what they think the character/setting looks like.
- After listening to stories, students could be encouraged to discuss what particular characters are like. Students should be encouraged to justify their comments by referring to the visual text or adjectives used in the written text.
- Discuss the problem in the narrative, and how it is solved.
- Ask students to jointly construct retellings of favourite or exciting parts of the narrative.
- Provide opportunities for students to use puppets to dramatise or retell parts of favourite narratives.

Early Stage 1

READING

Narrative

Outcomes

- RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.
- RES1.6 Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.
- RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.
- RES1.8 Identifies some basic language structures and features of texts.

Indicators

- jointly constructs retellings of narratives read to class
- identifies that narratives are about characters who are represented by nouns/noun groups
- uses picture clues to predict a narrative's content and makes connections between illustrations and written texts
- describes and gives opinions of characters in a variety of narrative texts, both written and visual.

Learning Experiences

- Following shared reading experiences, review the stages of a narrative using everyday language to define the terminology, eg *orientation* — introduces the characters (*who*) and *setting* (*where*); *complication* — a problem, something goes wrong; *resolution* — usually the problem is solved/fixed.
- Use questions to focus on the structure of a familiar narrative, eg *Who is in the story? Where does it happen? What happens? What goes wrong? How is the problem solved?*
- Point out dialogue in a narrative by locating speech marks (the 'talking marks'). Have students explain which character is saying what.
- Illustrate sections of a narrative using speech bubbles for the dialogue.
- Ask students to describe any patterns they notice in the illustrations of a picture book. Demonstrate how to 'read' illustrations by pointing out things like the use of colour, light/dark, which characters are included/excluded, which events are highlighted.
- Draw students' attention to reference links in narratives by choosing a character and tracking how it is referred to throughout the narrative, eg *The pig ... he ... his ...*
- Ask students to select favourite narratives from collections at home, school or local libraries. Provide opportunities for them to read or tell these narratives to each other in small groups or to the class. Encourage students to explain why they chose these narratives. Highlight student responses that reflect the social purpose of a narrative, eg *to entertain, to give a message, to make you think*.
- Select a range of books by the same author or illustrator. In shared and guided reading, ask students to look for patterns and common features across the texts.
- Encourage students to display pages that show a favourite part of a story. Discuss events, characters, actions on these pages.
- Jointly construct retellings of narratives read to the class.
- Display an excerpt from a familiar narrative, eg *folktale*, with the names of the characters omitted. Students work collaboratively to select correct words from a set of cards to fill in the spaces.
- View a video of a narrative. Students identify who the characters are, where the story is taking place, what the problem is and how the problem is solved.
- Provide opportunities for students to develop skills as active readers who do things such as question uncertainties, relate stories to their own experience, make connections between stories.

Early Stage 1

WRITING

Narrative

Outcomes

- WES1.9 Engages in writing texts with the intention of conveying an idea or message.
- WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.
- WES1.11 Begins to use letters to represent known words when spelling.
- WES1.12 Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.
- WES1.13 Recognises some different purposes for writing and that own texts differ in various ways.
- WES1.14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.

Indicators

- *jointly constructs narratives*
- *contributes to compilation of word banks*
- *chooses words to label drawings and objects*
- *uses illustrations to tell a narrative.*

Learning Experiences

- Display questions about story structure to assist students when jointly constructing narratives, eg *Who is in the story? Where does it happen? When does it happen? What goes wrong? How is the problem solved?*
- Use wordless picture books as a resource for joint construction of narratives, with questions to guide development.
- Assist students to develop word banks of adjectives to describe characters from familiar narratives. Build word banks for the events in the complication and resolution stages. Use these as a resource in the joint construction of narratives.
- Have students share narratives with peers to gauge audience response. Encourage students to provide helpful feedback, eg *Which was the funniest part?*
- Have students sequence pictures from a familiar story and jointly construct a retell by captioning each picture in order.
- Encourage students to use narratives modelled in class writing experiences to innovate on familiar texts and develop their own.
- Teachers and students jointly construct written narratives, eg *retelling a familiar story, innovating on a known text or creating their own stories*. Publish class stories as big books.
- Create or obtain pictures depicting the main stages of a narrative, eg *orientation, complication and resolution*. In small groups, students sequence the pictures and, with a teacher, jointly construct captions for the pictures.

Procedure

General Features of Procedure

Social Purpose

Procedures tell how to do something. This might include instructions for how to carry out a task or play a game, directions for getting to a place, and rules of behaviour.

Structure

A procedure is usually organised to include:

- ✂ the goal of the activity;
- ✂ any materials needed to achieve the goal;
- ✂ steps to accomplish the goal.

Some procedures have optional stages such as explaining reasons for a step, providing alternative steps, giving cautions, or mentioning possible consequences. Directions, rules and spoken procedures will have a slightly different structure from those which give instructions to make something.

Grammar

Common grammatical patterns of a procedure include:

- ✂ the use of commands (ie the imperative form of the verb), eg *'put'*, *'don't mix'*;
- ✂ the use of action verbs, eg *'turn'*, *'pick up'*, *'don't run'*;
- ✂ the use of precise vocabulary, eg *'whisk'*, *'lukewarm'*;
- ✂ the use of connectives to sequence the actions in time, eg *'then'*, *'while'*;
- ✂ the use of adverbials to express details of time and place, manner, and so on, eg *'for five minutes'*, *'2 centimetres from the top'*, *'carefully'*.

Procedure

Teaching Notes: Early Stage 1

In Early Stage 1, procedures will mainly be spoken or take the form of a sequence of drawings, perhaps with labels. Procedures can be jointly constructed by teacher and students.




Structure

At this stage, procedures will not be very long or involved, so the structure might consist simply of one or two steps, possibly with a drawing (if written).

Content

Procedures at this stage will relate to everyday activities: classroom procedures, how to do a particular task, rules for games, directions for getting to a particular location in the school (eg the canteen), instructions for crossing the road, and so on.

Links with Other Key Learning Areas



-  Mathematics: a counting game.
-  Personal Development, Health and Physical Education: rules for considerate classroom behaviour.
-  Science and Technology: how to design and make a toy.

Grammar Focus

-  How to give commands.
-  Listening to the detail of instructions, eg *the action to be done, the details of how, where, when.*

Grammar Terminology

Students at this stage will be using terms such as:

-  command
-  'when'/'where'/'how' words.

Spoken Procedures

At this stage, a major emphasis should be placed on careful listening: gaining the students' attention, pointing out why it is important to listen carefully to instructions, drawing attention to particular features (eg *the 'doing words', the 'where words'*), getting them to act out a sequence of instructions as you say them aloud. Students can practise using oral procedures as they play games such as *Simon/Simone Says*.

Written Procedures

Written procedures in Early Stage 1 will mainly take the form of a sequence of pictures demonstrating a set of instructions. Students can be provided with sets of pictures to sequence, to match with simple labels, to orally retell as instructions, to act as a model for their own drawings. Teachers can jointly construct a set of instructions with the class using pictures and labels.

Early Stage 1 and Stage 1

ESL Teaching Notes: Procedure

Procedures are a useful text type for ESL learners as the vocabulary is linked to highly contextualised experience. Students can use diagrams and their own observations and experiences in reading and writing procedures.

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2




- ✂ Make items in class that aid the development of basic vocabulary that students will need in school, eg *making a kite involves cutting, gluing, ruling, tying and the materials, scissors etc.*
- ✂ Orally introduce in a small group materials needed for carrying out a particular procedure, then develop games around these materials, eg *picture bingo, concentration, what item is missing?*
- ✂ Develop a variety of oral-based games to introduce new verbs, eg *Simon/Simone Says.*
- ✂ Present instructions a step at a time to which the student can respond physically.
- ✂ Ask students to tell a classmate or the teacher how to do or make something that has already been made in class.

ESL Scales levels: Oral Interaction 3, 4, 5





- ✂ Play games where students have to follow increasingly difficult series of instructions. Focus students' attention on key words to listen for in a spoken text.
- ✂ Present instructions clearly; model the task.
- ✂ Repeat instructions on a one-to-one basis as necessary.
- ✂ Model the polite forms of request, eg *Could you ...?, Would you mind ...?*
- ✂ Take note when a student starts to use prepositions in their talk as this often indicates a readiness to focus on levels of English beyond basic content words.

Reading and Writing *Teaching points to consider*

ESL Scales levels: *Beginning Reading and Responding 1, 2, 3*
Reading and Responding 1
Beginning Writing 1, 2, 3
Writing 1

-  Make simple drawings of a procedure carried out in class (eg making jelly, milkshake). Jointly construct simple instructions to accompany the pictures. Distribute to students as a jumbled text (keep picture and corresponding text together). Then sequence correctly.
-  Use commercially produced texts of simple procedures as the basis for guided reading activities. Ensure illustrations are discussed, as many texts use simplified drawings that are difficult to identify without support.
-  Ask students to point to key words in familiar procedural text (eg seeds, cut, soil).

ESL Scales levels: *Reading and Responding 2, 3*
Writing 2, 3

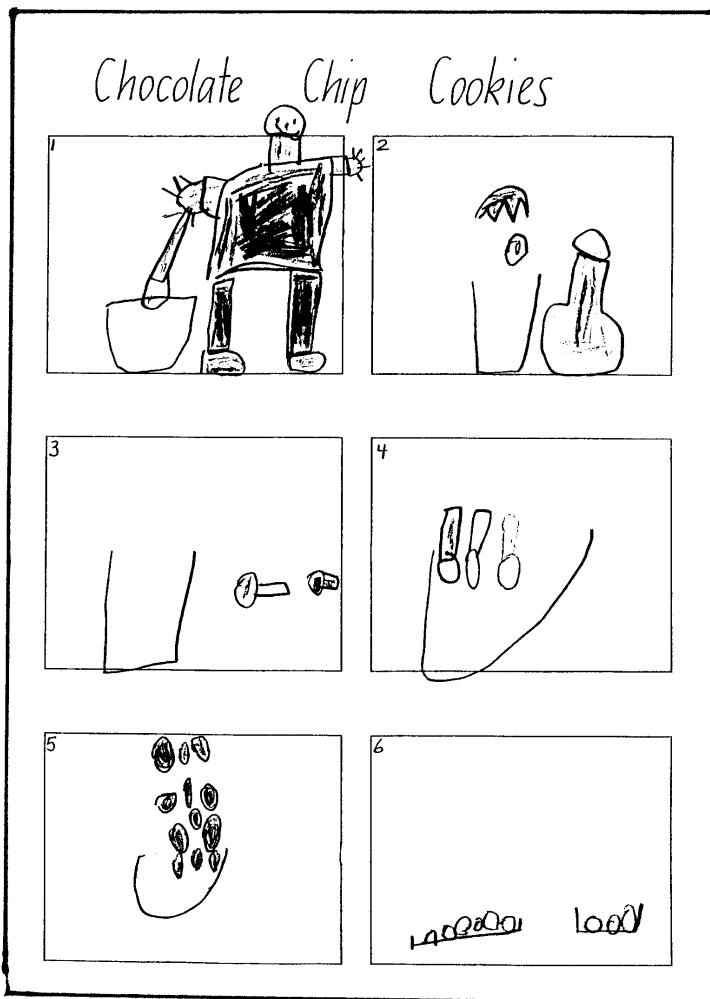
-  Complete the procedure and teach new key vocabulary *prior to* any reading and writing tasks.
-  Sequence pictorial representations of the procedure and then orally retell the procedure.
-  Jointly construct a procedure that the student has completed and where they are familiar with the vocabulary.
-  Develop cloze and sequencing activities focusing on content words, eg *nouns and verbs*, and ordinal numbers.

Procedure: Early Stage 1

Text Structure

Goal (provided by teacher)

Materials and steps (combined)



Language Features

Use of action verbs (suggested by drawing, eg 'break an egg')

Steps ordered chronologically (jointly constructed using numbered boxes)

Ingredients described visually rather than as noun groups (eg 'a cupful of chocolate chips')

Early Stage 1

TALKING AND LISTENING

Procedure

Outcomes

- TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.
- TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.
- TES1.3 Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.
- TES1.4 With teacher guidance, identifies some basic language features of familiar spoken texts.

Indicators

- carries out instructions involving one or more steps
- listens to and carries out simple procedures
- interprets a simple instruction from teacher to peer
- describes how to do a familiar task.

Learning Experiences

- Point out that the purpose of procedures (or ‘instructions’) is to tell someone how to do something or how to make something.
- Use pictures labelled with appropriate action verbs to provide cues for students to state what to do in each step of a familiar procedure.
- Use the stages of a procedure to model the structure of procedures when giving oral instructions to students, eg *What is our goal? What do we need? What do we do first?*
- Record or videotape students telling how to do a familiar task, eg *cleaning their teeth*. Listen to the tape and identify the stages of a procedure. Repeat task to allow students to improve their attempt.
- Model the structure of procedures when giving oral instructions to students.
- Use questions to frame oral procedures for students after a design-and-make activity, eg *What did you make? What things did you need to make it? What did you do?*
- Play games where the students are required to follow oral instructions, eg *Simon/Simone Says*.
- Play games such as *Pin the Tail on the Donkey* with one child giving instructions to another.
- Play barrier games to practise giving instructions. Evaluate effectiveness of instructions by comparing finished products.
- Explain that the role of gestures in spoken procedures is to assist the listener in understanding how to complete steps.
- In pairs or groups, ask one student to tell another what to do in order to complete a problem-solving activity.
- Give directed art lessons where the children listen to teacher’s instructions to develop an artwork.
- Ask students to discriminate between questions and commands, eg *Are they being asked to do something or told to do something?* Discuss how the wording in a question and command are different, eg *Will you open the door? Open the door.*

Early Stage 1	READING	Procedure
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Outcomes

- RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.
- RES1.6 Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.
- RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.
- RES1.8 Identifies some basic language structures and features of texts.

Indicators

- *interprets pictorial procedures, eg simple instructions*
- *identifies commands in a procedural text*
- *identifies the stages of a procedure.*

Learning Experiences

- Have students follow a simple procedure by reading a set of sequenced pictures with labels. This can be done as a class, group or pair activity.
- Have students draw pictures to illustrate the steps of a familiar procedure. Remind students that their pictures should contribute to the purpose of the procedure, which is to tell how to do something.
- Ask students to use their knowledge of the stages of a procedure to identify missing sections in sample texts, eg *'It doesn't tell you what you need to make it'*.
- During shared and guided reading, locate stages in a procedure by asking questions about the function of each stage, eg *Which part tells what you need?* Name each stage for the students.
- Provide simple written instructions for design-and-make activities and refer to these as the lesson is carried out. Compile a class 'How to Make' book and add texts during the year.
- Have students use labelled pictures of actions in a familiar procedure to complete a cloze activity with 'doing words' (action verbs) deleted. Some children might need to choose the correct action verb from a list supplied at the bottom.
- Have students focus on the 'things' in procedures by asking what materials are being used after reading each step.
- Point out additional information from visual texts that assist in achieving the goal of a procedure, eg *'The pieces should be this size'*.

Early Stage 1

WRITING

Procedure

Outcomes

WES1.9 Engages in writing texts with the intention of conveying an idea or message.

WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.

WES1.11 Begins to use letters to represent known words when spelling.

WES1.12 Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.

WES1.13 Recognises some different purposes for writing and that own texts differ in various ways.

WES1.14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.

Indicators

- *talks about the purpose of procedural texts, eg a recipe tells us how to make something*
- *identifies action verbs in a familiar procedure*
- *correctly sequences pictorial steps to create a procedure.*

Learning Experiences

- Highlight different sections or stages of a sample procedure and discuss the purpose of each stage. Consider who would read the procedure, eg *someone who wanted to know how to plant seeds*.
- Provide students with an enlarged procedure. Ask them to use different colours to shade over each stage of the procedure, and choose a stage to illustrate, eg *goal — finished product*.
- Have students sort photographs taken during a class cooking activity to find those that show how to perform actions. Relate these to the purpose of the procedure, which is to tell how to do something.
- Ask students, in pairs, to sequence photographs of actions in a class procedure, eg *planting seeds*. Highlight the importance of correct order to achieve the goal of the procedure.
- Jointly construct instructions for a familiar classroom routine, eg *how to pack up for morning tea*.
- Have students use pictures and labels to independently construct a procedure and explain how to complete a familiar activity, eg *how to build a sandcastle*.
- Have students match pictures and action verbs of a familiar procedure to reinforce actions in procedures.
- Compile class lists of action verbs related to specific themes, eg *games, cooking, design-and-make activities*. Add to these as appropriate words are 'discovered' by the class.
- Ask students to construct a sequential text as a small group or whole class activity, eg *how to make gingerbread*.

Information Report

General Features of Information Report

Social Purpose

Information reports are used to present information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, computers, countries of the region, transport, and so on.

Structure

Information reports are usually organised to include:

- ✎ a general statement identifying the subject of the information report, perhaps defining and classifying it;
- ✎ description ('bundles' of information relating to, for example, features, behaviour, or types).

Grammar

Common grammatical patterns of an information report include:

- ✎ use of general nouns, eg '*hunting dogs*', rather than particular nouns, eg '*our dog*';
- ✎ use of relating verbs to describe features, eg '*Koalas are marsupials*';
- ✎ some use of action verbs when describing behaviour, eg '*Emus cannot fly*';
- ✎ use of timeless present tense to indicate usuality, eg '*Koalas eat eucalyptus leaves*';
- ✎ use of technical terms, eg '*Spiders spin their webs out of silk thread*';
- ✎ use of paragraphs with topic sentences to organise bundles of information;
- ✎ repeated naming of the topic as the beginning focus of the clause.

Information Report

Teaching Notes: Early Stage 1

In Early Stage 1, students should be distinguishing between literary texts, eg *stories, narratives, literary recounts*, and factual texts, eg *information reports, procedures*. They will also be starting to move from descriptions of particular things, eg *Our kitten*, to the generalised descriptions of information reports, eg *Wild animals and pets*. This shift from the particular to the general is a very important stage in the learning process. Information reports can be jointly constructed by teacher and students.

Structure



In Early Stage 1, information reports generally consist of a small number of factual statements about the class of thing in question, eg *Sugarcane has juice inside it; Pineapples grow in a spiky bush*.

Content

Information reports at this stage should concentrate on those classes of things that children encounter in their everyday lives: types of transport, houses, minibeasts, kinds of pets, different types of plants in the school playground.

Links with Other Key Learning Areas

Information reports can be written as parts of units in areas such as:





-  Science and Technology, eg *toys, food, weather*.
-  Human Society and Its Environment, eg *animals, homes, people*.

Grammar Focus

In building up the field, concentrate on features such as description and behaviour by asking questions such as ‘What does it look like?’, ‘What does it have?’, ‘What does it do?’.

Grammar Terminology

Students at this stage will be using terms such as:

-  statement;
-  describing words;
-  name/label;
-  ‘where’ words.

Spoken Information Reports

Information reports are more commonly written than spoken. ‘Show and tell’ can be an oral forerunner of information reports, preparing the students to describe something in detail, but remember that ‘show and tell’ generally deals with descriptions of particular things, eg *‘my favourite toy’*, rather than generalised things, eg *‘different types of toys’*.

Written Information Reports

At this stage, written information reports might consist of simply a sentence or two presenting facts about the topic, generally accompanied by a drawing. More detailed information reports can be jointly constructed by teacher and students.

Early Stage 1 and Stage 1

ESL Teaching Notes: Description and Information Report

Description is an excellent text type for early ESL students. Information reports requiring research are possible with teacher support and careful field knowledge development.

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2, 3

- ✂ Focus on common adjectives drawing on descriptive sets (size, colour, shape, texture, taste).
- ✂ Describe objects students can see.
- ✂ Limit the number of adjectives taught together.
- ✂ Use activities such as 'I Spy', using pictures related to topic as stimulus — *I spy something that is brown and furry.*

ESL Scales levels: Oral Interaction 3, 4, 5

- ✂ Develop a series of visually supported talking and listening activities that recycles, eg *oral true and false, What Am I?*
- ✂ Students classify objects or pictures and justify categories, eg *sharp/round, 4 legs/2 legs.*
- ✂ Start with the core noun and 'build' on the noun to develop noun groups, eg *sharp white teeth.*
- ✂ Ask students to identify specific points form an oral information report, eg *What family does it belong to?, What covers its body?*

Reading and Writing *Teaching points to consider*

ESL Scales levels: Beginning Reading and Responding 1, 2, 3 **Reading and Responding 1** **Beginning Writing 1, 2, 3** **Writing 1**

- ✂ Ask students to locate information texts on a topic using illustrations, title, layout as clues.
- ✂ Ask students to locate magazine pictures to support oral descriptions, eg *Cut out pictures of soft things, warm clothes, shoes, sunny days etc.*
- ✂ Take photographs of students in the class and jointly scribe simple description (2 to 3 characteristics).
- ✂ Read an information text to the class. Ask students to locate key words (read out by teacher).

ESL Scales levels: Reading and Responding 2, 3 **Writing 2, 3**

- ✂ Jointly construct some or all paragraphs of an information report on an animal after students have had many opportunities in a small group to use new vocabulary.
- ✂ Use a jointly constructed information report for reading and writing activities: re-ordering under correct headings, cloze on content words, completing half-sentences, highlighting pronouns referring back to nouns.
- ✂ Provide many opportunities for building up the field knowledge before writing.
- ✂ Provide clear pro formas for students to draw/write information under relevant headings, eg *Where do mice live?, What do mice eat?*

Information Report: Early Stage 1

Text Structure

General statement identifies and classifies the subject of the information report

Description, appearance, behaviour

Cheetahs

Cheetahs are big cats.

They run fast.

They have sharp teeth.

They have black spots.

They have furry skin.

Language Features

Use of 'timeless' present tense, typical of scientific writing

Use of adjectives to describe, eg sharp, black

Use of statements to give information (all sentences in the text are statements)

Use of action verb, eg run

Use of relating verbs to link parts of body to cheetahs, eg They have sharp teeth.

Early Stage 1

TALKING AND LISTENING

Information Report

Outcomes

- TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.
- TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.
- TES1.3 Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.
- TES1.4 With teacher guidance, identifies some basic language features of familiar spoken texts.

Indicators

- describes an object of interest to the class, eg toy or pet
- talks to whole class about a topic of personal interest
- uses relevant questions to ask for specific information.

Learning Experiences

- Play 'I Spy' games, using posters related to current unit, eg *looking at animal posters, 'I spy something grey and fluffy' (a koala's ear)*.
- Ask questions to develop knowledge of the language associated with information reports when students bring items from home related to a unit of work, eg *What does it look like? What does it do? What does it eat? Where does it live?*
- Invite an expert to speak to the class about a current topic, eg *dentist to talk about teeth*. Prepare questions that relate to information report structure beforehand to provide direction for students when listening, eg *What are the different kinds of teeth? How many teeth do we have?*
- Encourage students to take an active role when listening to information presented, eg *asking questions, making connections with previous knowledge*.
- Have a blindfolded student select an object from a bag of mystery items and describe it for the rest of the class/group. Use prompt questions to elicit factual information. The same activity can be repeated in which students are required to use their senses of smell, taste and hearing to identify items.
- In groups, students classify collections of different objects or pictures, eg *animals, plants, toys*, according to their similarities or differences.

Early Stage 1

READING

Information Report

Outcomes

- RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.
- RES1.6 Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.
- RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.
- RES1.8 Identifies some basic language structures and features of texts.

Indicators

- *distinguishes between factual and literary texts on the same topic*
- *retells information gained from information reports*
- *predicts topic of information report texts by looking at cover/illustrations/pictures.*

Learning Experiences

- Focus on the purpose of an information report to give information by sorting literary and factual books on the same topic, *eg bears*. Identify features of each category used to make decision, *eg information books have photos, storybooks have pictures of bears in clothes.*
- Sort 'Information' and 'Story' sentences on the same topic to reinforce the purpose of an information report, ie to give factual information. Ask students to draw pictures for story and information sentences to further highlight differences in purpose.
- Match pictures under headings, *eg On the topic of plants, the heading might be 'leaf shape'; and skinny, short and fat*. Students select the appropriate label and picture.
- Match pictures of parts of an object to an outline picture of whole object to develop knowledge about appearance, *eg match picture of tree branch to outline on picture of whole tree.*
- Identify the purpose of headings, diagrams and text in information books. Students sort examples from a familiar text into categories — headings, diagrams and text.
- List and discuss new things learned and/or questions raised following shared reading of an information text to focus on the purpose of the text.
- Use oral cloze activities to predict sentence beginnings for an information report. Note that topic is usually in first place in the sentence in an information report, *eg Telephones are ...*
- Have students predict the content of a text on the basis of title, cover and illustrations. Write predictions to use as a resource during shared reading of text. Test predictions against text and discuss why some were more appropriate.

Early Stage 1

WRITING

Information Report

Outcomes

- WES1.9 Engages in writing texts with the intention of conveying an idea or message.
- WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.
- WES1.11 Begins to use letters to represent known words when spelling.
- WES1.12 Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.
- WES1.13 Recognises some different purposes for writing and that own texts differ in various ways.
- WES1.14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.

Indicators

- *labels diagrams appropriately*
- *talks about the purpose of information reports*
- *identifies possible audiences of different information reports.*

Learning Experiences

- Jointly construct descriptive sentences using information gained from diagrams in texts read.
- Use simple pro formas to organise information in preparation for writing an information report, eg *What something is, What it has, What it does.*
- Identify possible audiences for information report topics, eg *Who would need to know about cats (vets, farmers, pet shop owners)?*
- Use information recorded on a class wall chart to jointly construct an information report related to the current unit of work.
- Students illustrate and label action verbs related to current unit of work, eg *Bears — eat, sleep.* Students use these as a resource to write and illustrate short sentences beginning with topic word.
- Draw story illustrations and information pictures related to current topic. Display with matching sentences on class noticeboard, and identify which group of pictures could be used in an information report.
- Demonstrate awareness of audience needs when jointly constructing text by including details to explain any new words.
- Have students write a description of themselves including as much factual detail about themselves as possible. They could include photographs and drawings. Note: descriptions deal with particular people and things. They can be used at this stage to develop skills in describing — similar skills to those needed for information reports, which describe a class of things, eg *vegetable, cars.*

Explanation

General Features of Explanation

Social Purpose

Explanations tell how and why things occur in scientific and technical fields.

Structure

Explanations are organised to include:

- ✎ an identifying statement about what is to be explained — this stage is the ‘statement of phenomenon’;
- ✎ a series of events known as the ‘explanation sequence’ — the events may be related according to time or cause, or according to both relationships;
- ✎ a ‘concluding statement’ (this stage is optional).

Explanations may include visual images, eg flow charts and diagrams, which need to be carefully examined.

Grammar

Common grammatical patterns of an explanation include:

- ✎ general and abstract nouns (eg *wood chopping, earthquakes*);
- ✎ action verbs;
- ✎ simple present tense;
- ✎ passive voice;
- ✎ conjunctions of time and cause;
- ✎ noun groups, eg *the large cloud, the particles of gas and dust*;
- ✎ abstract nouns, eg *the temperature*;
- ✎ adverbial phrases;
- ✎ complex sentences;
- ✎ technical language.

Explanation

Teaching Notes: Early Stage 1

In Early Stage 1, students are interested in how things work and happen and how they are formed or made, eg *machines, alarms, how tadpoles become frogs*. The students' questions provide opportunities for teachers to model how they can locate information in order to give accurate oral explanations. Explanations can be jointly constructed using labelled diagrams and flow charts. The meaning of visual images needs to be explored by teacher and students.

Structure

In Early Stage 1, students should focus on naming what is being explored, eg *the life cycle of snails*. They should focus on sequencing of some events that explain the phenomenon. Students should name events depicted in visual images. They should be encouraged to create visual images to match events.

Content

Content for explanations is drawn from familiar topics. However, through listening to and jointly constructing explanations, students' knowledge will be developed beyond familiar, everyday knowledge.

Links with Other Key Learning Areas

Explanations are particularly important in learning in Science and Technology, Human Society and Its Environment and Mathematics.

- ✎ Science and Technology: explain a scientific/technological phenomenon, eg *How does the fruit get to the shop? How does popcorn change shape?*
- ✎ Human Society and Its Environment: explain the route from home to school.

Grammar Focus

- ✎ Using general nouns that name a class or group of things, eg *snails, butterflies*.
- ✎ Focusing on action verbs appropriate for the topic.
- ✎ Building word families about the topic.
- ✎ Using time conjunctions to sequence events. Time sequence may also be shown by arrows.
- ✎ Using some technical language.

Teachers need to check that students understand the technical language they use. They should encourage students to say, after using a technical term, 'This means ...'.

Grammar Terminology

Students at this stage will be using terms such as:

- ✎ name
- ✎ action verbs
- ✎ joining words.

Spoken Explanations

Spoken explanations need extensive teacher support. They can be scaffolded by pictures, diagrams and flow charts. Students and teacher can jointly construct oral explanations.

Written Explanations

Teachers can construct written model explanations from the jointly constructed oral ones. Teachers and students can jointly construct written explanations using visual images and diagrams to scaffold the joint construction. Students should be encouraged to use some technical language where meanings are understood. Jointly constructed explanations can be displayed and used as models for other written explanations.

Early Stage 1 and Stage 1

ESL Teaching Notes: Explanation

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2

- ✎ Select explanations that can be sequenced visually (eg *The Life Cycle of a Butterfly*). Consistently use the same key vocabulary to orally describe the pictures. Emphasise vocabulary that students can use in other school contexts, eg *black and orange cocoon*; 'black' and 'orange' are more useful to the student than the word 'cocoon' at this stage.
- ✎ Use numbers to sequence steps.
- ✎ Provide a range of talking and listening activities in small groups that allow the vocabulary to be recycled (ie picture sequencing, picture matching).
- ✎ Listen for the use of any words that indicate time sequence by students, such as 'next' or 'then'. Use that word when modelling any written work.

ESL Scales levels: Oral Interaction 3, 4, 5, 6

- ✎ Model a variety of words indicating time, eg *after, next*.
- ✎ Model language indicating causality (eg 'so' and 'because' in response to 'why' questions). Give students opportunities to use this language in small groups.

Reading and Writing *Teaching points to consider*

ESL Scales levels: Beginning Reading and Responding 1, 2, 3

Reading and Responding 1

Beginning Writing 1, 2, 3

Writing 1

- ✎ Recycle vocabulary from the oral explanation that can be used in the classroom in different contexts, eg *The students have learnt about the black and orange Monarch butterfly. Students draw a Monarch butterfly and label 'black' and 'orange'.*
- ✎ Select vocabulary for reading and writing activities that you have heard students use orally.
- ✎ Give ESL students the task of illustrating large class models.

ESL Scales levels: Reading and Responding 2, 3

Writing 2, 3

- ✎ Activities in the learning experiences in writing are appropriate for ESL learners as they focus on building field knowledge.
- ✎ Use cloze to delete time and causal connectives.
- ✎ Match beginnings and endings of sentences demonstrating the use of the dependent clause, eg *After butterflies mate/the female lays eggs.*
- ✎ Use jumbled sentences for students to re-order. Focus on subject-verb-object pattern of clauses, eg *The female lays eggs.*
- ✎ Ask students to locate what each pronoun refers to in an explanation text read aloud.

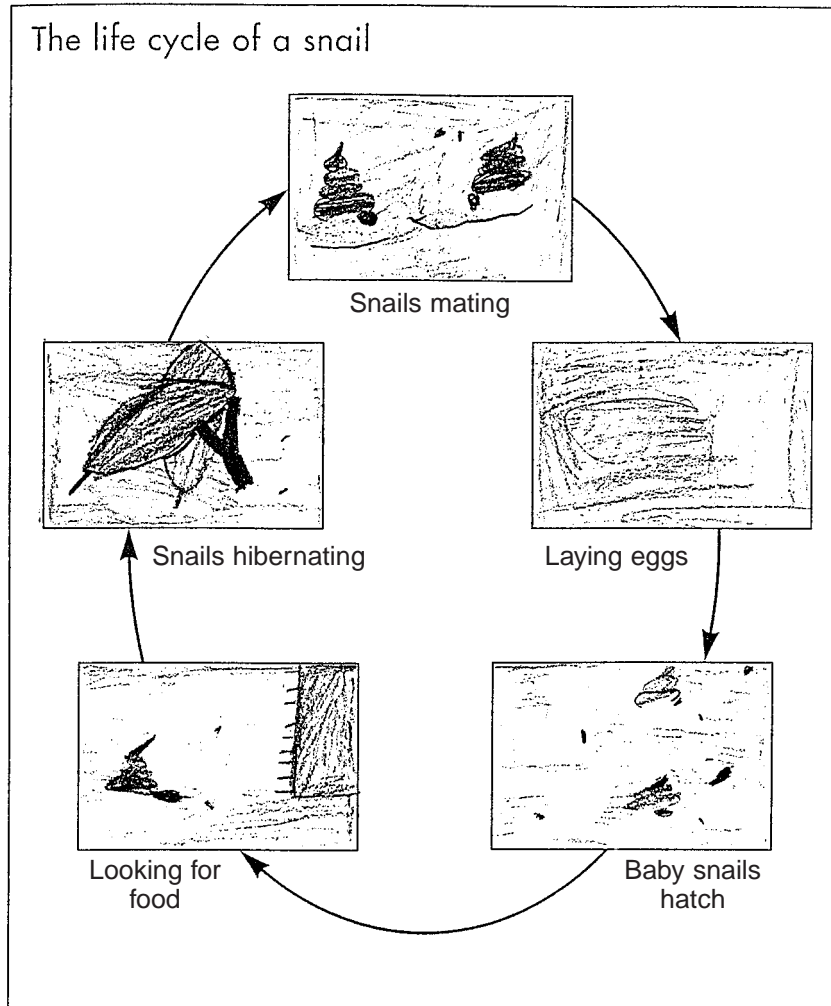
Explanation: Early Stage 1

Text Structure

Statement of phenomenon (given by teacher)

Explanation sequence indicated by arrows (stage jointly constructed)

Language Features



Use of a general noun, eg snails (to name a class of living things)

Use of action verbs, eg laying, hibernating

Use of technical language, eg hibernating, hatch

Early Stage 1

TALKING AND LISTENING

Explanation

Outcomes

- TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.
- TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.
- TES1.3 Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.
- TES1.4 With teacher guidance, identifies some basic language features of familiar spoken texts.

Indicators

- *listens to simple explanations and makes appropriate comments*
- *attempts to explain how or why things happen and/or work*
- *asks questions to find out how things work or why events happen.*

Learning Experiences

- Model the language and structure of explanation by explaining to children the lifestyle of an insect or the stages in the development of a butterfly. Discuss the social purpose of explanations. Introduce the name 'explanation'.
- Brainstorm a concept map of everything students already know about a current topic, eg *butterflies*. Identify the section of the concept map related to the focus of the unit of work, eg *the life cycle of the butterfly*. Add to this chart throughout the unit.
- Encourage students to bring in items related to a current topic from home. Ask students to explain to the class how their item works. Encourage students to use the language and structure of an explanation, eg *What is it? What does it do? How does it work?*
- Establish a learning centre with labelled objects related to the current unit of work. Encourage students to talk about any observations they make. Use the objects to develop students' knowledge and vocabulary about the topic.
- Provide opportunities for students to use and develop specific language related to a unit of work, eg *the stages of a life cycle*.
- Use questions to jointly reconstruct an explanation heard by students, eg *What is the first stage? What happens in the next stage? Then what happens?* Focus on the purpose of explanations by asking students to identify the beginning and end stage of the process when listening to an explanation, eg *frog's eggs, tadpoles, froglets, frogs*.
- Use flow charts and diagrams to scaffold jointly constructed oral explanations. Discuss with the class the function of arrows, lines and drawings in explanations.
- Use construction toys to make an object that moves. Encourage students to explain how their object moves, eg *'My toy moves when it is given a push. The wheels make it roll.'*
- Compare beginning and end pictures in a life cycle to focus on the purpose of explanations. Ask students to talk about how the end result of a life cycle happens.

Early Stage 1

READING

Explanation

Outcomes

- RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.
- RES1.6 Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.
- RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.
- RES1.8 Identifies some basic language structures and features of texts.

Indicators

- *retells information heard or viewed in an explanation text*
- *identifies the stages of an explanation text*
- *identifies that explanations are about 'things' which are represented by different kinds of nouns/noun groups.*

Learning Experiences

- In shared reading, choose texts and visual material appropriate for the class. Discuss the function of visuals and layouts. Talk about their meanings. Discuss the social purpose of explanations.
- Read author information to find out who writes explanations, and why they write them. Brainstorm possible audiences other than the class for an explanation. Focus on the meaning of 'explanation'.
- During shared reading, discuss the purpose of photographs, diagrams and sketches. Explain how information is presented in these texts, eg *labelled diagrams, sketches*.
- Refer to the visual text in shared reading sessions, eg *a photograph and diagram of the same object or animal*. Encourage students to show the relationship between the photograph and diagram, eg *find eyes, legs and feelers on the photograph and in the diagram*.
- Identify the purpose of different features of an explanation text, eg *title tells what the explanation is about, pictures/diagrams show what happens in each stage, time words/headings tell when events occur, text describes what happens at each stage*. Focus on meaning of technical language.
- Show diagrams of life cycles related to a topic or unit of work, eg *The life cycle of a butterfly*. Point out the use of arrows and show how information does not necessarily have to be read from top to bottom or left to right.
- Cut up a visual text of a familiar life cycle. Demonstrate how to 'read each picture' and jointly sequence the text. Have students match words to pictures, eg *caterpillar, adult*.
- Select a sequential explanation with which students are familiar. Cut up the explanation. Jointly reconstruct the text ensuring the events are in the correct sequence. Have students match words to the words in the sentences.
- In shared reading, compare visual texts in different factual texts about the same life cycle. Ask students to suggest which visual text best assists the reader to understand what's happening.
- Include picture books of explanations for students to look at independently.
- Following shared reading, jointly construct labelled diagrams, eg *flow charts, life cycles*. Refer back to the written text to check that the information is correct. Retell explanations following shared readings. Use flow charts, diagrams as a scaffold for retellings.
- Focus on the sequence of events in an explanation by asking students to reconstruct the explanation orally after shared reading.
- Sort through a small selection of books to find other texts that explain how things change, to focus on the purpose of explanations.

Early Stage 1	WRITING	Explanation
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Outcomes

- WES1.9 Engages in writing texts with the intention of conveying an idea or message.
- WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.
- WES1.11 Begins to use letters to represent known words when spelling.
- WES1.12 Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.
- WES1.13 Recognises some different purposes for writing and that own texts differ in various ways.
- WES1.14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.

Indicators

- recognises a simple explanation text
- constructs visual explanation texts, eg flow charts, life cycles
- makes contributions to jointly constructed explanation texts
- chooses words to label drawings and objects
- uses some technical language.

Learning Experiences

- Model how to label diagrams of plants, animals, humans and objects using technical terms.
- Provide enlarged diagrams with labels related to a unit of work. In pairs or small groups, have students cut and paste labels to relevant section on enlarged diagrams, including on computers.
- Discuss the social purpose of explanations. Use flow charts and other diagrams to jointly construct a simple explanation. Accept students' spoken explanations and model how these are structured in written language. Introduce some technical language.
- Ask students to observe a process such as a part of an insect or small creature's life cycle. Have students draw, label and write notes in a class big book or individual book over the period of time in which the process occurs.
- Ask pairs of students to sequence a small number of simple diagrams for a familiar explanation, eg *life cycle of frog*. Add in arrows to show the order of events.
- Focus on the purposes of an explanation (ie to explain how changes occur), by asking students to draw the changing parts, eg *butterfly, eggs, cocoon, butterfly*. Label with stage names.
- Jointly record observations of a life cycle in the classroom, eg *seeds, silkworms*. Note the date, and any changes to the plant/animal. Compare progress with information from a range of texts.
- Create a large flow chart of a familiar explanation by asking small groups of students to colour/paint large pictures of each stage. Sequence all diagrams, and ask each group to explain their stage when presenting to another class or assembly. Add in heading, labels and arrows.
- Jointly construct visual texts including cross-sections, magnified diagrams, flow charts and life cycles after listening to or viewing an explanation.
- Encourage students to independently construct flow charts and life cycles and use class data banks to label these diagrams.

Discussion

General Features of Discussion

Social Purpose

Discussions are used to look at more than one side of an issue. Discussions allow us to explore various perspectives before coming to an informed decision.

Structure

Discussions are usually organised to include:

- ✍ a statement outlining the issue, often accompanied by some background information about the issue;
- ✍ arguments for and against, including evidence for different points of view;
- ✍ a conclusion, which might sum up both sides or might recommend in favour of one particular side.

Grammar

Common grammatical patterns of a discussion include:

- ✍ use of general nouns to make statements about categories, eg *uniforms, alcohol*;
- ✍ use of relating verbs to provide information about the issue, eg *smoking is harmful*;
- ✍ use of thinking verbs to express the writer's personal view, eg *feel, believe, hope*;
- ✍ use of additive, contrastive and causal connectives to link arguments, eg *similarly, on the other hand, however*;
- ✍ use of detailed noun groups to provide information in a compact way, eg *the dumping of unwanted kittens*;
- ✍ use of varying degrees of modality, eg *perhaps, must, should, might*;
- ✍ use of adverbials of manner, eg *deliberately, hopefully*.

Discussion

Teaching Notes: Early Stage 1

In Early Stage 1, students tend to focus on their own personal views and therefore the teacher's role is to guide students to consider different positions about a familiar topic. Discussion is modelled explicitly by posing the issue as a question and using familiar language that clearly develops an argument for each point of view, eg *Should Goldilocks have gone into the Bears' house?* Teacher and students can jointly construct discussions.





Structure

At this stage, the major focus would be on the identification of differing points of view, perhaps visually reinforced by using 'for' and 'against' columns, or getting the students to group themselves according to their viewpoint.

Content

Discussions in Early Stage 1 should involve everyday topics about which the pupils can readily form an opinion. The issues will generally be related to shared classroom experiences and the students' home environments.

Links with Other Key Learning Areas



-  Human Society and Its Environment: *Should there be a special Kindergarten playground?*
-  Science and Technology: *Where should we put play equipment in our playground?*
-  Mathematics: to reinforce a mathematical concept, eg *What are the special times of day in your life? What do you think would take longer and what would take less time to do than getting dressed?*
-  Personal Development, Health and Physical Education: to make personal health/hygiene choices, eg *Should children play sport at school?*

Grammar Focus

-  The teacher should be modelling structures such as 'I think ... because ...'.

Grammar Terminology

Students at this stage will be using terms such as:

-  question, eg *when referring to the issue;*
-  joining words, eg *when justifying their opinions with words such as 'because', 'so'.*

Spoken Discussions

Discussion occurs regularly in everyday life in the oral mode. Opportunities to discuss different sides of issues should be made available, with the teacher drawing the students' attention to the issue and to the different points of view. Oral discussions on familiar topics, where students can identify their own likes and dislikes, are good starting points. In oral responses to questions, the teacher may list 'positive' and 'negative' aspects of the issue, eg *Should we bring lollies to school for lunch?*

Written Discussions

At this stage, written discussions will generally take the form of joint constructions where the teacher writes the issue on the board and then jots down the students' arguments for and against in different columns.

Early Stage 1 and Stage 1

ESL Teaching Notes: Discussion

Persuasive text types require the use of complex English language structures to express and justify opinion. This is challenging and linguistically demanding for early ESL students. In many cultures it is not appropriate to express opinion in a school context, so this form of expression needs to be explicitly encouraged. It is advisable to begin to explore persuasive text types through school-based contexts.

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2

- ✎ Introduce and model the sentence structure 'I like' and 'I don't like' in response to 'Do you like ...?', 'Does she like ...?' etc. Limit this question to highly contextualised situations.
- ✎ Modality and causal connectives are challenging for ESL learners, eg *the canteen should sell fruit*. Modify sentence structures to suit students, and emphasise the 'Yes' or 'No' aspect of any statement made.

ESL Scales levels: Oral Interaction 3, 4, 5

- ✎ Ask students to stand on either side of the room in response to questions where they are required to express an opinion. Provide visual support related to the question — both when the question is presented and for students to refer to later.
- ✎ Model sentences that use causal connectives, eg *I like dogs because ...*. Break the sentences into separate messages and make links between messages.

Reading and Writing *Teaching points to consider*

ESL Scales levels: Beginning Reading and Responding 1, 2, 3

Reading and Responding 1 Beginning Writing 1, 2, 3 Writing 1

- ✎ Build on oral discussion of 'I like ...' and 'I don't like ...'. Students construct a chart using pictures of items or words, and use it as a basis for an oral presentation of their likes and dislikes.
- ✎ Choose issues related to the topic to be discussed. Reframe the issue so that students can provide their input with short answers, eg *The canteen can sell apples or lollies. Will you buy apples or lollies?*
- ✎ Fill in a picture matrix of what other students like and don't like.

ESL Scales levels: Reading and Responding 2, 3 Writing 2, 3

- ✎ Provide sentence stems including causal connectives for students to complete.
- ✎ Many learning experiences in the modules are relevant but must be based on familiar topics where field knowledge is well developed.

Discussion: Early Stage 1

Text Structure

Issue

Should Our Class Keep More Caterpillars Inside?

Language Features

Use of question, as in title

Use of statement, as in argument for, argument against

Argument for

For

I think we should keep caterpillars inside because we can study them.

Use of nouns and noun groups, eg caterpillars, endangered species

Use of causal conjunctions, eg because

Use of pronouns, eg I, we, them

Argument against

Against

I think we should not keep caterpillars inside because they will become an endangered species.

Use of modal verbs, eg should, should not

Use of thinking verbs, eg think, study

Use of technical language appropriate for topic, eg endangered species

Early Stage 1

TALKING AND LISTENING

Discussion

Outcomes

- TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.
- TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.
- TES1.3 Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.
- TES1.4 With teacher guidance, identifies some basic language features of familiar spoken texts.

Indicators

- *expresses a personal opinion about a particular issue*
- *states why they are 'for' or 'against'*
- *listens to other students' opinions.*

Learning Experiences

- Encourage students to give opinions related to current topics, books, films etc, eg *I think ..., I like ...*. Extend these by asking students to give reasons for their views.
- Plan to have a class discussion each week in place of normal news time.
- Plan opportunities for students to share opinions. Emphasise the importance of taking turns even when opinions are different. Use strategies such as 'pass the counter'.
- Select topics for class discussions such as: *'Should children bring their favourite toys to school?', 'Should children choose their bedtime?', 'Should children be allowed to buy from the canteen every day?'*
- Play an outdoor 'For and Against' game. Select a discussion topic and direct students to run to one place if they are 'for' the issue, another if they are 'against'. Alternatively, students could make some shapes or actions to indicate their opinion.
- Plan 'issues days'. Ask students to decide if they are 'for' or 'against' the issue. Give each student a 'for' or 'against' badge to wear for the day.
- Ask questions such as *'Who else thinks ...?', 'Who agrees/thinks differently ...?'* to highlight the structure of a discussion.
- Jointly construct ideas for and against a relevant issue, eg *'Owning a pet is good because ...', 'Owning a pet is not good because ...'*.
- Invite guest speakers to the school to discuss two sides of a relevant issue, eg *two student council representatives and the school principal to discuss the type of school play equipment to purchase*. Recall and list arguments given by each speaker. Why do different speakers have different opinions?
- Select two different objects and label one 'for' and the other 'against'. Before expressing their opinion, students take and hold the object that represents their point of view on an issue.

Early Stage 1

READING

Discussion

Outcomes

- RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.
- RES1.6 Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.
- RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.
- RES1.8 Identifies some basic language structures and features of texts.

Indicators

- *identifies the topic of a simple discussion text*
- *retells some of the arguments for and against an issue raised in a discussion text.*

Learning Experiences

- In shared reading, read or view a discussion text related to a current topic. Point out what the discussion is about and then point out the arguments for and against the issue. Explain that this is called the 'issue'.
- In shared and guided reading, read and view books, computer software or videos about a current issue before asking students to decide if they are for or against an issue.
- In shared and guided reading, identify the point where the arguments change over. Ask students which word signals the change.
- Ask students if they agree or disagree with the recommendation. Relate their response to the purpose of a discussion — to present different opinions about an issue.
- Prior to reading a simple discussion, ask students their opinion about the issue and reasons for holding the opinion.
- Locate which part of the discussions 'tells what it is about' (ie the title and/or statement of issue).
- List possible groups who would be interested in reading the discussion, eg *'Should toys be allowed at school?' — possible audiences might be students, teachers, parents, toy shop owners.*
- Ask students what opinion the writer has on an issue after reading a discussion. Ask them to identify which parts of the text give this opinion.

Early Stage 1

WRITING

Discussion

Outcomes

- WES1.9 Engages in writing texts with the intention of conveying an idea or message.
- WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.
- WES1.11 Begins to use letters to represent known words when spelling.
- WES1.12 Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.
- WES1.13 Recognises some different purposes for writing and that own texts differ in various ways.
- WES1.14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.

Indicators

- *uses sentence starters to express an opinion in writing*
- *contributes arguments for and against a particular issue in jointly constructed discussion texts.*

Learning Experiences

- Explain that the purpose for writing discussion is to present the reader with different opinions on an issue.
- Record student opinions on a current issue in a short joint construction, eg *eating lunch inside or outside*. Guide student contributions with questions such as *'What are we talking about?', 'How many students think we should eat inside/outside?', 'Why?'*
- Following a joint construction, have individual students record their opinion on an issue, including a supporting reason that may come from the joint construction, and send to e-mail buddies.
- Provide students with a folded piece of paper. Ask students to think of an argument 'for' and 'against' a particular issue and write/draw these arguments on the paper. Collate student responses for a class book.
- Jointly construct a letter to the student representative council or principal following a class meeting on a current school issue. Present details about how many students are for and against the issue and some supporting reasons.
- Select a topic for discussion and write on a large class chart with a 'for' and 'against' section. Ask students to draw a picture of themselves to cut out and paste on the 'for' or 'against' section of the chart. Encourage students to give reasons for their views.
- Lead a discussion to change specific nouns to general nouns to refer to groups, eg *A car makes pollution. Cars make pollution*. Discuss how this change gives the explanation more influence or effect.

Exposition

General Features of Exposition

Social Purpose

Expositions are used to argue a case for or against a particular position or point of view.

Structure

Expositions are organised to include a 'statement of position', 'arguments' and a 'reinforcement of position statement'. The number of arguments may vary in expositions. The statement of position stage usually includes a 'preview of arguments'. Each argument stage consists of a 'point' and 'elaboration'. In the elaboration the argument is supported by evidence. Arguments are ordered according to the writer's choice, usually according to criteria of strong and weak arguments. The reinforcement of the statement of position restates the position more forcefully in the light of the arguments presented.

Grammar

Common grammatical patterns in exposition include:

- ✎ general nouns, eg *ears, zoos*;
- ✎ abstract nouns, eg *policy, government*;
- ✎ technical words, eg *species of animals*;
- ✎ relating verbs, eg *It is important ...*;
- ✎ action verbs, eg *We must save ...*;
- ✎ thinking verbs, eg *Many people believe ...*;
- ✎ modal verbs, eg *We must preserve ...*;
- ✎ modal adverbs, eg *Certainly we must try ...*;
- ✎ connectives, eg *firstly, secondly ...*;
- ✎ evaluative language, eg *important, significant, valuable*.

Exposition

Teaching Notes: Early Stage 1

In Early Stage 1, students should be encouraged to discuss issues they are interested in, both in the school and in the community. The teacher needs to model spoken and written expositions for students.

Structure



The meaning of terms such as ‘statement of positions’ and ‘argument’ should be discussed and clarified. Students should focus on giving a position statement in response to a question such as *Should children use sunscreen lotions in the playground?*, rather than a yes/no answer. This usage requires modelling by the teacher. Students should be encouraged to support the statement with at least one argument.

Content




Content for expositions comes from local and familiar issues in the school and wider community.

Links with Other Key Learning Areas

Expositions can be related to issues in any area of the curriculum. They are across-the-curriculum text types. They are also an important means for participating in community issues outside the school.




-  Human Society and Its Environment: to investigate ways to care for our environment, eg *poster to convince others to pick up litter from the playground.*
-  Science and Technology: to explore issues related to a current unit, eg *How can the classroom be improved?*

Grammar Focus

-  Focus on connectives such as firstly, secondly, which link argument stages.
-  Focus on relating and action verbs.
-  Focus on statements.

Grammar Terminology

Students at this stage will be using terms such as:

-  repeated words, eg *animals*;
-  statement;
-  name.

Spoken Expositions

Encourage students to talk about local and school issues, eg *Do we need more trees in the playground? Do we need more seats in the playground? Should children only watch television at weekends?*

Point out to the students that if people are to be persuaded to plant more trees, or add more seats to the playground, they must give reasons for agreeing or disagreeing with the question. Model a spoken exposition to the class in this manner. Jointly construct spoken expositions with the class or with small groups about familiar issues. Discuss who this exposition could be presented to — other classes, the principal, parent groups.

Written Expositions

Jointly construct written expositions about topics that children are interested in and feel strongly about. Written expositions may be based on jointly constructed oral ones. Encourage students to discuss who might read their expositions. Encourage students to discuss how they can use language to influence people about a point of view. Jointly constructed expositions can be displayed in the classroom as models for future written expositions.

Early Stage 1 and Stage 1

ESL Teaching Notes: Exposition

Persuasive text types require the use of complex English language structures to express and justify opinion. This is challenging and linguistically demanding for early ESL students. In many cultures it is not appropriate to express opinion in a school context, so this form of expression needs to be explicitly encouraged. It is advisable to begin to explore persuasive text types through school-based contexts.

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2

- ✎ Introduce and model the sentence structure 'I like' and 'I don't like' in response to 'Do you like ...?', 'Does she like ...?' etc. Limit this question to highly contextualised situations.
- ✎ Modality and causal connectives are challenging for ESL learners, eg *the canteen should sell fruit*. Modify sentence structures to suit students, and emphasise the 'Yes' or 'No' aspect of any statement made.

ESL Scales levels: Oral Interaction 3, 4, 5

- ✎ Ask students to stand on either side of the room in response to questions where they are required to express an opinion. Provide visual support related to the question — both when the question is presented and for students to refer to later.
- ✎ Model sentences that use causal connectives, eg *I like dogs because* Break the sentences into separate messages and make links between messages.

Reading and Writing *Teaching points to consider*

ESL Scales levels: Beginning Reading and Responding 1, 2, 3

Reading and Responding 1

Beginning Writing 1, 2, 3

Writing 1

- ✎ Build on oral discussion of 'I like ...' and 'I don't like ...'. Students construct a chart using pictures of items or words, and use it as a basis for an oral presentation of their likes and dislikes.
- ✎ Choose issues related to the topic to be discussed. Reframe the issue so that students can provide their input with short answers, eg *The canteen can sell apples or lollies. Will you buy apples or lollies?*
- ✎ Fill in a picture matrix of what other students like and don't like.

ESL Scales levels: Reading and Responding 2, 3

Writing 2, 3

- ✎ Provide sentence stems including causal connectives for students to complete.
- ✎ Many learning experiences in the modules are relevant but must be based on familiar topics where field knowledge is well developed.

Exposition: Early Stage 1

Text Structure

Background information

Position statement

Argument 1
– point
– elaboration
(gives evidence to support point)

Argument 2
– point
– elaboration
(gives evidence to support point)

Argument 3
– point

Argument 4
– point
– elaboration
(gives evidence to support point)

Reinforcement of statement of position

Animals in Cages

The children and teachers in Kindergarten at Matraville P.S. have been discussing animals in cages. We think they shouldn't be kept in cages.

Firstly, not all animals are dangerous. A pet cat likes people and it wouldn't hurt you.

Secondly, there isn't enough room for the animals to run around. They would get bored and it would be bad for their muscles.

Another reason for not keeping animals in cages is that they wouldn't have anyone to play with.

Lastly, the animals have to be fed by the keeper and they don't know how to feed themselves, how to find their food and how to hunt.

Therefore, we believe animals shouldn't be kept in cages. It can be cruel.

Language Features

Thinking verb used to express an opinion, eg think

Text connectives used to structure argument, eg firstly, lastly

Evaluative language used to persuade reader, eg bored, bad

Use of pronouns, eg they, we

Strong modality used in conclusion, eg should

[Jointly constructed text]

Early Stage 1

TALKING AND LISTENING

Exposition

Outcomes

- TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.
- TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.
- TES1.3 Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.
- TES1.4 With teacher guidance, identifies some basic language features of familiar spoken texts.

Indicators

- *expresses own opinion about a particular issue*
- *provides a reason for having a particular opinion*
- *identifies the topic of an oral exposition*
- *listens to other students express opinions.*

Learning Experiences

- Select an issue and ask students to express an opinion, eg *favourite food, favourite television show, games they like to play, animals they like*. Introduce the name 'exposition' for this type of text. Model this activity for the students. Discuss the social purpose of exposition.
- Encourage students to provide a reason when expressing an opinion, eg *'I like ... because ...'*.
- Discuss with students why we give reasons to support opinion arguments.
- Provide opportunities for students to make choices and encourage them to justify the choices they make, eg *which activity to do; what to order for lunch; who to play with*.
- Ask students, in small groups, to brainstorm and list, with teacher or parent help, responses to questions such as: *'Should we pick up other people's rubbish in the playground?'*. Ask students to decide what they think and divide into two groups. Ask students to say why they should or should not pick up other people's papers and rubbish.
- Provide opportunities for students to express an opinion relating to class/school/community issues. Use questions such as 'Why do you think/feel that?' to encourage students to justify their opinions. Use these class discussions as the basis for joint construction activities.
- Invite a guest speaker to talk about a current issue. Following the presentation, encourage students to recall the topic of the talk and the arguments raised by the speaker. List these and use this list in joint construction activities.
- Consider students' opinions about a school issue, and predict the point of view of other school members, eg teachers, parents. Find out their opinions by arranging for them to visit the class.
- Choose a school issue such as *Kindergarten students should be allowed to play all day*. Ask students to give reasons for their opinion.

Early Stage 1

READING

Exposition

Outcomes

- RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.
- RES1.6 Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.
- RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.
- RES1.8 Identifies some basic language structures and features of texts.

Indicators

- identifies the purpose of exposition texts
- interprets pictures with labels, environmental print and logos, and advertisements
- uses information from a variety of sources to form a personal opinion about a particular issue.

Learning Experiences

- Select and read books in shared reading that are seeking to inform or persuade the reader in a particular way, eg *books about the environment, endangered species*. Point out the position statement and arguments in these texts. Display these terms on a wall chart in the classroom.
- In shared reading, point out sections in an exposition that tell what a writer thinks, and sections that tell why the writer thinks this, to highlight the organisation of the text. Teachers may need to write some exposition texts for shared reading.
- During shared reading, have students identify words that indicate if a writer is for or against a particular issue.
- Include picture books of explanations for students to look at independently.
- Ask students to look through catalogues to find a product to 'buy' if they were able. Encourage student to provide one or more reasons for wanting to buy this product.
- Select and read/view books, computer software and videos in shared reading experiences to help inform students about a current issue. Make the purpose explicit, eg *We're watching this video/reading this book to find out about koalas. We can use this information to say why we need to protect Australian animals.*
- In shared reading, read jointly constructed expositions that have been made into class big books. Invite students to read their 'own' page.

Early Stage 1

WRITING

Exposition

Outcomes

- WES1.9 Engages in writing texts with the intention of conveying an idea or message.
- WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.
- WES1.11 Begins to use letters to represent known words when spelling.
- WES1.12 Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.
- WES1.13 Recognises some different purposes for writing and that own texts differ in various ways.
- WES1.14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.

Indicators

- *uses sentence starters to express an opinion in writing*
- *contributes arguments when jointly constructing exposition texts*
- *dictates opinions and a supporting argument to a scribe.*

Learning Experiences

- Jointly construct expositions relating to current class/school/community issues, eg *Should we be allowed to bring pets to school?* Make clear the purpose and point out the different stages in the exposition text (ie position statement and arguments). Display stages on a wall chart in the classroom. Display jointly constructed expositions.
- Use impromptu situations where issues arise to record the class's opinion in a joint construction. Ask questions such as *What is it we're concerned about?, Why are we concerned?, What would we like to see happen or change?*
- Brainstorm as a class reasons for a particular issue, eg *'putting rubbish in the bin', 'washing hands after toilet trips'*. Use these lists as the basis for students to complete sentence beginnings, eg *'Students should put rubbish in the bins because ...'*.
- Provide sentence starters for students to complete, eg *'We should be allowed to bring pets to school because ...', 'Another reason for bringing pets to school is ...'*. Have students illustrate their work. Staple pages together to make individual books for reading.
- Jointly construct posters to persuade students to behave in particular ways, eg *Wear a hat so you won't get sunburnt*. Ask students to illustrate these posters and display them around the school.
- Model the use of connectives when writing expositions, eg *firstly, secondly, thirdly, finally*, showing how these words link the position statement to the argument.

Description

General Features of Description

Social Purpose

Descriptions focus our attention on the characteristic features of a particular thing, eg *Toby the Mongrel* (as opposed to information reports, which deal with a general class of things, eg *hunting dogs*). The subject might be a person, eg *Grandpa*, a place, eg *our house*, or a thing, eg *my favourite toy*. It might be impressionistic/imaginative, eg *a description as a poem or part of a narrative*, or an objective description, eg *of a robbery suspect*.

While descriptions can occur as ‘stand alone’ texts, they are often part of a longer text, such as the description of a character or setting in a story or biography. Although they might not always be seen as a distinct text type, it is felt that the ability to describe someone or something in detail is an important skill that can contribute to a number of different text types.

Structure

Descriptions are usually organised to include:

- ✎ an introduction to the subject of the description;
- ✎ characteristic features of the subject, eg *physical appearance, qualities, habitual behaviour, significant attributes*.

There may also be some optional evaluation interspersed through the text and an optional concluding comment.

Grammar

Common grammatical patterns of a description include:

- ✎ use of particular nouns, eg *my teacher, the Opera House, our cubby*;
- ✎ use of detailed noun groups to provide information about the subject, eg *It was a large open rowboat with a tall front and a tall back (like a Viking boat of old), and it was of such a shining sparkling glistening pink colour*;
- ✎ use of a variety of types of adjectives, eg *describing, numbering, classifying*;
- ✎ use of relating verbs to provide information about the subject, eg *My mum is really cool*;
- ✎ use of thinking and feeling verbs to express the writer’s personal view about the subject, eg *Police believe the suspect is armed*, or to give an insight into the subject’s thoughts and feelings, eg *My friend Amanda adores chocolate ice-cream*;
- ✎ use of action verbs to describe the subject’s behaviour, eg *Our new puppy nips at our heels and wrestles with our slippers*;
- ✎ use of adverbials to provide more information about this behaviour, eg *Our new puppy always nips playfully at our heels*;
- ✎ use of similes, metaphors and other types of figurative language, particularly in literary descriptions, eg *But Mulga Bill, as white as chalk, sat tight ...; that two-wheeled outlaw (Mulga Bill’s Bicycle)*.

Description

Teaching Notes: Early Stage 1

Students can be encouraged to produce descriptions that are either objective, impressionistic or imaginative. These descriptions may be very simple. Teachers should encourage students to find adjectives and adjectival phrases to help build descriptions.

Teachers should help students identify a variety of descriptions in literary texts (such as poems, literary recounts and narratives) and in factual texts (such as information reports and explanations).





Structure

At this stage, the major focus should be on identifying the main features of the subject, eg *as a word web*, rather than on structuring the text in a more formal, sequential manner.

Content

Descriptions in Early Stage 1 should involve concrete, everyday subjects that the students can readily observe. The subjects will generally be related to shared classroom experiences and the students' home environments. Because students are familiar with the content, descriptions are a useful text type for developing students' literacy skills.

Links with Other Key Learning Areas

-  Human Society and Its Environment: eg *describe the important places or people in our lives; 'My Family'*.
-  Science and Technology: eg *draw and write/dictate observations about an animal or plant or a description of a model that students have designed and made.*
-  Mathematics: to assess knowledge of shapes, eg *play a game in which students describe a designated simple shape for partner to choose from box of attribute blocks.*
-  Creative and Practical Arts — Visual Arts: draw a combined animal and describe your new creation, eg *My octobear has a furry head, sharp teeth, furry body and eight long, furry legs.*

Grammar Focus

The main emphasis will be on the close observation of a particular person or thing: naming parts and features, outlining attributes and qualities, and describing behaviour.

Grammar Terminology

Students at this stage will be using terms such as:

- ✎ name/noun;
- ✎ describing word/adjective;
- ✎ doing word/verb;
- ✎ 'when'/'where'/'how' words.

Spoken Descriptions

Much of the spoken language in the classroom involves description. Teachers should take the opportunity to focus on description spontaneously and regularly in a variety of classroom contexts: 'What does it look like?', 'What colour is it?', 'What size is it?', 'What does it remind you of?', 'What is it doing?' This will increase the students' powers of observation and extend their working vocabulary.

Written Descriptions

At this stage, written descriptions will often involve drawings, eg *the students drawing their observations and labelling them, the teacher drawing a picture based on the students' description, the teacher labelling in some detail on an illustration or poster.* Jointly constructed descriptions of familiar objects and people are also common, as are simple descriptions written by the students themselves.





Early Stage 1 and Stage 1

ESL Teaching Notes: Description





Description is an excellent text type for early ESL students. Information reports requiring research are possible with teacher support and careful field knowledge development.

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2, 3




-  Focus on common adjectives, drawing on descriptive sets (size, colour, shape, texture, taste).
-  Describe objects that students can see.
-  Limit the number of adjectives taught together.
-  Use activities such as 'I Spy', using pictures related to topic as stimulus, eg *I spy something that is brown and furry.*

ESL Scales levels: Oral Interaction 3, 4, 5





-  Develop a series of visually supported talking and listening activities that recycles, eg *oral true and false, What Am I?*
-  Students classify objects or pictures and justify categories, eg *sharp/round, 4 legs/2 legs.*
-  Start with the core noun and 'build' on the noun to build noun groups, eg *sharp white teeth.*
-  Ask students to identify specific points from an oral information report, eg *What family does it belong to?, What covers its body?*

Reading and Writing *Teaching points to consider*

ESL Scales levels: Beginning Reading and Responding 1, 2, 3 **Reading and Responding 1** **Beginning Writing 1, 2, 3** **Writing 1**

-  Ask students to locate information texts on a topic using illustrations, title, layout as clues.
-  Take photographs of students in the class and jointly scribe simple descriptions (2 to 3 characteristics).
-  Read an information text to the class. Ask students to locate key words (read out by teacher).

ESL Scales levels: Reading and Responding 2, 3 **Writing 2, 3**

-  Jointly construct some or all paragraphs of an information report on an animal after students have had many opportunities in a small group to use new vocabulary.
-  Use a jointly constructed information report for reading and writing activities: re-ordering under correct headings, cloze on content words, completing half-sentences, highlighting pronouns referring back to nouns.
-  Provide many opportunities for building up the field knowledge before writing.
-  Provide clear pro formas for students to draw/write information under relevant headings, eg *Where do mice live?, What do mice eat?*

Description: Early Stage 1

Text Structure

Language Features

Subject

DRAGON

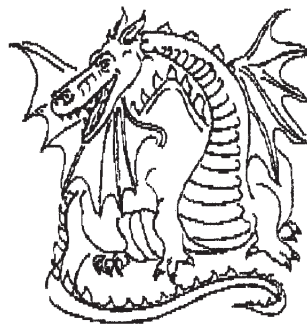
<i>factual</i>	<i>good</i>	<i>bad</i>	<i>doing</i>
<i>describers</i>	<i>qualities</i>	<i>qualities</i>	<i>words</i>

<i>courageous</i>	<i>cruel</i>
<i>merciful</i>	<i>selfish</i>
<i>kind</i>	<i>ferocious</i>

Use of describing adjectives, eg courageous, huge

Description

fire-breathing
scaly
heavy
enormous
huge



lumbers
hisses
roars
lunges
slithers

Use of action verbs, eg hisses, lunges

<i>great</i>	<i>terrifying</i>
<i>reluctant</i>	<i>horrifying</i>
<i>tough</i>	<i>monster</i>

Use of describing adjectives to build description

[Jointly brainstormed description following guided reading: Kindergarten]

Early Stage 1

TALKING AND LISTENING

Description

Outcomes

- TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.
- TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.
- TES1.3 Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.
- TES1.4 With teacher guidance, identifies some basic language features of familiar spoken texts.

Indicators

- *attempts to describe features of familiar people, animals, objects*
- *listens to brief concrete descriptions.*

Learning Experiences

- Have students play 'What is It?' as a variation on 'I Spy', where one student describes an object in the room, while others try to guess what it is.
- Have students play barrier games using coloured blocks, diagrams and pictures.
- Provide verbal prompts to support students giving oral factual descriptions within their personal news, eg *How tall was it? What sounds did it make?*
- Cut out pictures of people, places, things. Describe one of the pictures. Have students select the picture that supports an oral description and justify their choice.
- Have students listen to a description of a character or setting from a literary text. Point out the noun groups used to describe the character or setting. Ask students to use the description to draw the character or setting on a computer draw program.
- Remind students to use a noun to name the topic of their description, showing awareness of the audience, eg *begin with 'The cat ...' rather than 'It ...'.*
- Have students refer to the visual text when describing a character's appearance or personality or when describing a setting, eg *The man is big. He has a moustache and short, black hair.*
- Use oral cloze to focus students' attention on nouns and noun groups in descriptions, eg *The dog has four ...*

Early Stage 1	READING	Description
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Outcomes

- RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.
- RES1.6 Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.
- RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.
- RES1.8 Identifies some basic language structures and features of texts.

Indicators

- *describes and gives opinion of characters in a variety of literary texts, both written and visual*
- *identifies words that represent who or what in texts, eg nouns and noun groups in shared or guided reading*
- *constructs meanings from concrete descriptions with drawings.*

Learning Experiences

- Read simple literary/factual descriptions of familiar people/places/things in the form of ‘Who am I?’ or ‘What is it?’ during shared reading experience. After reading the description ask students to decide who or what the description is about and draw the object using details from the description. Reread the text, showing visual text, and compare student responses with the original illustration or diagram.
- In shared reading, read descriptions from literary and factual texts from books, CD-ROMS and audio tapes. Point out words that indicate who or what is being described. List these for writing activities.
- Have students, in pairs, match pictures with description sentences. Include irrelevant pictures to make the activity more challenging. Ask students to justify why they have matched pictures with particular sentences.
- Ask students to suggest possible reasons for authors including/excluding particular details in literary or factual descriptions, eg *the witch’s house being made of candy is important because Hansel and Gretel are looking for food.*
- Have students compare descriptive information given in a visual text with information in a written text. Ask students to find similarities and differences. Point out the different purposes of the visual texts in factual and literary texts.
- In shared reading, compare a jointly constructed factual description with an information report on the same topic. Ask students to look for similarities, eg *they both tell you what cars look like*, and differences, eg *the description is just about one car; the information report is about all cars.*
- In shared and guided reading, find and list words from noun groups used to describe characters, places, objects. Encourage students to use these words when jointly constructing descriptions.
- Read several factual and literary descriptions in shared reading experiences. After listening to each description, ask students to decide if the description comes from a literary or factual text.

Early Stage 1

WRITING

Description

Outcomes

WES1.9 Engages in writing texts with the intention of conveying an idea or message.

WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.

WES1.11 Begins to use letters to represent known words when spelling.

WES1.12 Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.

WES1.13 Recognises some different purposes for writing and that own texts differ in various ways.

WES1.14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.

Indicators

- *contributes adjectives to add to noun groups in joint construction activities*
- *chooses words to label drawings and objects*
- *writes basic descriptions.*

Learning Experiences

- Provide students with a diagram of an object to be described and a set of labels. Have students match labels to the diagram.
- Jointly construct 'What am I?', or 'Who am I?' class or individual books, eg 'I am grey and fluffy. I eat leaves. I have sharp claws. I am a ...'.
- Provide options within a grid from which students can select to build a description. Headings could include colour, texture, shape etc. Choose headings relevant to the object being described.
- Write a sentence and then model how to add adjectives to provide more information about the noun, eg *I saw a car. I saw a big, red, flashy sports car.*
- Support students during joint constructions of descriptions of characters by asking questions to give relevant details, eg 'What did he/she look like?', 'What was he/she wearing?'
- Create word banks of adjectives and nouns relevant to the object being described before jointly constructing a description. Demonstrate how to use these word banks during writing.
- Define an audience for a jointly constructed factual description of a shared class experience, eg *describing the pet brought to school to another class who didn't see the pet.*
- Evaluate a selection of visual texts to decide which one(s) best support a written description by considering which visual shows details included in the text.
- Use picture book illustrations, magazine pictures, photos, artworks as a source for a jointly constructed literary description of a particular person. Ask students to describe something about the appearance and clothing of the person.
- Encourage students to build noun groups by asking them to suggest words to provide more information about the noun. Explain that these words can be called describing words.
- Encourage students to think about including descriptive details in their drawings.

Poetry

General Features of Poetry

Social Purpose

Poetry is a channel of communication that is used to achieve a range of social purposes.

Poetry expresses feelings and reflections on experience, people and events. Poetry is an aesthetic experience that works mainly through our emotions, sensory experiences and imaginative perceptions. A poem may focus on the individual feelings and reflections of the poet, or it may tell a story, or describe people, places and things, in distinctive and sometimes unusual ways.

Poetry is often written with the expectation that it will be read aloud. In poetic language, sound patterns and rhythmic qualities are an important part of the meaning. Some poems may make use of regular patterns of rhyme and rhythm while others make use of free verse form. The sound qualities in poems are emphasised by devices such as rhythm, alliteration, assonance and onomatopoeia.

Poetic texts often contain images that are expressed in striking ways. These images may be presented through different kinds of techniques such as simile, metaphor and personification.

The main purpose for teaching poetry should be to provide for students' enjoyment and appreciation of ideas and language in poetry lessons. Poetry includes a range of text types such as narrative, recount and description. It is a channel of communication for different text types.

Structure

Each poem could be approached as a series of steps or moves. These steps are generally signalled in the stanza or verse structures.

There is a vast range of devices that poets draw upon to shape their poems, such as alliteration, assonance, simile, metaphor. In all poetry, rhythm is a constant feature.

As Samuel Taylor Coleridge states, 'Poetry is the best words in the best order'. When considering poetry, it is useful to focus on the poet's choices of words and order of words and how this enhances meaning in the poem.

Grammar
















Grammatical patterns in poetry vary enormously. Poetry tends to rely on features of textual cohesion such as word chains based on such things as repetition, synonym and antonym.

Poetry that tells a story is likely to use the grammatical features of story texts such as action verbs and noun groups, adverbs and adverbial phrases.

Poetry

Teaching Notes: Early Stage 1

Teaching Points to Consider

-  Keep your own personal anthology and share your favourites with the class.
-  Have a treasury of verse available in the classroom and read at least one poem a day, eg before/after lunch, before going home.
-  Choose poems with strong patterns of rhythm and rhyme.
-  Read all poems more than once.
-  Focus on enjoyment and personal response.
-  Remember that enjoyment does not depend on understanding every word.
-  Include a range of poetry anthologies in class libraries.
-  Celebrate poetry with special days and events, poet of the month.
-  Incorporate relevant poetry into school events — Book Week, Education Week, National Aboriginal Week, Anzac Day.
-  Encourage students to perform well-known poems.
-  Encourage students to discuss their feelings and mental images.
-  Have favourite poems in big book form in class library for students to read during independent or shared reading.
-  Ask students to identify patterns of repetition of words.
-  Jointly construct a short poem about a familiar type. Focus on rhyming pattern.
-  Introduce terms such as ‘rhythm’, ‘rhyme’ and ‘repetition’. Exemplify them regularly to ensure students understand their meaning.

Links with Other Key Learning Areas

Select poetry related to the subject matter being studied.

Early Stage 1 and Stage 1

ESL Teaching Notes: Poetry

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2

- ✎ Incorporate rhymes from the students' first language (most parents know a few) for the whole class to learn.
- ✎ Introduce popular poems and verses in English. They are features of school culture, assumed knowledge by teachers in later years and often are assumed knowledge in literary texts.
- ✎ Provide visual support so the basic gist of a poem is understood, eg *Hickory dickory dock*, *The mouse ran up the clock*. The only words needing visual support are 'mouse' and 'clock'. There is no need to attempt further explanation to enjoy recitation.
- ✎ Most of the learning experiences in Early Stage 1 Talking and Listening are relevant to the early ESL learner, as they have support in the physical context (pictures, actions) for students to work out the meaning.
- ✎ Activities that require students to echo will help the students' listening skills.

ESL Scales levels: Oral Interaction 3, 4, 5

- ✎ Many learning experiences in Early Stage 1 Talking and Listening are relevant to ESL students at these levels, as they focus on rhythm, intonation, changing pace — this helps students to become familiar with the sounds of the English language.
- ✎ Choral readings and recitations give students opportunities for practice and can be used as lesson breaks.

Reading and Writing *Teaching points to consider*

ESL Scales levels: Beginning Reading and Responding 1, 2, 3

Reading and Responding 1

Beginning Writing 1, 2, 3

Writing 1

- ✎ Provide visuals for the key nouns/verbs in a rhyme or short poem that the students already know, then scribe the words under the visuals. Progress to a word–visual matching game then a speech–text matching activity.
- ✎ Participate in shared reading of short, known poems.
- ✎ Poems and rhymes at this level and stage are probably more effective if they remain in the talking and listening strands.

ESL Scales levels: Reading and Responding 2, 3

Writing 2, 3

- ✎ Discuss the humour in any poem. Ensure any assumed background knowledge (implicit in the poem) is shared by all the students.
- ✎ Distribute text type examples to students and ask them to locate the poem, the narrative and the information report. Point out layout features that are different in poems.

Early Stage 1

TALKING AND LISTENING

Poetry

Outcomes

- TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.
- TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.
- TES1.3 Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.
- TES1.4 With teacher guidance, identifies some basic language features of familiar spoken texts.

Indicators

- *participates in nursery rhymes, including rhymes from different cultures*
- *recites short simple poems*
- *listens and responds to simple poems*
- *recognises and says words that rhyme*
- *demonstrates recognition that there are different spoken texts, eg 'This is a poem'*
- *uses words such as 'nursery rhyme, poem, verse, rhyme'.*

Learning Experiences

- Have students participate in finger plays, nursery rhymes, chants, jingles and action songs. Recite these regularly for enjoyment and as lesson breaks or transition between lessons.
- In shared reading, read enlarged texts of rhymes and songs.
- Clap the rhythm of familiar nursery rhymes and have the students guess which nursery rhyme is being clapped.
- Clap simple patterns for students to echo.
- Encourage students to share chants and rhymes, from different cultures, in different languages.
- Invite parents and community members to introduce traditional rhymes that are known in a number of languages, eg 'Frere Jacques'.
- Have students participate in simple speech rhymes and tongue twisters for enjoyment.
- Draw attention to words that rhyme in poems. Build lists of rhyming words for display in the classroom.
- Have students use body percussion and percussion instruments to develop rhythm and accompany favourite poems.
- Have students listen to prerecorded versions of poems and rhymes at the listening post.
- Have students draw images as they listen to poems. Encourage students to describe their images.
- Use puppets and other props to assist with finger plays and rhymes.

Early Stage 1	READING	Poetry
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Outcomes

- RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.
- RES1.6 Demonstrates developing reading skills and strategies when reading books, dealing with print and comprehending texts.
- RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes.
- RES1.8 Identifies some basic language structures and features of texts.

Indicators

- *'reads' a variety of simple poetry and rhymes*
- *joins in shared poems, rhymes and chants with recurring language patterns*
- *recognises words during shared reading of familiar poems*
- *asks for poems to be read for enjoyment*
- *describes and gives opinion of character in a familiar poem or nursery rhyme.*

Learning Experiences

- Read aloud different types of poetry, eg *nursery rhymes, narratives/ballads, sensory poems*. Choose poems in which where the same chorus or refrain occurs after every verse. Encourage students to join in with familiar poems and repetitive lines where appropriate.
- Read poetry picture books and discuss features such as rhyme, repetition, eg *Edward the Emu* by Sheena Knowles (1988), *James and the Rain* by Karla Kuskin (1996). Display these words and exemplify them. Constantly check that students understand their meaning.
- Jointly construct a poetry picture book based upon a favourite poem.
- Have students create a visual text for a familiar poem. Encourage students to refer to details in the poem. Display these visual texts around the room. Write the line/stanza of the poem under the visual text.
- Compile a class book of a range of favourite poems.
- Compile a class book of poems based around a theme or unit of work, eg *'Animal Poems', 'Dinosaur Poems'*.
- Jointly sequence an enlarged copy of a short familiar poem.
- Cut the title from a poem. Read the poem to the class, without mentioning the title. Have students predict a possible title. List possible choices. Have students vote on the 'best' title, ie the one most appropriate to the subject matter. Share the title chosen by the poet and compare it with the choice the class made.

Early Stage 1

WRITING

Poetry

Outcomes

WES1.9 Engages in writing texts with the intention of conveying an idea or message.

WES1.10 Produces simple texts that show the emergence of the grammar and punctuation needed to achieve the purpose of the text.

WES1.11 Begins to use letters to represent known words when spelling.

WES1.12 Produces most lower-case and upper-case letters and uses computer technology to begin to construct texts.

WES1.13 Recognises some different purposes for writing and that own texts differ in various ways.

WES1.14 Recognises overall text structure and basic grammatical features of simple texts and some conventions of written language.

Indicators

- *contributes to joint construction activities of poems*
- *identifies rhyming words in a text*
- *uses rhyme in jointly constructed poem.*

Learning Experiences

- Read a selection of rhymes. Brainstorm words that rhyme with a given word from the text and list these to develop a word bank. Use these when innovating on familiar rhymes. Display nursery rhymes as models for joint construction.
- Jointly innovate on a favourite class poem, rhyme or chant, eg *'Mary Had a Little Lamb'*, *'Simple Simon'*, *'Pop Goes the Weasel'*.
- Jointly construct 'catalogue poems' for colours by listing all the things that are, for example, red. Then combine thoughts and ideas into phrases and sentences to construct a poem.
- Select a poem, write it on chart paper with some words omitted. Read the poem several times to get the feel of the rhythm and meaning. Discuss each omission in turn. List all suggestions from the students for words omitted. Discuss why certain choices were made and vote on the most pleasing/appropriate. Read the original poem. Reflect on the poet's choice and that of the group.
- Have students complete simple pro formas to review books read, eg *name of book, name of author, draw your favourite event/character from book, write one sentence about your favourite event/character. Give an opinion of the book, eg 'I enjoyed this book because ...'*.



Modules

Stage 1

Teaching English

Recount	p 105
Narrative	p 113
Procedure	p 123
Information Report	p 131
Explanation	p 139
Discussion	p 147
Exposition	p 155
Description	p 163
Poetry	p 171
Response	p 177

Teaching English: Stage 1

Talking and Listening

In addition to strategies described in Early Stage 1, teachers should provide opportunities for students to:

- ✎ develop an awareness of the needs of the listener or audience;
- ✎ develop their role as a speaker and a listener in a group;
- ✎ develop awareness of the cultural context of nonverbal cues such as facial expressions, eye contact, gesture, silence and pause, and how they have different significance in different cultures;
- ✎ explore spoken language in different contexts;
- ✎ extend their use of spoken language to recount, narrate, instruct or describe;
- ✎ enjoy using spoken language in activities such as choral presentation of poems or dramatisation of stories;
- ✎ when interacting with ESL students, use repetition, simplification and paraphrasing and allow the student time to process the language;
- ✎ remember that ESL students will have greater difficulty comprehending when there is background noise, eg *other students talking*;
- ✎ teach ESL students some routine phrases for participating in discussions, eg *'Could you say that again?', 'Could I say something?', 'But what about ...'*.

Reading

In addition to strategies described in Early Stage 1, teachers should provide opportunities for students to:

- ✎ select letters to match the sequence of letters in a model on display, eg *boy to toy, leg to log, car to cat*;
- ✎ identify blends, syllables, onsets, eg *st in stop*, and rhymes, eg *ake in take*, in reading words;
- ✎ manipulate letter sequences of a word to make another word;
- ✎ create word banks that indicate a similar sound in word, eg *head, said, bed*;
- ✎ build onto known words, eg *run, running*;
- ✎ engage in word play with rhymes, tongue twisters and songs;
- ✎ engage in cooperative cloze using predictable texts;
- ✎ read predictable or familiar texts;
- ✎ use computers to play word games.

Activities involving spoken and written words can be used to develop phonological awareness and knowledge of letter–sound correspondences. Word recognition activities allow students to apply and develop this knowledge and to improve instant recall. Students have to learn to use a variety of reading strategies and sources of information to facilitate understanding of print. These include:

- ✎ reading ahead to the end of a sentence;
- ✎ rereading the sentence;
- ✎ referring back to the beginning of the sentence;
- ✎ using contextual information;
- ✎ using semantic information;

- ✎ using grammatical information;
- ✎ using graphophonological information.

Teachers should use the opportunities provided in shared and guided reading situations to assist students to understand how to use reading strategies and sources of information and select from these.

When planning guided reading experiences to monitor students' reading, teachers can:

- ✎ select texts in consultation with the student and match the text with the students' ability and interest;
- ✎ orient the student to the text before reading by introducing relevant information, drawing attention to the important ideas and the language used in the text;
- ✎ help students read the text, asking questions that assist reading and prompting when necessary;
- ✎ show students how to bring their knowledge of content, grammatical structures and language features to the reading and understanding of text.

Reading Aloud by the Teacher

Daily reading aloud by the teacher provides opportunities for students to:

- ✎ enjoy a shared experience;
- ✎ experience texts beyond their current level of reading skill;
- ✎ share a common experience for class responses and so form the basis of a wide range of activities.

Writing

In addition to the strategies outlined in Early Stage 1, teachers need to make explicit and demonstrate ways of using the writing processes of:

- ✎ planning and drafting;
- ✎ redrafting and revising;
- ✎ editing and proofreading;
- ✎ reviewing and publishing.

The process of writing, from planning to publishing, can be taught through joint construction activities and conferencing.

Joint Construction of Texts

Joint construction activities provide opportunities for students to observe experienced writers demonstrating:

- ✎ how to preplan work, including the completion of a pro forma chart;
- ✎ how to select and organise information according to purpose, audience and situation;
- ✎ the language structures and features of text types;
- ✎ how to construct sentences using correct punctuation;
- ✎ what to include or leave out and the flexibility to change or correct a language choice;
- ✎ editing and proofreading strategies;
- ✎ how to make decisions about layout and inclusion of visual text.

Spelling

Spelling strategies that need to be taught in Stage 1 include:

- ✎ matching sounds with words that contain that sound, for example, *at, am, an, et, ag, en, ig, in, un, ug, og, op, ch, s, th, wh*;

- ✎ using knowledge of familiar letter patterns, for example, *-ed, -ing, -s*;
- ✎ using a letter or letter combination to represent most syllables in words;
- ✎ self-correcting words that do not look right when first written;
- ✎ identifying possible spelling errors after completing writing;
- ✎ using resources to find correct spelling, eg *word banks, alphabet charts, junior dictionaries*.

Handwriting

Teachers should provide opportunities for students to:

- ✎ write frequently, practising lower-case and upper-case letters, writing words and sentences and developing patterns related to the letter being practised. A suggested sequence is:
o, a, d, g, q, e, c, i, j, l, t, f, h, m, n, k, r, b, p, u, y, x, z, s, v, w;
- ✎ employ correct pencil grip and good posture;
- ✎ pay attention to size, shape, slope and spacing of letters;
- ✎ form letters of the alphabet using conventional movements and shapes of the NSW Foundation Style;
- ✎ be legible, particularly when publishing, ensuring that they meet the needs of their audience and their purpose by presenting their work well.

Practising handwriting in normal writing situations discourages students from having two standards of writing.

Word Processing

Teachers should provide opportunities for students to:

- ✎ recognise computer icons;
- ✎ type simple sentences with assistance until confident;
- ✎ produce a text on a word processor;
- ✎ be familiar with and use words associated with computers accurately, such as ‘keyboard’, ‘screen’, ‘cursor’, ‘mouse’, ‘disk’, ‘icon’, ‘save’, ‘quit’ and ‘space bar’;
- ✎ edit text using delete, cut and paste functions;
- ✎ experiment with computer functions such as tabbing and changing font size;
- ✎ use a spell check in computer software.

Grammar

Talking and listening, reading and writing lessons should focus on specific grammar features. Teachers should provide opportunities for students to engage in activities such as:

- ✎ creating banks of words for reading, writing and spelling activities that indicate time, eg *yesterday, tomorrow, last week*;
- ✎ creating word banks of action verbs, eg *loped, crouched, padded, charged*;
- ✎ drawing and displaying flow charts to demonstrate patterns of causality in texts;
- ✎ completing cooperative oral and written cloze activities, enabling students to focus on tense, nouns, adjectives and verbs;
- ✎ examining modality expressed in the statements made by characters and how this affects the relationship between characters;
- ✎ rehearsing and performing a Readers Theatre of a story to make explicit aspects of direct and indirect speech.

Stage 1 Overview of Outcomes

Talking and Listening

Talking and Listening

TS1.1

Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.

Skills and Strategies

TS1.2

Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.

Context and Text

TS1.3

Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.

Language Structures and Features

TS1.4

Recognises that different types of predictable spoken texts have different organisational patterns and features.

Reading

Reading and Viewing Texts

RS1.5

Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.

Skills and Strategies

RS1.6

Draws on an increasing range of skills and strategies when reading and comprehending texts.

Context and Text

RS1.7

Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.

Language Structures and Features

RS1.8

Identifies the text structure and basic grammatical features of a limited range of text types.

Writing

Producing Texts

WS1.9

Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.

Skills and Strategies

WS1.10

Grammar and Punctuation

Produces texts using the basic grammatical features and punctuation conventions of the text type.

Spelling

WS1.11

Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.

Handwriting and Computer Technology

WS1.12

Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.

Context and Text

WS1.13

Identifies how own texts differ according to their purpose, audience and subject matter.

Language Structures and Features

WS1.14

Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.

Recount

General Features of Recount

Social Purpose

Recounts 'tell what happened'. The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of the literary or story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by the narrator about the events.

Structure

Recounts are organised to include:

- ✎ an orientation providing information about 'who', 'where' and 'when';
- ✎ a record of events usually recounted in chronological order;
- ✎ personal comments and/or evaluative remarks that are interspersed throughout the record of events;
- ✎ a reorientation that 'rounds off' the sequence of events.

Grammar

Common grammatical patterns of a recount include:

- ✎ use of nouns and pronouns to identify people, animals or things involved;
- ✎ use of action verbs to refer to events;
- ✎ use of past tense to locate events in relation to speaker's or writer's time;
- ✎ use of conjunctions and time connectives to sequence the events;
- ✎ use of adverbs and adverbial phrases to indicate place and time;
- ✎ use of adjectives to describe nouns.

Recount

Teaching Notes: Stage 1

In Stage 1, students should listen to recounts of personal experience told by the teacher and to picture book recounts read aloud. Students should also listen to and engage in shared reading of factual recounts that have an important function across key learning areas.

Structure




In Stage 1, students should be encouraged to develop a brief presentation about ‘who’ and ‘what’ were involved in the events of the recount, and ‘where’ and ‘when’ they took place. They should be encouraged to express feelings and personal experience as well as their attitudes about the events they recount and to ‘round off’ the events with a short reorientation, eg *Then we caught the bus to school*. Recounts will be longer at this stage. Students should be introduced to factual recounts about Human Society and Its Environment topics as well as story recounts that focus on the attitudes and feelings of characters and the events they are involved in.

Content





Content will still be related to students’ familiar experience in their oral and written recounts, although students may listen to factual recounts about familiar and unfamiliar experiences. Students may use pro formas and timelines for planning.

Links with Other Key Learning Areas

Recounts can be written about activities across key learning areas:







-  Science and Technology: an excursion to a museum, a visiting reptile show, a trip to Wonderland;
-  Creative and Practical Arts: an excursion to the local art gallery;
-  Human Society and Its Environment: a visit to a local significant site, either natural or built.

Grammar Focus

-  Using a variety of time conjunctions and connectives to relate clauses and sentences.
-  Using verbs and adjectives expressing feeling and attitude.
-  Using action verbs.
-  Using adverbs and adverbial phrases.

Grammar Terminology

Students at this stage will be using terms such as:

-  sentence;
-  joining word, eg *when, then, after, need*;
-  naming word/nouns, eg *boy, girl*;
-  proper noun, eg *Peter, Maria*;
-  common noun, eg *zoo, museum*;
-  adjective, eg *happy, sad*.

Spoken Recounts

Spoken recounts about personal experiences, individual and shared, are common at this stage. So too are spoken recounts that retell picture books and stories.

Written Recounts

While students will still jointly construct recounts, they will also write independently. Jointly constructed and independently written recounts can be accompanied by drawings, photographs and timelines. Jointly constructed recounts about class experience can be displayed with accompanying visual text. They will provide models for students’ reading and writing.

Early Stage 1 and Stage 1

ESL Teaching Notes: Recount

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2







- ✎ Use everyday, school-based activities on which to base a series of recount activities, eg *what we did at playtime, buying at the canteen, what we did this morning*; document events visually.
- ✎ Introduce and use new vocabulary before, during and after the event.
- ✎ Use students' oral recount as the basis for related reading and writing activities; avoid over-correction.
- ✎ Use numbering, including ordinals, to assist oral sequencing rather than introducing connectives.
- ✎ Encourage students to listen to and use oral recounts in their home language wherever possible.
- ✎ Repetition of key words and phrases is supportive for learners. Provide opportunities for students to hear a recount more than once, eg *on video or audio tape*.
- ✎ When jointly constructing a recount of a shared event, have students act out appropriate actions, eg *we ran to the bus stop, we climbed on the bus, we sat down*.
- ✎ Model repetitive, predictable language structures to provide a scaffold for oral recount, eg *ask the same questions for news telling*.

ESL Scales levels: Oral Interaction 3, 4, 5






- ✎ Accept and encourage students' experimentations with new language features appropriate to recounts. Utilise these developments in reading and writing activities, eg *past tense*.
- ✎ Provide daily opportunities for students to engage in small group oral interactions, eg *news telling in small groups/pairs*.
- ✎ Be sensitive to differences in cultural knowledge, attitudes and styles when recounting, eg *digression into additional anecdotes is often seen as good storytelling in Pacific Island cultures*.
- ✎ Explain idioms and colloquialisms, eg *'We had a chook for dinner last night'*.
- ✎ Link recounts to a shared class experience of students' personal experience.

Reading and Writing *Teaching points to consider*

ESL Scales levels: *Beginning Reading and Responding 1, 2, 3*
Reading and Responding 1
Beginning Writing 1, 2, 3
Writing 1

-  Have students illustrate a shared experience; label and scribe if appropriate.
-  Transcribe students' oral recounts; ask students to illustrate.
-  Have students copy jointly constructed text on computer (focus on upper and lower case).
-  Collate all recounts in students' book to build vocabulary reference.
-  Sequence photographs from an excursion or class event and make into a jointly constructed written recount. The photographs will support ESL learners when they later reread the recount.
-  Scribe words provided orally by students for them to use later in written recounts.

ESL Scales levels: *Reading and Responding 2, 3*
Writing 2, 3

-  Construct cloze to focus on common conjunctions, connectives and past tense verbs; a bank of these words can be built up through repeated recount events.
-  Sequence photographs from a class event and teacher scribes or assists student writing recounting the event.
-  Use a recount on a known topic as the basis for a jumbled text. Ask students to reorder the text. Discuss language features that gave them clues (time connectives, use of pronouns, knowledge of order of events).
-  Practise building sentences for recounts, focusing on who, what, where and when.
-  Build up a bank of past tense verbs by collating students' recounts.

Recount: Stage 1

Text Structure

Orientation introduces a setting in some detail and main characters involved in events

Our trip to the Blue Mountains

On Friday we went to the Blue Mountains.

We stayed at David and Delia's house.

It has a big garden with lots of colourful flowers and a tennis court.



Record of events

On Saturday we saw the Three Sisters and went on the scenic railway. It was scary.

Includes some evaluation

Then Mummy and I went shopping with Delia. We went to some antique shops and I tried on some old hats.

Reorientation

On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower. In the afternoon we went home.

Language Features

Nouns used to name people, places, things, eg Blue Mountains, house, garden, flowers, tennis court

Adjectives used to describe, eg big, colourful

Adverbial phrases used to say when and where events took place, eg On Saturday, on the scenic railway

Conjunctions used to sequence events in time, eg then

Use of action verbs, eg went

Use of past tense, eg tried on

Stage 1

TALKING AND LISTENING

Recount

Outcomes

- TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.
- TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.
- TS1.3 Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.
- TS1.4 Recognises that different types of predictable spoken texts have different organisational patterns and features.

Indicators

- *recounts observed experiences accurately, including orientation and details of when, where, who and what, when necessary*
- *uses conjunctions and connectives such as 'and', 'then', 'because', 'after that' to link ideas in speech*
- *expresses an opinion about a simple recount heard and speculates on their own behaviour in a similar situation, eg 'If I were ... I would have ...'*
- *provides detail necessary for audience understanding, eg clarifies 'they' by using 'the children across the road'*
- *expresses feelings and attitudes about events in recounts.*

Learning Experiences

- Remind students that the purpose of a recount is to tell a sequence of events.
- Read literary and factual recounts to class.
- Identify and list different topics for a recount, eg *What I did at the weekend, What we did in Maths, What we did at lunchtime, Class excursion.*
- Jointly construct retellings of story book recounts, factual and personal experience recounts.
- Use prompt cards, visual or written, to support students jointly and independently constructing oral recounts, eg *audience displays labels of who, what and when until information is stated.*
- Have students complete sentences orally that begin with conjunctions and connectives, eg *First ..., Then ..., Next ..., After that ...*
- Encourage students to express feelings and attitudes in an oral recount. Develop a class chart of questions: *What happened? What did you think when this happened? What did you feel when this happened?* Encourage students to refer to this chart in class discussions. Build up a word bank of language about feelings and attitudes.
- Play question and answer games related to a class experience that explore phrases that indicate who, where, when, how and why, eg *We're all going _____, When? _____, Where? _____*, in which the answers are all prepositional phrases.

Stage 1	READING	Recount
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Outcomes

- RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.
- RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.
- RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.
- RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.

Indicators

- *names or describes the purpose and audience of some different recounts*
- *identifies words that indicate where, why, when and how actions take place*
- *retells events in sequence after reading a recount*
- *finds information in a recount*
- *locates words expressing feelings, attitudes.*

Learning Experiences

- Read a variety of recounts in shared and guided reading experiences. Point out the use of action verbs. Encourage students to identify action verbs in shared and independent reading.
- Identify the orientation, sequence of events and reorientation in a number of enlarged recounts during shared reading.
- Identify and discuss the purpose of recounts and suggest possible audiences for written recounts, eg *excursion recount to publish in school newspaper for parents and other students; author's biography on a bookjacket.*
- Cut a recount into sentence strips. In small groups, students reconstruct the recount with events in the correct sequence.
- Brainstorm the main events after a shared reading of a recount and then sequence the events in chronological order.
- Have students develop understanding of the stages of recounts by acting out or illustrating events.
- Identify and annotate where particular information is given in enlarged recounts, eg *to answer questions about who, where, when, why and what.*
- Point out events in a recount, focusing on the use of time connectives and how these signal a new event. Encourage students to identify time connectives in shared and guided reading.
- Delete time connectives in a recount to create a cloze activity. Divide students into small groups to complete the activity cooperatively.
- Discuss the ways in which a visual text contributes to the meaning of a written text, eg *photographs, illustrations.*
- Have students identify personal comments in written recounts and words that reveal writer's attitude, eg *It was fun/exciting/sad.*
- Point out pronouns in a recount. Explain that a pronoun refers to a noun, eg *The boy ... he ...*. Identify who or what is being referred to and locate the noun/noun group in the text. Point out that the noun always precedes the pronoun. Students could then sort pairs of sentences to ensure that the noun group sentence precedes the pronoun sentence.
- Use coloured pencils/highlighters to link pronouns to their correct nouns in a shared reading session. Explain why pronouns link with specific nouns, eg *The children/they* not *The children/she.*

Stage 1

WRITING

Recount

Outcomes

- WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.
- WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.
- WS1.11 Uses knowledge of sight words and letter–sound correspondences and a variety of strategies to spell familiar words.
- WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.
- WS1.13 Identifies how own texts differ according to their purpose, audience and subject matter.
- WS1.14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.

Indicators

- *names or uses words expressing attitude and feeling in stages of a recount, eg orientation, sequence of events, reorientation*
- *explains what different verbs do in recounts and identifies verbs in past tense*
- *writes a recount of peers' experience with extended sequence of events*
- *identifies the purpose and intended reader of recount before writing.*

Learning Experiences

- In shared reading, have students examine recounts and annotate organisation, orientation — who, when, where, why and what events in order, use of past tense. Display for students to use as a model for their own writing and editing.
- Jointly construct a recount pro forma chart to plan recounts under headings such as who, where, when, why and what. Notes can be made in either written or pictorial form.
- Discuss topics of familiar experience appropriate for written recounts.
- Develop class word banks of present and past tense verbs. Relate use of past tense in recount to the purpose of recounts, which is to retell what happened.
- Develop and display word banks of words expressing feelings and attitudes.
- Develop class lists of time connectives for students to use as a resource in their own recounts, eg *firstly, next, after that, lastly*.
- Model how two sentences can become one by using a linking word, eg *'I went to the beach. I saw a whale'* becomes *'I went to the beach where I saw a whale'*. Encourage students to use linking words in their own writing.
- Identify an audience for a recount, eg *another class, assembly, parent/community group*.
- Jointly construct recounts of shared experiences, eg *excursion, athletics carnival, assembly item*. Identify the purpose of recount: to retell events.
- Examine published recounts to identify visual elements, eg *maps, photographs, diagrams, drawings*. Point out the purpose of these. Sort examples of visual texts relevant for a class jointly constructed text, eg *map and photographs relevant to class excursion*.
- Jointly construct timelines, flow charts and story maps of information from a recount.
- Encourage students to refer to word banks and jointly constructed pro formas for structure of recount when writing individual journal entries.
- Have students use knowledge of familiar letter patterns to attempt spelling of unknown words in independent writing and to attempt to find and correct spelling of words using word lists and/or simple dictionary.
- Have students make regular journal entries using a recount structure.

Narrative

General Features of Narrative

Social Purpose

Narratives construct a pattern of events with a problematic and/or unexpected outcome that entertains and instructs the reader or listener. Narratives entertain because they deal with the unusual and unexpected development of events. They instruct because they teach readers and listeners that problems should be confronted, and attempts made to resolve them. Narratives incorporate patterns of behaviour that are generally highly valued.

Structure

Narratives are usually organised to include:

- ✎ Orientation — this stage ‘alerts’ the listener and/or reader to what is to follow, usually by introducing the main character/s in a setting of time and place.
- ✎ Complication — in this stage a sequence of events, which may begin in a usual pattern, is disrupted or changed in some way so that the pattern of events becomes a problem for one or more of the characters, eg *a visit to a deserted house becomes a serious problem for the narrator when he finds himself locked in a house where there is no handle to the door*. The events are evaluated by the character/s, thus making it clear to the reader/listener that a crisis has developed, eg *‘I was terrified when the door slammed shut. How was I going to get out? There was no handle on the inside and nobody knew where I was. My heart was racing and I felt sick with fear as I banged on the door’*.
- ✎ Resolution — the problem or the complication is resolved or attempted to be resolved in the resolution. A pattern of normalcy is restored to the events, but the main character/s has changed as a consequence of the experience.
- ✎ Coda — this stage is optional. It makes explicit how the character/s has changed and what has been learned from the experience.

Grammar

Common grammatical features of narrative texts include:

- ✎ use of particular nouns to refer to or describe the particular people, animals and things that the story is about;
- ✎ use of adjectives to build noun groups to describe the people, animals or things in the story;
- ✎ use of time connectives and conjunctions to sequence events through time;
- ✎ use of adverbs and adverbial phrases to locate the particular incidents or events;
- ✎ use of past tense action verbs to indicate the actions in a narrative;
- ✎ use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

Narrative

Teaching Notes: Stage 1

In Stage 1, students should be listening to a range of narratives by different authors. It remains important to read one narrative a number of times so that students become familiar with its structure and content. Students should be encouraged to talk about and retell parts of narratives they have heard. Students should also be encouraged to identify the stages of narrative and to give reasons for their decisions. At this stage, independent writing requires careful planning and preparation.




Structure

Students should be encouraged to develop the orientation stage, particularly with reference to describing characters. Students should be helped to extend the complication. At this stage, students are likely to find the resolution difficult to develop on the basis of what has happened in the complication. They may rely on 'magical forces' to resolve problems. Such a strategy is appropriate if it enables the student to complete the narrative. Students should be encouraged to focus on words expressing attitude and feeling about the problems that confront characters.




Content

Students can draw on familiar experiences from narratives they have read or listened to. In independent writing, students will make use of content from narratives they have read or heard. To expect students to be 'imaginative' or 'original' in their writing at this stage is an unrealistic expectation for most.

Links with Other Key Learning Areas


-  Human Society and Its Environment: folktales, myths and legends and oral histories from the cultures of the students in the class.
-  Creative and Practical Arts — Music: building music to complement narratives, reading the narratives for music, eg *Peter and the Wolf*.
-  Science and Technology: selecting aspects of a narrative to explore design-and-make activities, eg *design and make lunches from 'Possum Magic'*.

Grammar Focus

-  Building up descriptions of characters in the orientation.
-  Using a variety of action verbs to develop the complication.
-  Using words that express the feelings and attitudes of characters.

Grammar Terminology

Students at this stage will be using terms such as:

-  noun
-  adjective
-  verb
-  adverb
-  conjunction
-  sentence.

Spoken Narratives

Spoken narratives will be mainly retellings of narratives that students have read or listened to. Jointly constructed retellings will still be important, although students may independently retell a stage of a narrative. Teachers will need to guide retellings with questions that focus on the content of orientation and complication.

Written Narratives






While students will still jointly construct narratives, they will also write independently. Students' independently written narratives may still be based on narratives they have heard or read. Students will need to plan narratives in terms of their stages and what will happen in each stage. They will need to focus on how the character/s feels when things go wrong. Thorough preparation for writing is as important for narrative as for factual writing. Students should be encouraged to research topics for their narratives. Jointly constructed narratives can provide models for students' future reading and writing. They can be displayed with illustrations in the classroom and read to students in other classes.

Early Stage 1 and Stage 1





ESL Teaching Notes: Narrative

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2

-  Use traditional fairy stories and well-known legends with well-supported visual texts or picture books with a clear dramatic plot.
-  Introduce nouns that are essential to the story, supported by visuals, before reading text; revisit after reading.
-  Paraphrase or simplify the narrative to a few basic sentences; details can be omitted.
-  Transcribe the student's retelling of narrative, use student's content words for reading and writing activities.
-  Act out narratives using props.

ESL Scales levels: Oral Interaction 3, 4, 5

-  Select predictable, visually well-supported narratives that are well within the student's understanding. Encourage students to refer to the text when identifying elements of the plot, characters etc.
-  Allow one-to-one situations to enable the student to copy your intonation and pronunciation as the student will now be attuned to finer sounds of English.
-  Sequence pictures from text and retell in small groups in first and second language.
-  Highlight narrative's use of colloquialisms, metaphor and culturally specific humour in class discussion.




Reading and Writing *Teaching points to consider*

ESL Scales levels: Beginning Reading and Responding 1, 2, 3

Reading and Responding 1

Beginning Writing 1, 2, 3

Writing 1

-  Make up simple true and false (yes and no) statements based on students' narratives, eg *The princess is a girl*.
-  Ask students to locate particular parts of the narrative or key words. Point out clues to support students.
-  Focus on meaning of narrative; sequence main events of narrative using illustrations. Identify main characters.

**ESL Scales levels: Reading and Responding 2, 3
Writing 2, 3**

- ✎ Point out title, words, sentences, punctuation. Use this metalanguage regularly.
- ✎ Make speech bubbles next to characters to recycle vocabulary.
- ✎ Use students' own transcripts of traditional stories and picture books. Often students are not willing to read and write words they don't know orally. Use these as a basis for sequencing and cloze activities to focus on meaning (eg content words including nouns and verbs).
- ✎ Discuss common synonyms in the text, eg *big/huge*.
- ✎ Build word banks of common action verbs, act out and link to particular narratives.
- ✎ Limit amount of new vocabulary in a session.
- ✎ Focus on use of plurals.
- ✎ Highlight reference chains (who is speaking in a narrative, eg *he, Tom*) as ESL learners often have difficulty tracking the character being referred to.
- ✎ ESL students and teacher jointly rewrite a known narrative focusing on structure.
- ✎ When paraphrasing, select language that supports everyday communication, eg *cry* for *sob*, *run* for *bolt*.

Narrative: Stage 1

Text Structure

Orientation
(introduces main
character)

Once upon a time there was a girl called Cinderella. She lived with her stepsisters. They were very bossy. She had to do all the housework.

Complication

One day an invitation to the ball came to the family. Her stepsisters would not let her go. Cinderella was sad. The stepsisters went to the ball without her.

Resolution

The Fairy Godmother came and helped her to get to the ball. Cinderella danced with the prince. The bell went when it was 12 o'clock. Cinderella took off her smelly shoes and went to the beach. She changed her name to Cindersmella.

Language Features

Nouns used to name people, places, things, eg stepsisters, housework, ball

Use of adverbial phrases, eg with her stepsisters, to the ball

Use of action verbs, eg helped, danced

Stage 1

TALKING AND LISTENING

Narrative

Outcomes

- TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.
- TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.
- TS1.3 Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.
- TS1.4 Recognises that different types of predictable spoken texts have different organisational patterns and features.

Indicators

- *talks about stages of narratives and their purpose*
- *identifies some of the needs of an audience when listening to a story*
- *responds orally to narrative texts heard or read*
- *locates stages of orientation, complication and resolution in narratives read aloud.*

Learning Experiences

- Review narrative stages of orientation, complication, resolution.
- Listen to sections of a narrative being told or read aloud. Identify which stage of the narrative has been heard, with reference to details heard, eg *It's part of the orientation because it introduces the characters.*
- Retell an orientation and/or a complication of a familiar narrative.
- Create a visual representation of a character, location or scene in a narrative heard read aloud.
- Compare representations, discussing reasons for different interpretations with reference to descriptive language included in the text.
- Ask students to listen for patterns of sounds such as rhyme, rhythm, repetition and alliteration in narratives.
- Play description games where students are given the name of a character from a familiar narrative. Students take it in turns to add adjectives before the noun to build up noun groups to describe different characters, eg *the big, bad, black, furry, mean wolf.*

Stage 1

READING

Narrative

Outcomes

- RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.
- RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.
- RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.
- RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.

Indicators

- *links personal knowledge and experience with information and ideas in narratives*
- *retells and comments on narrative texts viewed or read*
- *states an opinion and supports it with information from the written text*
- *records events and ideas from narratives*
- *locates problems and attempts to resolve them*
- *locates words evaluating characters and events*
- *focuses on how orientation and complication are developed.*

Learning Experiences

- Read aloud the same narrative a number of times so that students can listen for different aspects of structure and language in each reading. Provide focus questions for listening.
- Read author biographies and jacket blurbs to investigate why authors write narratives. Point out that the social purpose of narratives is to create a view of the world where characters confront problems and attempt to resolve them.
- Have students examine familiar narratives to locate events, characters or actions that interest or entertain the reader. Link these to the purpose of narrative to entertain and instruct.
- Make predictions based on shared narrative texts, eg *about content, next stage of story, next event, character response, individual words, phrases, sounds, spellings, punctuation.*
- In shared reading, guided reading and independent reading, read a variety of traditional and contemporary narratives. Focus on how orientation and complication are developed. Focus on action verbs in complication.
- Cut up a short narrative text into sentence strips. Have students sort the strips into three groups according to whether they belong to the orientation, complication or resolution. Divide the students into three groups to reconstruct each stage of the narrative.
- Develop a class matrix to compare similarities and differences in traditional and contemporary fairy tales. Headings could include title, orientation, complication, resolution.
- Investigate the role of illustrations in picture books. Identify ways in which they contribute to or extend meaning, eg *fill in gaps in a narrative, indicate point of view of the narrator, show what something looks like.*
- Have students read a variety of narratives. Encourage them to identify the stages of a narrative, justifying their choices by referring to the purpose of each stage, eg *This is the orientation because it tells who is involved and where the story happens.*
- Explain that the purpose of adjectives is to provide more information about nouns. Delete adjectives from an unfamiliar narrative and ask small groups to supply answers. Compare responses with original version, as a whole class, considering different meanings created by different choices.
- Look at the visual images in a text of each particular character. Discuss the strategies used by an illustrator to shape readers' perceptions, eg *How is the character positioned in the picture? Is the character looking directly at the viewer or not? What effect does this have? Is the character looking up to the viewer or down on the viewer? What effect does this have?*
- Develop and display wallcharts of familiar stories for reading activities.
- Locate words that evaluate characters and events, eg *It was a terrifying experience, He seemed shy and nervous.*

Stage 1	WRITING	Narrative
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Outcomes

- WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.
- WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.
- WS1.11 Uses knowledge of sight words and letter–sound correspondences and a variety of strategies to spell familiar words.
- WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.
- WS1.13 Identifies how own texts differ according to their purpose, audience and subject matter.
- WS1.14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.

Indicators

- *writes stories with some of the organisational structures and language features of narrative*
- *identifies the purposes of the different structural parts of a narrative*
- *uses drawings to accompany text where relevant*
- *uses words that evaluate characters and events.*

Learning Experiences

- Jointly construct a scaffold for narratives using headings and questions for each stage:
Orientation — Who? When? Where?
Complication — What goes wrong? How do the characters feel about things going wrong?
Resolution — How is the problem solved?
- Jointly construct a narrative after deconstructing a simple model.
- Have students innovate and extend on one stage of a narrative text, eg *orientation, or complication*, substituting own words for key words in the model.
- Jointly construct narratives for class big books and wall stories.
- Have students discuss and list possible topics for writing narratives.
- Ask students to locate action verbs in texts for a class word bank to use in writing activities. Add to these.
- Ask students to locate words expressing attitude and feeling for a word bank to use in writing.
- Encourage students to focus on the development of the complication in a narrative and how a problem is constructed through a sequence of events that go wrong in some way and cause a problem for the characters.
- Ask students, in pairs or small groups, to create a story map to use as the basis for writing a narrative.
- Encourage students to produce well-presented narratives in NSW Foundation Style handwriting or on computer for publication.
- Encourage students to independently write a narrative. Have students use a pro forma to help organise ideas, recording the orientation, complication and resolution.

Procedure

General Features of Procedure

Social Purpose

Procedures tell how to do something. This might include instructions on how to carry out a task or play a game, more complicated procedures involving several phases, directions for getting to a place, and rules of behaviour.

Structure

Procedures are usually organised to include:

- ✂ the goal of the activity;
- ✂ any materials needed in achieving the goal;
- ✂ steps needed to accomplish the goal.

Some procedures have optional stages such as explaining reasons for a step, providing alternative steps, giving cautions, or mentioning possible consequences. Directions, rules and spoken procedures will have a slightly different structure.

Grammar

Common grammatical patterns of a procedure include:

- ✂ the use of commands (imperative form of the verb), eg *'put', 'don't mix'*;
- ✂ the use of action verbs, eg *'turn', 'pick up', 'don't run'*;
- ✂ the use of precise vocabulary, eg *'whisk', 'lukewarm'*;
- ✂ the use of connectives to sequence the action in time, eg *'then', 'while'*;
- ✂ the use of adverbials to express details of time and place, manner, and so on, eg *'for five minutes', '2 centimetres from the top', 'carefully'*.

Procedure

Teaching Notes: Stage 1

In Stage 1, there are numerous opportunities to involve students in listening to, giving, reading and writing instructions and directions. Although procedures are commonly used in school contexts, it can't be taken for granted that all students can automatically use them appropriately. Many students at this stage will have trouble listening for detail, comprehending the overall gist, sequencing their own instructions, and providing sufficient detail for the listener or reader.

Structure

At this stage, procedures generally take the form of a simple set of instructions, stating the goal, eg *in the title*, and then outlining a short sequence of steps in chronological order. Sometimes there will also be a list of materials needed, which will be organised in the order they are to be used.





When dealing with directions (ie how to get to a particular location), there will be no list of materials and the emphasis will be on 'where words/phrases', eg *left, right, around the corner, next to the park*.

Rules tell people what to do but are not necessarily sequenced in chronological order.






Content

Procedures at Stage 1 will still be concerned with everyday activities in the classroom, at home and in the neighbourhood. They will generally involve concrete objects and actions. Many will take the form of educational games, eg *blindfolding a student and then giving directions for navigating an obstacle course; or barrier games involving details of place*.

Links with Other Key Learning Areas

-  Personal Development, Health and Physical Education: how to ask people to do things in a considerate way; negotiating classroom rules; simple first aid instructions; instructions for games and sports.
-  Science and Technology: instructions for making a mask, using computer software.
-  Mathematics: instructions for doing a mathematical task.
-  Human Society and Its Environment: directions to get to locations in the neighbourhood.

Grammar Focus

-  The use of simple, clear instructions using commands (the imperative), eg *Get the cardboard and cut three triangle shapes and one square shape*.
-  The use of adjectives to describe details, eg *long, strong nails*.
-  The inclusion of details such as 'where?', 'for how long?', 'how?', eg *Cut out the shapes and put the square on the base. Put glue on the sides of the triangles and hold for 1 minute*.
-  The use of polite forms when requesting help, eg *Could you please open this for me?*
-  The use of connectives to indicate sequence, eg *then, after that*.

Grammar Terminology

Students at this stage will be using terms such as:

- ✎ action verbs, which tell us what to do (ie commands);
- ✎ describing words/adjectives;
- ✎ phrases telling 'where', 'when', 'how';
- ✎ prepositions, eg *in, above, under, out*;
- ✎ time connectives.

Spoken Procedures

Students should still be given explicit guidance in listening carefully to instructions. When students are giving spoken instructions, they should be given feedback on whether their instructions were sufficiently clear and well sequenced. Students' familiarity with the features of procedures can be increased by having them dramatise and demonstrate procedures. Many students, particularly from different linguistic backgrounds, might need help with how to ask for assistance in various situations.

Written Procedures

During shared and guided reading, students should be made aware of the way in which instructions are organised (ie the different stages). Students should be provided with models of different types of written procedures and guided to identify such features as the action verbs, the describing words, sequencing using numbers or time connectives and so on. Before students write their own procedures, it is useful to jointly construct a procedure, with the class contributing ideas for the various steps while the teacher writes these on the board and demonstrates how to write them clearly and precisely. This provides a good opportunity to point out how different aspects of grammar are involved in the writing of effective instructions. Groups could collaboratively make books of procedures for the class library, eg *instructions for playing different games*. As each group drafts its procedure, other groups should try to follow it in order to give feedback on whether it is clear enough.






Early Stage 1 and Stage 1

ESL Teaching Notes: Procedure






Procedures are a useful text type for ESL learners as the vocabulary is linked to highly contextualised experience. Students can use diagrams and their own observations and experiences in reading and writing procedures.

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2




-  Make items in class that aid the development of basic vocabulary that students will need in school, eg *making a kite involves cutting, gluing, ruling, tying and the materials, scissors etc.*
-  Orally introduce in a small group materials needed for carrying out a particular procedure, then develop games around these materials, eg *picture bingo, concentration, what item is missing?*
-  Develop a variety of oral-based games to introduce new verbs, eg *Simon/Simone Says.*
-  Present instructions a step at a time to which the student can respond physically.
-  Ask students to tell a classmate or the teacher how to do or make something that has already been made in class.

ESL Scales levels: Oral Interaction 3, 4, 5





-  Play games where students have to follow increasingly difficult series of instructions. Focus students' attention on key words to listen for in a spoken text.
-  Present instructions clearly, model the task.
-  Repeat instructions on a one-to-one basis as necessary.
-  Model the polite forms of request, eg *Could you ...?, Would you mind ...?.*
-  Take note when a student starts to use prepositions in their talk as this often indicates a readiness to focus on levels of English beyond basic content words.

Reading and Writing *Teaching points to consider*

ESL Scales levels: Beginning Reading and Responding 1, 2, 3 **Reading and Responding 1** **Beginning Writing 1, 2, 3** **Writing 1**

-  Make simple drawings of a procedure carried out in class (eg making jelly, milkshake). Jointly construct simple instructions to accompany the pictures. Distribute to students as a jumbled text (keep picture and corresponding text together). Then sequence correctly.
-  Use commercially produced texts of simple procedures as the basis for guided reading activities. Ensure illustrations are discussed, as many texts use simplified drawings that are difficult to identify without support.
-  Ask students to point to key words in familiar procedural text (eg seeds, cut, soil).

ESL Scales levels: Reading and Responding 2, 3 **Writing 2, 3**

-  Complete the procedure and teach new key vocabulary *prior* to any reading and writing tasks.
-  Sequence pictorial representations of the procedure and then orally retell the procedure.
-  Jointly construct a procedure that the student has completed and where they are familiar with the vocabulary.
-  Develop cloze and sequencing activities focusing on content words, eg *nouns and verbs*, and ordinal numbers.

Procedure: Stage 1

Text Structure

Goal or aim

To find things that dissolve in water

Materials

essence

jelly crystals

sand

sugar

salt

water

cups

drink bottle

Materials and equipment

Language Features

Use of nouns and noun groups, eg cups, jelly crystals, drink bottle

Use of commands, eg put

Use of action verbs, eg add, watch

Use of adverbial phrases, eg in a cup, to a cup of water

Use of adverb telling how to carry out the action, eg carefully

Steps to accomplish goal

Method

1. Put some of each material in a cup.
2. Add the material to a cup of water.
3. Watch carefully what happens.

Stage 1

TALKING AND LISTENING

Procedure

Outcomes

- TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.
- TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.
- TS1.3 Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.
- TS1.4 Recognises that different types of predictable spoken texts have different organisational patterns and features.

Indicators

- *listens to a brief set of instructions*
- *talks about the structure of a simple procedure*
- *shows awareness of some of the steps required in a procedure on a familiar topic.*

Learning Experiences

- Give oral instructions for familiar classroom routines, asking students to identify any missing steps, eg *'You didn't tell us to get our books out'*. Link the inclusion of all necessary steps to the purpose of a procedure, which is to tell how to do something.
- Have students give a simple set of instructions/directions easily understood by peers, eg *how to go to the school canteen*.
- Develop a list of time connectives to assist students in orally sequencing procedures. Point out that the function of these words is to tell the order of the steps.
- Use oral cloze to focus on materials in the steps of familiar classroom procedures, eg *'Now take the _____ and put it on the _____'*.
- Brainstorm lists of words that could be used in giving directions, eg *action verbs: turn, walk, stop; adverbs: left, right, straight ahead*. Use these word banks as a resource when jointly constructing directions to other places in the school, eg *How to get to the Year 6 classroom*.
- Jointly construct a scaffold for procedures using headings for each stage to assist students in giving procedures orally, eg *Goal: what you will achieve; Materials: what you need; Steps: what you have to do*.
- Have students consider how gestures add meaning to procedures that are given orally. Jointly construct words that would replace gestures if the procedure was written (ie adverbs, eg *slowly, carefully*).
- After following an oral procedure to complete a craft activity, have students identify some elements of spoken procedures that assist audience understanding, eg *use of time connectives, speaking slowly, pausing between steps*.
- Have students play barrier games to practise giving instructions. Evaluate effectiveness of instructions by comparing finished products. Ask listeners to identify areas of confusion and suggest improvements.
- Have students play listening games such as 'Copy Me', where students give and follow instructions using commands.
- Play trust games, eg *leading blindfolded partner*. Recall commands given for the teacher to record.

Stage 1	READING	Procedure
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Outcomes

- RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.
- RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.
- RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.
- RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.

Indicators

- recognises and describes the purpose of procedures
- describes purpose of each stage in the procedure
- recognises and chooses procedural texts related to a topic.

Learning Experiences

- Display a procedure and identify its purpose — to tell how to do something.
- Have students find procedures for a specific purpose, eg *recipes for a class cookbook*.
- Encourage students to bring examples of written procedures to school, eg *recipes, video manual, instructions for making a toy*. Compare and discuss similarities and differences in procedural texts.
- Have students follow a simple procedure to achieve a goal. Comment on how easy or hard the task was referring to steps in the procedure.
- In guided reading experiences, point out the organisation of a procedure and the purpose of each stage, eg *Goal: the end result; Materials: what you need; Steps: what you do*.
- Cut a procedure into strips and have students use their knowledge of the purpose of each stage to sort strips that list materials and steps into separate categories.
- Focus on the ‘what to do’ stage (steps) and discuss the purpose of the numbers or time connectives. Consider why the order of steps is important. Small groups then sequence and number steps that have been cut into strips.
- Read the steps of a procedure and locate materials used in each step. Point out that the materials are nouns.
- Delete materials in the steps of a procedure and complete as a cloze activity. Demonstrate using the materials list as a resource for missing words.
- Examine a visual text that accompanies a procedure, eg *a photograph*, and discuss its purpose, eg *to show finished product, to show stages along the way*. Consider its effectiveness, eg *Do the photographs match the steps? How do they assist/confuse the reader?*
- Have students identify intended audiences for different procedures, eg *recipes for children/adults, instructions for children/adults*. List similarities and differences.
- In shared reading, locate adverbs in a procedure that describes how to complete an action. Investigate the importance of these by comparing results of different groups following/ignoring these adverbs of ‘manner’, eg *instead of adding ingredient slowly, adding quickly*.
- Collect procedures with a variety of purposes for a wall display, eg *instructions, recipes, directions, warnings*. Note different purposes, different presentation, eg *as text, picture, poster, sign or label*.
- In pairs or small groups, have students read the steps of a procedure and locate the action verbs used in each step.
- Develop a cloze activity where the action verbs have been omitted. Students cooperatively or independently complete the cloze and follow the procedure to check that it makes sense.
- List and display action verbs specific to procedures collected, eg *cut, paste, fold*. Encourage students to add action verbs to the list.
- During guided reading, have students find and highlight phrases to show where, when and how in procedures. Identify prepositions from these phrases for personal spelling lists, eg *through the hoop, after the bell*.

Stage 1

WRITING

Procedure

Outcomes

- WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.
- WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.
- WS1.11 Uses knowledge of sight words and letter–sound correspondences and a variety of strategies to spell familiar words.
- WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.
- WS1.13 Identifies how own texts differ according to their purpose, audience and subject matter.
- WS1.14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.

Indicators

- *recognises the purpose and organisational structure of a procedure*
- *identifies some of the distinguishing features of procedures, eg use of commands, lists*
- *states the purpose and intended audience before writing*
- *writes simple directions or instructions for a known procedure involving a few steps in sequence.*

Learning Experiences

- Provide a number of procedures as model texts. Discuss their purpose and audience.
- Have students consider who writes different types of procedures, and why they write them, eg *food manufacturers supply free recipes to people who will purchase their products.*
- Ask questions relating to the function of each stage of a procedure, eg *Which part tells what you have to do?* Annotate the sample text with stage names and their functions.
- Jointly construct a familiar procedure by drawing pictures. Use these to inform the joint construction of a written version.
- Relate the purpose of a procedure that tells how to do something to the sentence structure of steps (ie verbs at the beginning of each step telling the reader what to do). Delete verbs from a familiar procedure to create a cloze activity.
- Develop class lists of action verbs related to different types of procedures, eg *recipes, design-and-make activities, games,* and display as a word bank to assist writing and/or spelling.
- Provide students with a pro forma listing stages to support independent writing of a procedure, eg *Goal, Materials, Steps.*
- Have students decide on a familiar activity they would like to teach a friend — their intended audience. Students independently draw or write the procedure under headings — goal, materials, steps. Evaluate by having their friend complete the procedure.
- Encourage students to act out procedures for an audience to ensure all steps are included.
- Have students use a word processor to model how to set out a procedure clearly, eg *they could indent steps, leave line breaks between stages.*
- Ask students to handwrite a procedure legibly or type for a peer to read and interpret.

Information Report

General Features of Information Report

Social Purpose

Information reports are used to present information about something. They generally describe an entire class of things, whether natural or constructed: mammals, the planets, rocks, plants, computers, countries of the region, transport, and so on.

Structure

Information reports are usually organised to include:

- ✎ a general statement identifying the subject of the information report, perhaps defining and classifying it;
- ✎ description ('bundles' of information relating to, for example, features, behaviour, or types).

Grammar

Common grammatical patterns of an information report include:

- ✎ use of general nouns, eg *hunting dogs*, rather than particular nouns, eg *our dog*;
- ✎ use of relating verbs to describe features, eg *reptiles are scaly animals*;
- ✎ some use of action verbs when describing behaviour, eg *emus cannot fly*;
- ✎ use of timeless present tense to indicate usualness, eg *Komodo dragons usually weigh more than 160 kg. The Arctic tern migrates from the Arctic to the Antarctic*;
- ✎ use of technical terms, eg *Isobars are lines drawn on a weather map*;
- ✎ use of paragraphs with topic sentences to organise bundles of information;
- ✎ repeated naming of the topic as the beginning focus of the clause.

Information Report

Teaching Notes: Stage 1

At Stage 1, information reports will generally be somewhat longer than ‘a few bundles’ of facts related to the topic. To a certain extent, information will be gathered from guided observation of concrete examples of the thing in question, eg *the features of ducklings*, from talks about the topic, and from simple information books. Teachers should point out the features associated with this text type, such as table of contents, index, headings and paragraphs and the use of graphics. Students should be taught how to brainstorm and organise information using devices such as word webs/mind maps. Teachers should involve the students in the joint construction of simple reports including visual texts such as graphs, labelled diagrams and photographs.




Structure

At Stage 1, students should be encouraged to provide a simple statement about the topic at the beginning, eg *‘Funnelwebs are spiders’*, and then to organise their observations about the topic into ‘bundles’ of related information, eg *‘Funnelwebs have furry legs. Their legs have joints. They use their back legs for jumping’*. The collection and organisation of information could be guided by the use of structured prompts, eg *key questions, grids, diagrams*.

Content

Information reports at this stage will still generally be related to areas of personal interest to the students: things that relate to their everyday lives but going beyond particular instances, eg *‘My Family’*, to generalised information, eg *‘Australian Families’*. At first the topic might be chosen by the teacher so that the whole class can develop a shared understanding and contribute to joint construction activities. One class could brainstorm what the students already know about the topic and what they need to find out. When the students are more confident about how to write an information report, they might be encouraged to choose their own topic (perhaps from a pool of related topics).

Links with Other Key Learning Areas

-  Science and Technology: after viewing a video, jointly construct information on a pro forma about plants and insects.
-  Human Society and Its Environment: transport in the local area.
-  Mathematics: 3D shapes.

Grammar Focus

- ✎ Forming a sentence that includes an action verb, eg *'Koalas eat gum leaves'*.
- ✎ Discussing the 'do-er' of the action verb, eg *koalas* (and possibly the 'done-to', eg *gum leaves*).
- ✎ The different functions of action verbs, eg *telling about behaviour*, and relating verbs, eg *identifying, defining and describing things*.

Grammar Terminology

Students at this stage will be using terms such as:

- ✎ sentence;
- ✎ joining word, eg *grass and bushes are plants*;
- ✎ naming word/noun, eg *proper noun: Sydney; common noun: city*;
- ✎ relating verb, eg *tigers are meat eaters*; action verb, eg *they hunt other animals*;
- ✎ describing word/adjective, eg *tigers are strong*.

Spoken Information Reports

Spoken information reports are not common at this stage, although, for example, a group project on a particular topic, eg healthy foods, might be presented using props. Oral discussion and brainstorming is important in developing the understandings needed for an information report.

Written Information Reports

Information reports will be more highly organised, perhaps with headings and subheadings and relevant drawings, diagrams and photographs. They might be presented as posters or charts. Students will still jointly construct information reports at this stage as well as writing independently.

Early Stage 1 and Stage 1

ESL Teaching Notes: Description and Information Report

Description is an excellent text type for early ESL students. Information reports requiring research are possible with teacher support and careful field knowledge development.

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2, 3

- Focus on common adjectives drawing on descriptive sets (size, colour, shape, texture, taste).
- Describe objects students can see.
- Limit the number of adjectives taught together.
- Use activities such as 'I Spy', using pictures related to topic as stimulus — *I spy something that is brown and furry.*

ESL Scales levels: Oral Interaction 3, 4, 5

- Develop a series of visually supported talking and listening activities that recycles, eg *oral true and false, What Am I?*
- Students classify objects or pictures and justify categories, eg *sharp/round, 4 legs/2 legs.*
- Start with the core noun and 'build' on the noun to develop noun groups, eg *sharp white teeth.*
- Ask students to identify specific points form an oral information report, eg *What family does it belong to?, What covers its body?*

Reading and Writing *Teaching points to consider*

ESL Scales levels: Beginning Reading and Responding 1, 2, 3 **Reading and Responding 1** **Beginning Writing 1, 2, 3** **Writing 1**

- Ask students to locate information texts on a topic using illustrations, title, layout as clues.
- Take photographs of students in the class and jointly scribe simple description (2 to 3 characteristics).
- Read an information text to the class. Ask students to locate key words (read out by teacher).

ESL Scales levels: Reading and Responding 2, 3 **Writing 2, 3**

- Jointly construct some or all paragraphs of an information report on an animal after students have had many opportunities in a small group to use new vocabulary.
- Use a jointly constructed information report for reading and writing activities: re-ordering under correct headings, cloze on content words, completing half-sentences, highlighting pronouns referring back to nouns.
- Provide many opportunities for building up the field knowledge before writing.
- Provide clear pro formas for students to draw/write information under relevant headings, eg *Where do mice live?, What do mice eat?*

Information Report: Stage 1

Text Structure

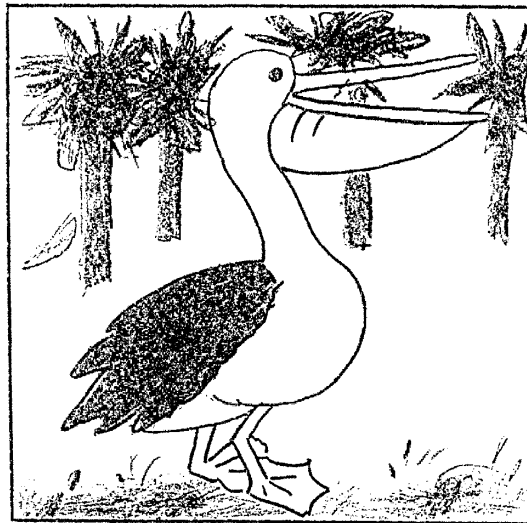
General statement identifies and classifies the subject of the information report

TITLE The Pelican Report

CLASSIFICATION Part of the Bird family

TYPE/KIND The only kind in Australia

Language Features



Use of general nouns, eg pelican

Use of present tense, typical of much scientific writing

Relating verbs used to relate body parts to pelicans, eg have

Adverbial phrase used to tell where pelicans live, eg around the coast

Use of technical language, typical of scientific writing, eg crustaceans

Nouns used to build topic information, eg fish, shrimps

Adverbial phrase used to build description, eg with their head back

Adjectives used to describe, eg white

Action verbs used to build information, eg fly, lay

Sentences and statements used throughout the report

Description, appearance, behaviour, habits, breeding

DESCRIPTION

Pelicans have a big bill with a pouch. Most Pelicans have white body feathers. All Pelicans have short legs. Most Pelicans have large webbed feet.

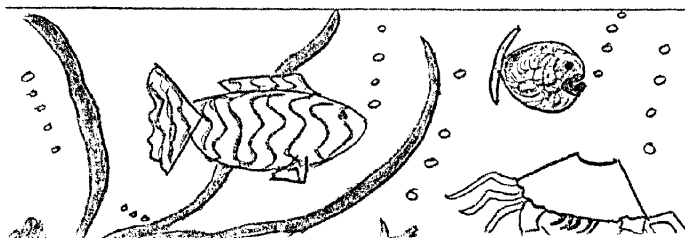
Most Pelicans live around the coast.

FEEDING HABITS Pelicans eat crustaceans, crabs, fish and shrimps.

MOVEMENTS Pelicans fly with their head back.

BREEDING Pelicans lay two, three or four white eggs. They take thirty five days to hatch.

SPECIAL FEATURES Pelicans can weigh up



Stage 1

TALKING AND LISTENING

Information Report

Outcomes

- TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.
- TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.
- TS1.3 Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.
- TS1.4 Recognises that different types of predictable spoken texts have different organisational patterns and features.

Indicators

- *describes the purpose and structure of an oral information report*
- *attempts to use suitable, subject-specific vocabulary for a topic*
- *identifies language used to describe, eg adjectives*
- *identifies topic of oral information reports*
- *recognises familiar objects or people from a description.*

Learning Experiences

- Remind students about the purpose of an information report (ie to classify and describe).
- Point out the structure of an information report (ie general classification, grouped facts about the class of animal or thing).
- Jointly construct a list of key words that may be included in different sections of an oral information report, eg *appearance of bears — ears, claws, fur*. Assign different groups to listen for these words, and any additional details given, eg *small, round ears*.
- Play description games related to the unit of work where students add classifying and describing adjectives to build up noun groups, eg *in groups, students could take turns to remember and add words until they can no longer remember all the list, as in, 'big, brown, grisly, furry and fierce bears'; or 'I have two legs. I have soft fur. What am I?'*
- Ask students to identify a change in topic of description when listening to information reports. Locate topic sentences that signal the change.
- Have students listen to an information report read aloud and decide on the topic of the information report. Ask them which words they used as clues to help identify that topic.
- Play games such as 'What am I?' to encourage the use of questions to find important information. Encourage open-ended questions in these games rather than specific guesses at the beginning, eg *What colour are you?* or *Are you bigger than a cat?* rather than *'Are you a dog?'*
- Have students make observations in groups about a supplied object, eg *a seashell from an excursion to the beach*. Encourage students to use adjectives to describe the object.

Stage 1

READING

Information Report

Outcomes

- RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.
- RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.
- RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.
- RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.

Indicators

- *recognises and describes the purpose of information reports*
- *describes the purpose of organisational stages in information reports such as classification and description*
- *recognises and explains the purpose of features of written information reports such as text, headings, diagrams*
- *interprets and gathers information from information reports, eg animals or plants.*

Learning Experiences

- Ask questions about the context of information reports using a factual big book, eg *Who would read and/or write this book? Why would they read and/or write this book? Where would you find a book like this?*
- In shared reading, read a variety of information reports and use highlighters to identify classification information. Note the position of this information in the information report, and how it relates to the function of the stage (ie at the beginning), to help the reader understand the topic of the information report. Display samples.
- Brainstorm and list prior knowledge of a topic before reading. Identify new knowledge gained after reading the text; relate this to the text's purpose.
- Demonstrate how to use tables of contents, headings and subheadings to find relevant sections of text. Ask students to locate information in a text, and indicate which aspects of the texts assisted them, eg *headings, index*.
- Provide students with a matrix with headings such as 'habitat', 'appearance', 'behaviour', 'food'. Have students use the matrix to sort information from an information report.
- Cut sentence strips from an information report into two pieces and ask students to match the parts and read the whole sentence.
- Ask students to draw lines to connect labels to the relevant part of a diagram.
- In shared reading, read two information reports that have had their titles hidden. After reading each information report, display the titles and ask students to match the information reports to the correct titles. Identify clues in each text used to decide how to match reports and titles (ie topic words).
- Identify the range of visual texts used in information texts, eg *include photographs, graphs, maps, grids, diagrams*. Discuss the purpose of different visual texts in collected samples.
- Create lists of possible and impossible items that would be included in an information report about boats, eg *cargo ships (possible), boats talking (impossible)*.
- After shared or guided reading about a topic, have students use pro formas to sort information, in writing or pictorially, using headings such as 'classification', 'appearance', 'behaviour', 'food'.
- Have students view a video and develop key words for a class list based on observations. Display as a spelling word bank and writing resource.
- Have students underline/highlight keywords on a copy of an information report for a personal spelling list.
- Have students complete cloze activities based on information reports to reinforce the structure and grammar of this text type, eg *delete topic word from each sentence*.

Stage 1

WRITING

Information Report

Outcomes

- WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.
- WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.
- WS1.11 Uses knowledge of sight words and letter–sound correspondences and a variety of strategies to spell familiar words.
- WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.
- WS1.13 Identifies how own texts differ according to their purpose, audience and subject matter.
- WS1.14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.

Indicators

- *states the purpose and intended reader of an information report before writing*
- *discusses some of the different purposes of visual texts, eg charts, maps, diagrams*
- *writes an information report on a familiar topic, which includes information on one or more aspects of the topic*
- *identifies function of different stages of an information report.*

Learning Experiences

- Focus on organising information by preparing information cards and pro formas for a number of information report topics being studied, eg *different types of transport*. Students sort information onto correct pro formas, eg *'has wheels' matches car, not boat*.
- Have students add adjectives to expand information written on labels for a diagram, eg *short, grey*.
- Ask students to sort and match diagrams and labels onto a chart. Students draw in their own pictures of each part by observing a real example, eg *match label and picture for computer mouse, then draw in mouse from classroom computer*.
- Cut up information report sentences into separate words. Ask students to arrange the words to make sense for an information report, eg *topic word in first position*. Note with the students that the topic word is a noun or noun group.
- Focus on the purpose of the visual text in an information report by providing labels for a diagram relating to a current topic being studied, eg *a car*. Ask students to draw a diagram showing its parts and then have them add labels.
- List sentence beginnings from an information report, eg *Dogs ... Some dogs ...* Pairs of students adapt these sentence beginnings to use in an information report about a topic currently being studied, eg *Ants ..., Some ants ...*
- Have students sort information words/pictures into categories for an information report. Identify clues in the information that assist in sorting, eg *jungles and swampy areas are places, so they belong in habitat category*.
- Construct picture glossaries and labelled diagrams to support information in an information report before or after writing.
- Compile a personal list of spelling words when writing an information report, eg *topic words, new words, words that were tricky*.
- Provide sentence beginnings as a guide for students to use when writing their own information report.
- Ask students to jointly and then independently construct an information report about a familiar topic using their understandings of the grammatical features and organisation of an information report.
- Publish information reports using either NSW Foundation Style handwriting or a computer for class/other classes to use as resources.

Explanation

General Features of Explanation

Social Purpose

Explanation tell how and why things occur in scientific and technical fields.

Structure

Explanations are organised to include:

- ✎ an identifying statement about what is to be explained — this stage is the ‘statement of phenomenon’;
- ✎ a series of events known as the ‘explanation sequence’ — the events may be related according to time or cause, or according to both relationships;
- ✎ a ‘concluding statement’ (this stage is optional).

Explanations may include visual images, eg flow charts and diagrams, which need to be carefully examined.

Grammar

Common grammatical patterns of an explanation include:

- ✎ general and abstract nouns, eg *wood chopping, earthquakes*;
- ✎ action verbs;
- ✎ simple present tense;
- ✎ passive voice;
- ✎ conjunctions of time and cause;
- ✎ noun groups, eg *the large cloud, the particles of gas and dust*;
- ✎ abstract nouns, eg *the temperature*;
- ✎ adverbial phrases;
- ✎ complex sentences;
- ✎ technical language.

Explanation

Teaching Notes: Stage 1

In Stage 1, students should listen to oral explanations that are scaffolded by visual images. They may view explanations on video or film. They should engage in shared readings of explanations where technical language is used. The teacher needs to explore the meanings of the technical language carefully so that students can use it with understanding. Students should be assisted to develop some research skills so they can build up knowledge of topics, eg guided questions can help them locate relevant information for explanation.

Structure

In Stage 1, students should be encouraged to name what they are explaining and to sequence accurately some events in the explanation sequence. Scaffolding explanations with visual images remains important. Students should be encouraged to discuss the meanings of visual images in explanations. They should also be encouraged to move beyond labelling visual images and create sentences to accompany diagrams and images.






Content

Content should focus on familiar topics but explanations open up areas of technical knowledge that are new to students and need to be carefully explored. Students should be introduced to technical language and encouraged to consider why it is used.

Links with Other Key Learning Areas






Students should be encouraged to consider why explanations are told and written frequently in key learning areas such as Mathematics and Human Society and Its Environment, and Science and Technology, eg *How does milk get from the cow to the carton?*

Grammar Focus

-  Using general nouns to name what is being explained.
-  Building word families about a topic.
-  Using a variety of action verbs for sequencing events.
-  Using a variety of time conjunctions.
-  Using adverbial phrases to indicate time/place.

Grammar Terminology

Students at this stage will be using terms such as:

-  conjunction
-  action verb
-  clause
-  sentence
-  adverbial phrase.

Spoken Explanations

Spoken explanations will still be scaffolded by diagrams and flow charts. Spoken explanations may be retellings of explanations given on video or film. The focus should be on the accurate sequencing of events. Students should be encouraged to talk about the information given by visual images.

Written Explanations

Students will still jointly construct explanations but may also write independently. Visual images and diagrams are an important means for scaffolding written explanations. Students' explanations can be displayed for use as models and as an information resource for other factual writing.

Early Stage 1 and Stage 1

ESL Teaching Notes: Explanation

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2

- ✎ Select explanations that can be sequenced visually (eg *The Life Cycle of a Butterfly*). Consistently use the same key vocabulary to orally describe the pictures. Emphasise vocabulary that students can use in other school contexts, eg *black and orange cocoon*; ‘black’ and ‘orange’ are more useful to the student than the word ‘cocoon’ at this stage.
- ✎ Use numbers to sequence steps.
- ✎ Provide a range of talking and listening activities in small groups that allow the vocabulary to be recycled (ie picture sequencing, picture matching).
- ✎ Listen for the use of any words that indicate time sequence by students, such as ‘next’ or ‘then’. Use that word when modelling any written work.

ESL Scales levels: Oral Interaction 3, 4, 5, 6

- ✎ Model a variety of words indicating time, eg *after, next*.
- ✎ Model language indicating causality (eg ‘so’ and ‘because’ in response to ‘why’ questions). Give students opportunities to use this language in small groups.

Reading and Writing *Teaching points to consider*

ESL Scales levels: Beginning Reading and Responding 1, 2, 3

Reading 1

Beginning Writing 1, 2, 3

Writing 1

- ✎ Recycle vocabulary from the oral explanation that can be used in the classroom in different contexts, eg *The students have learnt about the black and orange Monarch butterfly. Students draw a Monarch butterfly and label ‘black’ and ‘orange’.*
- ✎ Select vocabulary for reading and writing activities that you have heard students use orally.
- ✎ Give ESL students the task of illustrating large class models.

ESL Scales levels: Reading and Responding 2, 3

Writing 2, 3

- ✎ Activities in the learning experiences in writing are appropriate for ESL learners as they focus on building field knowledge.
- ✎ Use cloze to delete time and causal connectives.
- ✎ Match beginnings and endings of sentences demonstrating the use of the dependent clause, eg *After butterflies mate/the female lays eggs.*
- ✎ Use jumbled sentences for students to re-order. Focus on subject–verb–object pattern of clauses, eg *The female lays eggs.*
- ✎ Ask students to locate what each pronoun refers to in an explanation text read aloud.

Explanation: Stage 1

Text Structure

The Life Cycle of a Grasshopper

Language Features

Statement of phenomenon

- Male and female grasshoppers mate.
- The female grasshopper lays eggs.
- Both adult grasshoppers die.
- Baby grasshoppers hatch with no wings.
- Young grasshoppers grow wings. They shed their skin as they grow bigger.
- They are fully grown when their wings are as long as their body.

Explanation sequence (series of events)

Use of general nouns, eg grasshoppers

Variety of action verbs used to build topic information, eg mate, die, shed, grow

Use of classifying adjectives, eg male, female, baby

Use of describing adjectives, eg young

Use of comparative adjectives, eg bigger

Use of time conjunctions, eg when

Note: *then* can be inserted between sentences to indicate a time sequence of events

Stage 1	TALKING AND LISTENING	Explanation
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Outcomes

- TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.
- TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.
- TS1.3 Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.
- TS1.4 Recognises that different types of predictable spoken texts have different organisational patterns and features.

Indicators

- identifies purpose of oral explanation
- in a group, discusses causes of a topical or familiar phenomenon
- listens to a spoken explanation with understanding
- prepares a spoken explanation with aids to assist listeners' understanding
- attempts to use suitable subject-specific vocabulary for a topic
- groups information logically in an oral explanation.

Learning Experiences

- Build up field knowledge of topics such as life cycle, the water cycle through discussion, visual images and listening to explanations.
- Ask students, in small groups, to sequence pictures from an explanation, eg *a life cycle, the water cycle*. Have students use these pictures to plan and present a jointly constructed oral explanation to the rest of the class.
- Encourage students to use technical language when explaining why something is or how something works. Make sure technical language is understood, eg *encourage students to say 'The snail hibernates. This means ...'*.
- Model explaining how familiar objects work. After making a model, encourage students to tell the class about it, explaining how it works. Be careful that students do not give a procedure when explaining how something works.
- Provide visual texts to assist students when listening to explanations, eg *timeline, flow chart, cross-section*.
- Have students observe a machine working, eg *hand-wound pencil sharpener*. Encourage students to list the action verbs that describe how the different parts of the machine work, eg *turn, push, slide*. Use this list to jointly construct an oral explanation about how this machine works. Allow sufficient time for students to practise this activity.
- Listen to sections of a familiar explanation being read aloud. Ask students to identify which stage of the explanation has been heard, referring to details, eg *It's the phenomenon statement because it tells what the explanation is about*.
- Jointly construct an oral explanation of a familiar topic by assigning different sections to students, eg *time connectives to mark each stage — first, next, then; name of each stage, eggs — tadpoles etc; description of what happens at each stage*.
- List key words that introduce each event in a familiar explanation, eg *Week 1, Week 8*. Ask students to use a nonverbal signal to indicate when a new event or stage begins when listening to the explanation.
- Focus on the purpose of explanations by listening to snippets of a range of different sample texts. Ask students to identify which texts tell about how or why things are as they are, or how things work.
- Encourage students to ask questions when they are unclear about concepts and events in explanations.
- To assist student understanding, refer to visual texts when giving oral explanation of how things work or how something changes.

Stage 1

READING

Explanation

Outcomes

- RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.
- RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.
- RS1.7 Understands that texts are constructed by people and identifies way in which texts differ according to their purpose, audience and subject matter.
- RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.

Indicators

- *recognises and names or describes the purpose and stages of explanations*
- *chooses to read explanation texts from a range provided, for enjoyment or information, on the basis of interest area*
- *compares personal knowledge and experience with information gained from explanations*
- *asks questions to gain information that helps us to understand an explanation.*

Learning Experiences

- Show students the cover of a factual text. Ask students to predict the content of the book using visual/graphic elements, eg *title, cover illustration*. Read text and check predictions. Ask students who would read explanations and for what purpose.
- Encourage students to predict meanings for new technical language encountered in shared reading of an explanation. Model a range of strategies to use in predicting what these words mean, eg *using picture clues, recognising similarities to other words, using contextual clues*.
- Discuss techniques used in visual texts to present information in the explanation, eg *cross-sections, labelled diagrams, magnification, keys*.
- Ask students to find information from visual texts, such as flow charts, life cycles, cross-sections, magnified diagrams, related to a current unit of work. Model how to make notes based on this information using matrices, pro forma or graphic organiser. Encourage students to use these notes in joint construction activities.
- After shared reading, select facts from an explanation and record on a fact tree and/or semantic web. Display for use in joint construction activities.
- Refer to visual texts in shared reading sessions. Compare diagrams and photographs of the same object or animal. Locate the same features on the different visual text, eg *eyes on photo and on diagram*. Discuss how different visual texts give different information.
- Refer to an explanation text used in shared reading to locate objects or naming words (nouns), actions or words that tell what happened (verbs) and words that tell how/when/where it happened (adverbial phrases). Record these on a chart for each event in the explanation to use in joint construction activities.
- Provide students with a cloze passage of an explanation in which key words are missing. After completing the cloze activity, encourage students to talk about the clues they used to fill in the missing words.
- Collect words in cloze passages, in which they have made errors, to include in personal spelling lists. Spelling activities could include word-building on words selected from these lists, eg *heat, heated, heater, reheat, heating, heatwave*.
- In shared or guided reading, have students compare explanation texts on the same topic. Ask students to consider whether these texts include the same/different information as visual texts? Which explanation text is easier to understand? Why?
- In small groups, have students sequence jigsaw pieces of a sequential explanation in correct order. Use an explanation that has time words or phrases at the beginning of each event, eg *Week 1, Week 3 etc*.
- Locate sentences that use conjunctions during shared reading. Discuss the purpose of conjunctions: to link ideas; to show order; to indicate cause and effect. Find examples of the different conjunctions and create class word banks for use in joint construction, and to help work out meaning in unfamiliar explanations.
- Extend students' vocabulary by jointly completing a cloze passage of an explanation that has technical words deleted. Provide a labelled diagram as a support for students, and demonstrate how to read information from the diagram.
- Focus on the purpose of explanations by asking students to summarise what an explanation is about, eg *how tadpoles change into frogs*.
- Highlight the organisation of explanations by locating sections that tell what the explanation is about (phenomenon statement) and what happens at each stage (explanation sequence).

Stage 1	WRITING	Explanation
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Outcomes

- WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.
- WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.
- WS1.11 Uses knowledge of sight words and letter–sound correspondences and a variety of strategies to spell familiar words.
- WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.
- WS1.13 Identifies how own texts differ according to their purpose, audience and subject matter.
- WS1.14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.

Indicators

- *states the purpose and intended reader before writing an explanation*
- *give at least two events in an explanation sequence*
- *examines models of explanation, eg a poster, project, big book*
- *discusses function of different parts or stages of an explanation.*

Learning Experiences

- Revise social purpose of explanation through model texts. Display stages on chart in classroom.
- Scribe students' spoken explanations of events, eg *When you push here, this goes up*. Discuss the needs of a reader for additional information, and redraft the piece into a written text, eg *When the red button is pushed, the rope pulls the toy ladder up to the top*.
- Jointly construct a flow chart or life cycle showing the sequence of events that take place. Encourage students to use these diagrams when independently writing an explanation on the same topic.
- Provide pairs of students with familiar labels and captions for a life cycle to sequence and sketch each stage. Discuss the importance of diagrams representing the details of each stage; the purpose of diagrams to give additional information.
- Model how to edit jointly constructed explanations making use of word banks, diagrams, dictionaries around the classroom.
- Use class chart made after shared reading, with headings such as 'Nouns', 'Verbs' and 'Adverbial Phrases', to jointly construct an explanation.
- Create word banks of time connectives and phrases from sample explanations for joint construction activities, eg *next, then, after that, in six weeks*.
- Jointly edit an explanation to give the correct sequence of events. Highlight the organisation of explanations: phenomenon statement, followed by correctly sequenced events.
- Jointly construct an explanation by sequencing diagrams of a familiar life cycle. Add labels to name each stage, and captions to describe what happens at each stage, eg *froglet — looks like a frog, but still has a tail*.
- Encourage students to use drawings to accompany text where relevant, eg *labelled diagram, picture glossary of terms*.
- Focus on the purpose of explanations by comparing an information report and explanation on the same topic, eg *Butterflies Report* and/or *Life Cycle of a Butterfly*. Ask students to decide which text tells how butterflies grow and change. Encourage students to support their choice by referring to the texts.
- Provide details on diagrams in explanations by including labels to name the parts and captions to describe the function of the part, eg *the spring pulls ...*
- Provide students with a structure to record events in a sequenced explanation. The phenomenon could be written into the structure, followed by sentence starters for each stage, eg *At Week 1, At Week 6 etc*.
- Adapt a class jointly constructed explanation for different audiences, eg *add in detail and technical language for older students, provide clear labelled diagrams for younger students*.
- Separate a simple explanation into phenomenon and sequence of events. Ask students to order the two sections, and explore why the order is: phenomenon, followed by sequence of events.

Discussion

General Features of Discussion

Social Purpose

Discussions are used to look at more than one side of an issue. Discussions allow us to explore various perspectives before coming to an informed decision.

Structure

Discussions are usually organised to include:

- ✎ a statement outlining the issue, often accompanied by some background information about the issue;
- ✎ arguments for and against, including evidence for different points of view;
- ✎ a conclusion, which might sum up both sides or might recommend in favour of one particular side.

Grammar

Common grammatical patterns of a discussion include:

- ✎ use of general nouns to make statements about categories, eg *uniforms, alcohol*;
- ✎ use of relating verbs to provide information about the issue, eg *smoking is harmful*;
- ✎ use of thinking verbs to express the writer's personal view, eg *feel, believe, hope*;
- ✎ use of additive, contrastive and causal connectives to link arguments, eg *similarly, on the other hand, however*;
- ✎ use of detailed noun groups to provide information in a compact way, eg *the dumping of unwanted kittens*;
- ✎ use of varying degrees of modality, eg *perhaps, must, should, might*;
- ✎ use of adverbials of manner, eg *deliberately, hopefully*.

Discussion

Teaching Notes: Stage 1

At Stage 1, discussions can become quite lively as students become more vocal in developing their opinions on what is going on around them. This spontaneity is to be encouraged, with some attention being paid to justifying opinions and being open to other viewpoints.




Structure

At this stage, the students should be moving from the simple identification of different points of view to including a statement outlining the issue and some form of conclusion. Written discussions might take a relatively minimal form: brief statement of issue, a couple of short paragraphs on 'arguments for' and 'arguments against', and a concluding recommendation.




Content

The issues discussed will still involve familiar topics generally related to the home and classroom, but may start to include the wider school and local community.

Links with Other Key Learning Areas





-  Human Society and Its Environment: to explore ways in which people interact with the environment to satisfy their needs and wants, eg *within a unit of work on the sea: Should fishing be allowed on beaches?*
-  Science and Technology: to explore a concept and develop values and attitudes, eg *Should we use public transport?*
-  Personal Development, Health and Physical Education: to explore ways to make the environment safer, eg *Should junk food be sold at the canteen?*

Grammar Focus

-  Recognising how issues are generally worded, eg *the use of modal words like 'should', 'would'; the use of evaluative words like 'better', 'preferable'; the use of questions to frame the issue.*
-  Using basic connectives to signal stages of the discussion, eg *on the one hand, on the other hand, in conclusion.*
-  Using thinking verbs to state an opinion, eg *we feel that ..., I believe that ..., our group thinks that ...*

Grammar Terminology

Students at this stage will be using terms such as:

-  question, statement;
-  connective (signal word), eg *however*;
-  describing adjective, eg *wrong, unfair*;
-  thinking verb, eg *believe, agree, hope*.

Spoken Discussions

It is still more common at this stage to hold oral discussions rather than write them down. While these spoken discussions might take the form of informal, spontaneous classroom interaction around an issue, the students might be involved in increasingly formalised discussion, with opportunities to prepare a position in small groups. When presenting their case, students could be made aware of how to convince an audience, eg *speaking clearly, looking at the listeners*. When they are part of the audience, students should be made aware of such expectations as paying attention, being supportive, and listening carefully for specific points.

Written Discussions

After the class has had a chance to come to an understanding of the issue and to recognise that different responses to the issue are possible, the teacher should make sure that the students know how to structure a written discussion text. This might be done by providing model texts and pointing out their structure and features and by jointly constructing a discussion as a class. When students come to write their independent discussions, a scaffold might be provided in the form of, for example, a box for the issue, two columns for the 'for' and 'against' arguments, and a final box for the conclusion.



Early Stage 1 and Stage 1

ESL Teaching Notes: Discussion



Persuasive text types require the use of complex English language structures to express and justify opinion. This is challenging and linguistically demanding for early ESL students. In many cultures it is not appropriate to express opinion in a school context, so this form of expression needs to be explicitly encouraged. It is advisable to begin to explore persuasive text types through school-based contexts.

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2

-  Introduce and model the sentence structure 'I like' and 'I don't like' in response to 'Do you like ...?', 'Does she like ...?' etc. Limit this question to highly contextualised situations.
-  Modality can be challenging for ESL learners, eg *the canteen should sell fruit.*

ESL Scales levels: Oral Interaction 3, 4, 5

-  Ask students to stand on either side of the room in response to questions where they are required to express an opinion. Provide visual support related to the question — both when the question is presented and for students to refer to later.
-  Model sentences that use causal connectives, eg *I like dogs because ...* Break the sentences into separate messages and make links between messages.




Reading and Writing *Teaching points to consider*

ESL Scales levels: Beginning Reading and Responding 1, 2, 3

Reading and Responding 1



Beginning Writing 1, 2, 3

Writing 1

-  Build on oral discussion of 'I like ...' and 'I don't like ...'. Students construct a chart using pictures of items or words, and use it as a basis for an oral presentation of their likes and dislikes.
-  Choose issues related to the topic to be discussed. Reframe the issue so that students can provide their input with short answers, eg *The canteen can sell apples or lollies. Who will buy apples?*
-  Fill in a picture matrix of what other students like and don't like.

ESL Scales levels: Reading and Responding 2, 3

Writing 2, 3

-  Provide sentence stems including causal conjunctions and connectives for students to complete.
-  Many learning experiences in the modules are relevant but must be based on familiar topics where field knowledge is well developed.

Discussion: Stage 1

Text Structure

Homework

Language Features

Issue

I think we should have homework because it helps us to learn and revise our work.

Use of general nouns, eg homework, movies, restaurant

Arguments for

Homework helps people who aren't very smart to remember what they have learned.

Use of thinking verbs, eg think

Homework is really good because it helps with our education.

Use of modality, eg should, shouldn't

Arguments against

I think we shouldn't have homework because I like to go out after school to a restaurant or the movies. Sometimes homework is boring and not important.

Use of causal conjunctions and connectives, eg because

I think homework is bad because I like to play and discuss things with my family.

Stage 1

TALKING AND LISTENING

Discussion

Outcomes

- TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.
- TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.
- TS1.3 Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.
- TS1.4 Recognises that different types of predictable spoken texts have different organisational patterns and features.

Indicators

- identifies main ideas presented in oral discussion
- contributes to class discussion on familiar topics
- expresses a personal point of view
- listens to the point of view of another in class discussion on more varied topics.

Learning Experiences

- Model how to make positive and negative statements. Encourage students to use these constructions when expressing positions.
- Display lists of sentence starters that students can use to express their opinion in a variety of ways, eg *I believe ...*, *I think ...*, *My opinion is ...*
- Play circle games in a small group while other students observe. Select a topic and each student in turn stands and gives an opinion on the topic. Opinions are given for and against an issue in turn, eg *Should every child have a pet?* *'No, because pets get lonely during the day'* or *'Yes, because you learn how to look after them'*.
- Work with a partner to develop a few arguments in support of an issue. Combine with another pair who have developed a few arguments against an issue. Decide which group will speak first when presenting to the class.
- Have students role-play situations where different points of view can be taken. Encourage students to use intonation, facial expression and gesture to communicate their point of view more effectively.
- Draw attention to the organisation of an oral discussion by asking questions such as *What is being talked about? What is one side to this? What is the other side to this? What opinion does the speaker hold?*
- Play 'However/on the other hand' where pairs of students attempt a dialogue refuting each other's statements, eg *'The under 8s team won on the weekend'*, *'However, they lost the weekend before'*, *'However, they all went to training that week'*.

Stage 1

READING

Discussion

Outcomes

- RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.
- RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.
- RS1.7 Understands that texts are constructed by people and identifies way in which texts differ according to their purpose, audience and subject matter.
- RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.

Indicators

- *recognises and describes the purpose and organisational structure of a written discussion*
- *identifies the topic of a simple discussion text*
- *retells ideas from a discussion text for beginning readers; comments on things learned or asks questions raised by reading*
- *begins to recognise point of view, and say what the writer might think.*

Learning Experiences

- After reading the title/statement of a discussion, ask students to predict two or more points that might be included in it. Tick off points noted as they are found while reading the text. Discuss accuracy of predictions.
- Ask students for their opinions of the issue before and after reading a discussion. Did any opinions change? Which aspects of the discussion influenced opinions?
- Use hand signals (thumbs up, down or across) to indicate whether information read aloud is a reason 'for' or 'against' or the issue or the statement of recommendation. Note that reasons for/against are grouped together.
- Note the use of paragraphs to organise sections of a discussion. Demonstrate how to use this layout to find particular sections, eg *What the writer thinks.*
- Locate sections of a discussion that tell the issue being discussed and the writer's opinion. Consider and discuss the location of these sections and discuss reasons, eg *the issue is at the beginning so the reader knows what the discussion is about; the recommendation is at the end when the arguments for and against have been presented and thought about carefully.*
- Refer to grammatical features to determine a writer's opinion on a topic, eg *I think, We believe.* Look for other clues if these statements aren't present, eg *more detail given to one side of an argument.*
- Develop skills of active and critical reading by asking questions about reasons or ideas not included in a discussion, eg *What are other reasons why people might not use public transport?*

Stage 1

WRITING

Discussion

Outcomes

- WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.
- WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.
- WS1.11 Uses knowledge of sight words and letter–sound correspondences and a variety of strategies to spell familiar words.
- WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.
- WS1.13 Identifies how own texts differ according to their purpose, audience and subject matter.
- WS1.14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.

Indicators

- *discusses some of the different purposes for which people write discussions*
- *uses organisational structure of discussion*
- *states the topic and point/s being considered at the beginning of writing a discussion*
- *writes comments and opinions*
- *writes at least one for and against, good and bad statement as a discussion.*

Learning Experiences

- Prepare argument on strips for and against an issue familiar to students, eg *Should we wear hats at school?* Sort the arguments under headings ‘arguments for’ and ‘arguments against’ to reinforce the arguments and purpose of discussion.
- Brainstorm all ideas on an issue. Use a pro forma to sort ideas and group them into arguments for, arguments against and ideas of interest. These ideas could form the basis of a joint construction.
- Provide arguments for one side of an issue and ask students to list arguments for the other point of view.
- Jointly construct a discussion with statement of issue and arguments for and against it. Point out the different ways a discussion can be ended, eg *recommendation, statement of belief, summary, challenge, final or overall argument, conclusion*. Encourage students to choose which way the discussion should be ended.
- Annotate sample discussions with names for each stage statement of issue — arguments for, arguments against and recommendation of each stage, eg *statement of issue — tells what the discussion is about*.
- Encourage students to use annotated discussion texts on display in classroom as models for writing.
- Have students, in groups, complete a discussion in which key words have been supplied to organise information, eg *We think ... One reason for this is ... We also think that ... On one hand ... Also many other people think ... However, despite this we believe that ...*
- Have students independently write a discussion with one argument for and against the topic and draft these on a word processing program.
- Have students write opinions in response to events or characters in literary texts, in their diaries and journals. Encourage students to include a justification for their opinion, using a reason from the text, personal experience or knowledge.
- Decide on an audience before jointly constructing a discussion, to highlight the purpose of discussions, eg *to inform the student representative council of students’ opinions on playground activities*.
- Use different coloured highlighters to identify different language features on a sample text, eg *thinking verbs, conjunctions*.
- Refer to sample discussion texts to locate word choices for different stages of the discussion, eg *statement of issue: Some people feel ..., Others think ...; introducing the argument: Many people believe ...; changing arguments: On the other hand ..., However, ...* Display these word choices for students to refer to when writing their own discussions.
- Apply knowledge gained in a unit of work to jointly construct a discussion on a related issue, eg *a unit of work on teeth concluded by a discussion on ‘Should we brush our teeth?’* Include relevant technical terms learnt, eg *Plaque attacks the dentine*.

Exposition

General Features of Exposition

Social Purpose

Expositions are used to argue a case for or against a particular position or point of view.

Structure

Expositions are organised to include a 'statement of position', 'arguments' and a 'reinforcement of position statement'. The number of arguments may vary in expositions. The statement of position stage usually includes a 'preview of arguments'. Each argument stage consists of a 'point' and 'elaboration'. In the elaboration, the argument is supported by evidence. Arguments are ordered according to the writer's choice, usually according to criteria of strong and weak arguments. The reinforcement of the statement of position restates the position more forcefully in the light of the arguments presented.

Grammar

Common grammatical patterns in exposition include:

- ✎ general nouns, eg *ears, zoos*;
- ✎ abstract nouns, eg *policy, government*;
- ✎ technical words, eg *species of animals*;
- ✎ relating verbs, eg *It is important ...*;
- ✎ action verbs, eg *We must save ...*;
- ✎ thinking verbs, eg *Many people believe ...*;
- ✎ modal verbs, eg *We must preserve ...*;
- ✎ modal adverbs, eg *Certainly we must try ...*;
- ✎ connectives, eg *firstly, secondly ...*;
- ✎ evaluative language, eg *important, significant, valuable*.

Exposition

Teaching Notes: Stage 1

In Stage 1, students will still be dealing mainly with topics of interest or familiarity within their local community. Students should be encouraged to nominate such issues and discuss them. The teacher needs to model spoken and written expositions and to locate appropriate expositions for students to listen to and read. The teacher may need to write model expositions.

Structure

The meaning of terms such as ‘statement of position’ should be discussed with students. Students should focus on giving a statement of position and should practise different choices for making it as strong a statement as possible. Students should focus on developing the argument stages, if possible, and on the final stage — reinforcement of statement of position.

Content

Students may still draw on issues to do with school and the local community but also on topics related to the curriculum, eg *Should people protect nature and wildlife?* The teacher should discuss with the class the kind of information needed to develop strong argument stages to support their position statement. Where the information can be located should also be discussed. Some information from written texts and spoken texts can be recorded in point form on the board, on a wall chart, and on individual pro formas. This information provides the basis for jointly or independently constructed texts.

Links with Other Key Learning Areas

Expositions can be written in all key learning areas. For example:






- ✎ Human Society and Its Environment: identify a transport system in the local community and outline the different views on its advantages for the local community.

Grammar Focus

- ✎ Constructing a sentence for the position statement.
- ✎ Using some connectives, eg *firstly, secondly*.
- ✎ Using action, relating and thinking verbs, eg *Koalas eat leaves; They are Australian animals; Many people like koalas.*
- ✎ Using adverbs, adverbial phrases, eg *Koalas sleep in trees; they climb slowly.*
- ✎ Naming technical terms where appropriate and demonstrating understanding of their meaning, eg *Animals’ habitats are where they live safely and get food and water.*

Grammar Terminology

Students at this stage will be using terms such as:

-  connective
-  sentence
-  verb — doing, thinking, relating
-  adverb
-  adverbial phrase.

Spoken Expositions

Teachers need to model spoken expositions for students. Spoken expositions may still be jointly constructed by students working in pairs or small groups. They may be supported by diagrams, photographs and other visual images. Students need to be able to present supporting information to develop arguments convincingly. They should be given opportunities to practise their presentations. Students need to consider who their audience is for spoken expositions and develop the presentation accordingly. The teacher should help them to develop such strategies as varying the softness and loudness of voice and using hand gestures to gain the attention and interest of their audience.

Written Expositions

Written expositions may be jointly or independently constructed. Students need to learn to locate information in written texts, film or videos, which can be used to develop effective argument stages. Students need to consider the audience they wish to influence. If the audience is a community one, they may write their expositions in a letter. This will involve them in learning the conventions of letter writing. Students' expositions can provide models for future writing by them and other classes.

Early Stage 1 and Stage 1

ESL Teaching Notes: Exposition

Persuasive text types require the use of complex English language structures to express and justify opinion. This is challenging and linguistically demanding for early ESL students. In many cultures it is not appropriate to express opinion in a school context, so this form of expression needs to be explicitly encouraged. It is advisable to begin to explore persuasive text types through school-based contexts.

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2

- ✎ Introduce and model the sentence structure ‘I like’ and ‘I don’t like’ in response to ‘Do you like ...?’, ‘Does she like ...?’ etc. Limit this question to highly contextualised situations.
- ✎ Modality can be challenging for ESL learners, eg *the canteen should sell fruit.*
- ✎ Ask questions that have a yes/no answer as a starting point, eg *Should children wear hats?*

ESL Scales levels: Oral Interaction 3, 4, 5

- ✎ Ask students to stand on either side of the room in response to questions where they are required to express an opinion. Provide visual support related to the question — both when the question is presented and for students to refer to later.
- ✎ Model sentences that use causal connectives, eg *I like dogs because ...* Break the sentences into separate messages and make links between messages.

Reading and Writing *Teaching points to consider*

ESL Scales levels: Beginning Reading and Responding 1, 2, 3

Reading and Responding 1

Beginning Writing 1, 2, 3

Writing 1

- ✎ Build on oral discussion of ‘I like ...’ and ‘I don’t like ...’. Students construct a chart using pictures of items or words, and use it as a basis for an oral presentation of their likes and dislikes.
- ✎ Choose issues related to the topic to be discussed. Reframe the issue so that students can provide their input with short answers, eg *The canteen can sell apples or lollies. Who will buy apples?*
- ✎ Fill in a picture matrix of what other students like and don’t like.

ESL Scales levels: Reading and Responding 2, 3

Writing 2, 3

- ✎ Provide sentence stems including causal connectives for students to complete.
- ✎ Many learning experiences in the modules are relevant but must be based on familiar topics where field knowledge is well developed.

Exposition: Stage 1

<i>Text Structure</i>	Should Children Wear Hats at School?	<i>Language Features</i>
Statement of position	Our class believes that you should wear a hat at school when playing outside to stop you from getting sunburnt.	Use of general nouns, eg hats
Arguments	If you don't wear a hat you will get sunburnt and this could lead to skin cancer when you're older.	Use of technical words, eg cancer
Reinforcement of position statement	Sunburn is painful. We don't want you to get skin cancer.	Action verbs, eg wear
	We want everyone in our school to wear hats.	Use of thinking verbs, eg believes
	So No Hat, No Play!	Use of modality, eg should
		Use of complex sentences, eg If you don't wear a hat you will get sunburnt and this could lead to skin cancer when you're older

Stage 1

TALKING AND LISTENING

Exposition

Outcomes

- TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.
- TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.
- TS1.3 Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.
- TS1.4 Recognises that different types of predictable spoken texts have different organisational patterns and features.

Indicators

- identifies the opinion of the speaker presenting oral exposition
- experiments with gesture and facial expression to indicate emotions and convey interest
- expresses a personal point of view
- listens to a point of view.

Learning Experiences

- Involve students in decision making about familiar routines/procedures, eg *changes to assembly format*. Ask students to give reasons supporting their suggestions. Use the name 'exposition' for the texts that students produce. Model the spoken expositions for students.
- Ask students, in pairs, to exchange opinions, eg *What makes a good children's television show?* Students then present their partner's point of view to the class, eg *'John thinks ... because ...'*.
- Build up a list of issues with the class about familiar topics. Display them in the classroom. Encourage visitors to focus on an issue, statement position and give arguments to support it. Ask the class whether they agree/disagree with (1) the position (2) the arguments.
- Encourage students to provide arguments for a particular position about a familiar school or community issue by answering teacher-posed questions such as *Why do you think that? When would that be the case? Can you think of an example? How could you convince other people that it is right?*. Build up responses on a board or on a wall chart.
- Develop and display a list of conjunctions, eg *because, so, then*, and connectives, eg *firstly, secondly*, to assist students to form and order ideas in their spoken expositions.
- Encourage students to use the structure of a simple oral exposition to frame a suggestion, eg *'I think we should be allowed to ... because/so that ...'* in order to persuade others when participating in class or school decision-making processes including class meetings, student representative council.
- Jointly construct a set of questions to use when listening to a speaker, eg *What is the speaker's opinion? What arguments did the speaker give for thinking this?* Ask students to use these questions to identify the main ideas in a spoken exposition after listening to a speaker present one side of a particular issue. Students may need to listen to an oral presentation a number of times to distinguish the speaker's opinion and arguments.
- Model how to evaluate the persuasiveness of an oral exposition. When listening to a guest speaker, listen for each argument that is presented and decide whether it is convincing or not. Record a + symbol if the argument is convincing and a – symbol if the argument is not convincing. At the end of the presentation, count how many + and – symbols there are to evaluate how persuasive the exposition was.

Stage 1	READING	Exposition
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Outcomes

- RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.
- RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.
- RS1.7 Understands that texts are constructed by people and identifies way in which texts differ according to their purpose, audience and subject matter.
- RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.

Indicators

- *begins to recognise the purpose and audience of an exposition viewed or read*
- *identifies and discusses opinions and information found in expositions, including advertisements*
- *begins to recognise point of view, and say what the writer might think*
- *recognises connectives in printed texts.*

Learning Experiences

- Discuss subject matter prior to shared reading. In shared reading, locate the section of exposition that states a position and gives the arguments. Summarise the arguments to develop a class list.
- Focus on the social purpose of exposition that is displayed in the classroom.
- In shared reading, read the position statement of an exposition that deals with familiar subject matter without showing the arguments used by the author. Encourage students to predict and list possible arguments that could be included to justify this point. Read the text and compare their predictions with arguments found in the text. Discuss which arguments are more persuasive (ie those used by the author or any student's predictions not found in the text). Note: Teachers may need to write model expositions for shared reading.
- In shared and guided reading of an exposition, ask students to identify the opinion held by the author and some of the arguments used. Locate this information in the text.
- In shared and guided reading, highlight the structure of an exposition by asking questions, eg *What does the writer believe? Why do you think that? Why might the writer believe that? What does the writer want readers to believe?* Display these questions on a wall chart with the heading 'Exposition'.
- In shared reading, read an exposition and locate the thinking verbs that indicate the author's point of view, eg *think, believe, feel*. Jointly construct a poster of thinking verbs to use as a writing resource.
- Individually, or in small groups, students connect and sequence arguments from an exposition using a jigsaw activity.
- Use an exposition to create a cloze activity with the connectives between arguments omitted. Ask students to supply words.

Stage 1

WRITING

Exposition

Outcomes

- WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.
- WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.
- WS1.11 Uses knowledge of sight words and letter–sound correspondences and a variety of strategies to spell familiar words.
- WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.
- WS1.13 Identifies how own texts differ according to their purpose, audience and subject matter.
- WS1.14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.

Indicators

- writes an opinion supported by at least one reason
- recognises and uses organisational structure of simple exposition
- writes simple expositions for different purposes
- discusses function of different parts or stages of a text
- recognises that connectives such as 'if', 'because' flag reasons, also 'firstly', 'secondly' etc.

Learning Experiences

- Use expositions to focus on the importance of and reasons for particular class rules, eg *Listen while others speak*. Jointly construct an exposition in support of the rule. Introduce the stages of an exposition: position and argument (the argument stage can be repeated).
- Focus on the social purpose of expositions by jointly constructing texts on relevant issues, eg *letters to school magazine to have a rule changed in playground, arguments to encourage students to wear sun hats, speeches to convince classmates to vote for them as a monitor for a classroom job they like doing*.
- Annotate large display-size copies of sample expositions with names for each stage and a description of purpose. Refer to these samples when jointly constructing an exposition.
- Jointly construct surveys to find out the opinion of a larger group of students concerning a relevant topic. The results can be used later as the basis for a jointly constructed written exposition using computer-generated graphs, eg *Most children in Year 2 think they should have a longer time for sport so that they can play a game as well as doing skills*.
- In joint construction activities, demonstrate how to change a question into a statement or command, eg *Should pets be bought for Christmas? 'Pets should not be bought for Christmas because ...'*.
- Jointly construct a point of view held by most of the students in the class, eg *Most of the students in 2 Red think that there should be more trees in the playground*. Students work in small groups to think of an argument to support this point of view and then draft this argument into writing. The argument from each small group can then be used in a joint construction of an exposition on the given topic.
- Jointly construct a letter to the principal, teachers or student representative council about a relevant concern using a simple exposition, eg *support for Stewart House, increased number of excursions*. Draft and publish on a word processing program. Build up arguments in point form before the letter is jointly constructed.
- Provide students with a pro forma to use to write independently a simple exposition. Use sentence starters to give support, eg *Firstly, trees should be planted so ...*
- Encourage students to choose thinking, feeling and action verbs from a class list to express opinions and give recommendations, eg *believe, plead, encourage, request, recommend, insist, demand*. Display lists in the classroom.
- Locate words used to introduce and order reasons in a sample exposition, eg *Firstly, Also, In addition, Finally*. Use these clues to sequence an exposition and cut into strips for students to sequence.
- Provide a list of people or groups who would have an opinion on an issue. Write a recommendation that would come from this group. Focus on those who would support one side of the issue, eg *dentists, parents or doctors on the issue: Should children eat lollies?*
- Use knowledge gained after participating in a unit of work to jointly construct an exposition on a related issue, eg *Conclude a unit of work on teeth by writing an exposition: 'Should we brush our teeth?'*. Include relevant technical terms, eg *'Plaque attacks the dentine'*, and label diagrams if relevant. Build up information for arguments in point form before jointly constructing the exposition.
- Consider visuals that could be included with an exposition to help persuade a reader to the writer's point of view.

Description

General Features of Description

Social Purpose

Descriptions focus our attention on the characteristic features of a particular thing, eg *Toby the Mongrel* (as opposed to information reports, which deal with a general class of things, eg *hunting dogs*). The subject might be a person, eg *Grandpa*, a place, eg *our house*, or a thing, eg *my favourite toy*. It might be impressionistic/imaginative, eg *a description as a poem or part of a narrative*, or an objective description, eg *a robbery suspect*.

While descriptions can occur as ‘stand alone’ texts, they are often part of a longer text, such as the description of a character or setting in a story or biography. Although they might not always be seen as a distinct text type, it is felt that the ability to describe someone or something in detail is an important skill that can contribute to a number of different text types.

Structure

Descriptions are usually organised to include:

- ✎ an introduction to the subject of the description;
- ✎ characteristic features of the subject, eg *physical appearance, qualities, habitual behaviour, significant attributes*.

There may also be some optional evaluation interspersed through the text and an optional concluding comment.

Grammar

Common grammatical patterns of a description include:

- ✎ use of particular nouns, eg *my teacher, the Opera House, our cubby*;
- ✎ use of detailed noun groups to provide information about the subject, eg *It was a large open rowboat with a tall front and a tall back (like a Viking boat of old), and it was of such a shining sparkling glistening pink colour*;
- ✎ use of a variety of types of adjectives, eg *describing, numbering, classifying*;
- ✎ use of relating verbs to provide information about the subject, eg *My mum is really cool*;
- ✎ use of thinking and feeling verbs to express the writer’s personal view about the subject, eg *Police believe the suspect is armed*, or to give an insight into the subject’s thoughts and feelings, eg *My friend Amanda adores chocolate ice-cream*;
- ✎ use of action verbs to describe the subject’s behaviour, eg *Our new puppy nips at our heels and wrestles with our slippers*;
- ✎ use of adverbials to provide more information about this behaviour, eg *Our new puppy always nips playfully at our heels*;
- ✎ use of similes, metaphors and other types of figurative language, particularly in literary descriptions, eg *But Mulga Bill, as white as chalk, sat tight ...; that two-wheeled outlaw (Mulga Bill’s Bicycle).*

Description

Teaching Notes: Stage 1

At Stage 1, students' written descriptions are becoming more detailed and sustained, involving a wider variety of subjects. Students can be encouraged to identify descriptions embedded in other texts they read or hear, such as stories, recounts and poems.






Structure

At this stage, the students should be moving from the simple identification of different characteristics and features to building up a more elaborate picture of the subject. Written descriptions might still take a relatively minimal form: brief identification of the subject with a few lines describing particular characteristics and behaviour.






Content

The descriptions will still involve familiar, concrete objects related to the home, the playground and classroom, but may start to include imaginative and literary subjects.

Links with Other Key Learning Areas

-  Human Society and Its Environment: eg *describe the meal at a celebration in which your family participates.*
-  Science and Technology: eg *describe an animal including all you can find out about it from the diagram.*
-  Personal Development, Health and Physical Education: eg *my personal profile.*
-  Creative and Practical Arts: eg *a portrait of my dad/grandmother/pet/best friend (illustration that shows the subject's appearance, qualities, thoughts, feelings).*
-  Mathematics: eg *in exploring concepts of time, describe the view from your bedroom window at 7.30 am and again at 7.30 pm.*

Grammar Focus

-  The use of adjectives to describe the subject, eg *Wonderworld is amazing.*
-  The use of simple noun groups to build up the description, eg *I have short, brown, curly hair.*
-  The use of pronouns to 'track' the subject, eg *This is Ginger. He is my dog.*
-  The use of action verbs, feeling verbs and thinking verbs to describe the subject's behaviour and to give insights into the thoughts and feelings of human subjects, eg *Papa loved to sit on the verandah in the evening, smoking his smelly old wooden pipe and thinking of the old days back in Hungary.*
-  The use of adverbials to describe the subject's behaviour, eg *He spoke slowly and in a soft, gentle voice.*

Grammar Terminology

Students at this stage will be using terms such as:

- ✎ noun/naming word;
- ✎ adjective/describing word;
- ✎ noun group;
- ✎ pronoun;
- ✎ action verb, thinking verb, feeling verb;
- ✎ adverb or adverbial group/how, when, where words.

Spoken Descriptions

Students will be involved in listening to and producing spoken descriptions as they engage in a variety of activities. These occasions could be exploited every so often to focus attention on the way something is being described, how the description could be improved, extending the students' vocabulary, and so on. Teachers could, for example, read descriptions for students to listen to with eyes closed, forming images in their minds, which they might then draw or compare. One of the most common contexts for a sustained oral description will be 'show and tell' sessions.

Written Descriptions

Written descriptions will involve a more deliberate and considered use of language as the writer has time to think carefully about the most effective ways of creating an image of the subject through words. Time should be spent on careful observation of pictures and objects, with the class brainstorming possible words for describing the subject. These can then be drawn on in a joint construction of a description. In guided reading, teachers should highlight the use of grammatical features that build up a description, eg *adjectives, noun groups*.





Early Stage 1 and Stage 1

ESL Teaching Notes: Description





Description is an excellent text type for early ESL students. Information reports requiring research are possible with teacher support and careful field knowledge development.

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2, 3




-  Focus on common adjectives drawing on descriptive sets (size, colour, shape, texture, taste).
-  Describe objects that students can see.
-  Limit the number of adjectives taught together.
-  Use activities such as 'I Spy', using pictures related to topic as stimulus, eg *I spy something that is brown and furry.*

ESL Scales levels: Oral Interaction 3, 4, 5





-  Develop a series of visually supported talking and listening activities that recycles, eg *oral true and false, What Am I?*
-  Students classify objects or pictures and justify categories, eg *sharp/round, 4 legs/2 legs.*
-  Start with the core noun and 'build' on the noun to build noun groups, eg *sharp white teeth.*
-  Ask students to identify specific points from an oral information report, eg *What family does it belong to?, What covers its body?*

Reading and Writing *Teaching points to consider*

ESL Scales levels: Beginning Reading and Responding 1, 2, 3 **Reading and Responding 1** **Beginning Writing 1, 2, 3** **Writing 1**

-  Ask students to locate information texts on a topic using illustrations, title, layout as clues.
-  Take photographs of students in the class and jointly scribe simple descriptions (2 to 3 characteristics).
-  Read an information text to the class. Ask students to locate key words (read out by teacher).

ESL Scales levels: Reading and Responding 2, 3 **Writing 2, 3**

-  Jointly construct some or all paragraphs of an information report on an animal after students have had many opportunities in a small group to use new vocabulary.
-  Use a jointly constructed information report for reading and writing activities: re-ordering under correct headings, cloze on content words, completing half-sentences, highlighting pronouns referring back to nouns.
-  Provide many opportunities for building up the field knowledge before writing.
-  Provide clear pro formas for students to draw/write information under relevant headings, eg *Where do mice live?, What do mice eat?*

Description: Stage 1

Text Structure

Puck-Wudgie

Subject

This character's name is Puck-Wudgie. It has a fat head, big bulgy eyes with long eyelashes, a pig-like nose, and a wide mouth with a big silly grin. On its enormous ears it has long dangling earrings with frills. Its hair and neck are both long. It has a round stomach with a little belly button, four stubby arms and two stubby legs. It loves to dance all night to punk music.

Description

Language Features

Use of nouns that refer to a particular thing (ie not general)

Pronouns used to 'track' the subject, eg it

Use of describing adjectives, eg big

Use of describing adjectives, eg silly

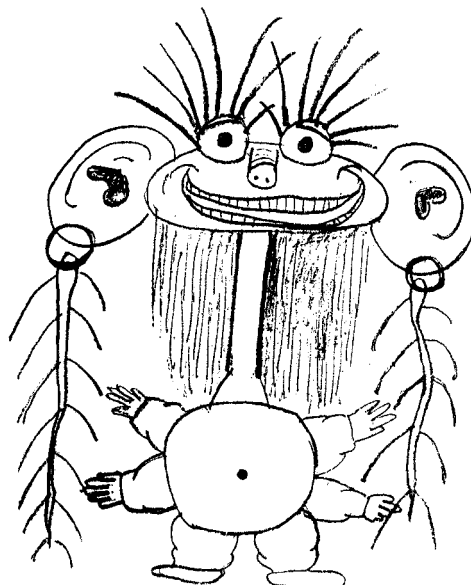
Detailed noun groups used to build up the description, eg long, dangling earrings with frills

Use of relating verbs, eg are, has

Use of feeling verbs, eg loves

Use of action verbs, eg dance

Use of adverbial phrases, eg all night



Stage 1	TALKING AND LISTENING	Description
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Outcomes

- TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.
- TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.
- TS1.3 Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.
- TS1.4 Recognises that different types of predictable spoken texts have different organisational patterns and features.

Indicators

- describes a concrete object accurately for an oral information report
- describes an imaginary subject for a literary text
- identifies adjectives (describing words) used in descriptions
- recognises familiar objects or people from a description.

Learning Experiences

- Jointly construct similes, eg *'as fast as the ...'*, *'as quiet as a ...'*, *'as red as a ...'*. Add these to a class chart and use them in descriptions.
- Have students choose an object related to a current topic and then add adjectives and adjectival phrases to develop a description by producing a noun group. Encourage an awareness of appropriate language to discuss descriptive texts, eg *noun, adjective*. Ask students whether they are describing something imagined, how something really looks or their ideas about the way something looks.
- Play games where one student describes an object in the room or a character from a familiar picture book without naming it. The class or rest of the group listen to the description to guess the object or the character.
- Divide the class into groups. Ask each group to construct a description of a different character from a familiar story, and to present this oral description to the rest of the class. The class guesses which character is being described by each group.
- Ask students to describe a familiar person or topic, eg *my aunt* or *my favourite hiding place*. After listening to students' descriptions, have them identify the emotion evoked by the description, eg *aunt* — *loved, feared, admired*; or *hiding place* — *scary, cosy, safe*.
- Have students mime the actions of a particular person, animal or thing to appropriate music, eg *a monster*. Ask them to imagine this monster in their minds. Brainstorm and list words to describe the monster — shape, size, qualities, characteristics, colour, feel. Ask students to draw what their monster looks like and have them write a brief description of their monster.
- Jointly construct an oral description of a familiar object or animal by brainstorming everything known about it, eg *a scarecrow*. Encourage students to describe what it looks like, how it moves, what it does etc.
- Ask students to describe a class member for the rest of the class to guess who it is. Develop students' use of descriptive language by asking questions that challenge the terms they use and require them to define what they mean, eg *How fair? Taller than what? What does she move like — like a ...?*
- Divide the students into groups. Provide each group with a collection of pictures that go together. Ask them to label the pictures, eg *buildings, games, members of the cat family*. Ask students to jointly construct a description for each picture to identify it from the rest, eg *adjectives that describe that building, adjectival phrases that distinguish that game from another, words that describe what distinguishes that member of the cat family from the others*.
- Have students, in groups, play circle games, choosing an object from a collection in the middle of each group. Ask students to describe one attribute of that object. Have them pass it around the circle, with each student remembering what has been said and adding one more attribute until they make a mistake. When unable to continue, the object is replaced with another from the centre to start again, eg *a big, red, bouncy ball with stars on it from the box in the corner*.

Stage 1	READING	Description
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Outcomes

- RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.
- RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.
- RS1.7 Understands that texts are constructed by people and identifies way in which texts differ according to their purpose, audience and subject matter.
- RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.

Indicators

- recognises text that describes
- finds information in descriptions
- identifies and discusses information found in descriptions included in print media advertising
- interprets descriptions of familiar people, places, animals and objects.

Learning Experiences

- Ask students to read a descriptive passage and underline descriptive words. Have students write these descriptive words and phrases on a poster to label a picture of the person, animal or object being described.
- During shared reading, ask students to find and list words used to describe different characters in a story. Write these words in columns under each character's name. Compare how lists for different characters are alike or different, eg *find antonyms, synonyms*.
- After shared or guided reading, encourage students to empathise with characters in stories, responding to descriptions of them, eg *using the description of the character to explain why they would like or not like to be friends with that character*.
- Ask students to interpret what the writer might feel about his/her subject from the language choices made in the description, eg *feel strongly about the subject, like it, dislike it, admire it*. This activity could also be done after reading a descriptive poem.
- Locate nouns and adjectives in a shared descriptive text and ask students to try and explain the author's purpose for grammar/language choices.
- After listening to a description, have students try to decide if information has been organised in a particular way and, if so, how, eg *description of person might be from feet up, by senses etc; description of building might be from outside to inside or the other way around*.
- In shared reading of a story, ask students to identify adjectives or adjectival phrases that indicate whether the description is about the hero or villain. Ask students to identify the features of the visual text that indicate whether a character is a hero or villain, eg *use of colour, use of light and dark, is the character made to look attractive/unattractive?*
- Encourage students to collect examples of good descriptions found in independent reading and environment, eg *photocopy passages from narrative text, advertisements from magazines, catalogue descriptions*.
- Encourage students to collect adjectives and adjectival phrases that appeal to them from their reading and display on a class chart. Have students decide on suitable headings to group these under, eg *Good/Evil* or *Heroes/Villains* or *Beautiful/Ugly* or *Pleasant/Hateful/Wonderful* or *Sight/Sound/Smell/Feel/Taste*.
- During shared reading of a description, underline words that give details about the subject of the description. Have students write labels with these descriptive words/phrases on them and use them to label a picture of the subject.
- Have students brainstorm words to describe each character from a familiar narrative. List words under each character's name. Compare lists to see how characters are alike and different.

Stage 1	WRITING	Description
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Outcomes

- WS1.9 Plans, reviews and produces a small range of simply literary and factual texts for a variety of purposes on familiar topics for known readers.
- WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.
- WS1.11 Uses knowledge of sight words and letter–sound correspondences and a variety of strategies to spell familiar words.
- WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.
- WS1.13 Identifies how own texts differ according to their purpose, audience and subject matter.
- WS1.14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.

Indicators

- *states the purpose and intended purpose before writing a description*
- *uses pronoun references*
- *chooses appropriate words to label things such as drawings and objects*
- *understands that adjectives provide more information about nouns*
- *writes simple descriptions of familiar people and things with two or more details.*

Learning Experiences

- Model different ways to approach description writing, eg *study subject and write what you see, close your eyes and picture your topic, use memories or feelings to find ideas for your writing*, prior to jointly constructing a written description.
- Use questions to clarify the purpose of a description before jointly or independently writing a description, eg *Will it be objective? Will it give information about something observed? Will it tell how you feel? Will it be imaginative?*
- Model how to edit information reports, recounts and narratives by pointing out where more description could be included. Jointly construct brief descriptions on the topic identified. Encourage students to do this when editing their own work.
- Explain the structure of a description. Jointly construct brief descriptions.
- Provide students with opportunities to write texts such as letters, recounts and information reports that include description, eg *letter to old friend describing new house just moved into, detailed description of inside of room in fire station after an excursion there, description of state of particular set of seedlings as they grow and change.*
- Have students write descriptions in diaries and journals as an alternative to recount, eg *describe lizard seen in playground, birthday cake from party.*
- Have students contribute to jointly constructed work that includes descriptions, eg *write a description of their house to include in class real estate catalogue and draw picture to go with it, write short description of Australian animal or plant to label a class mural.*
- Ask students to find nouns in their writing and add adjectives that help make those nouns more specific. Use questions to assist students, eg *Which cat? ‘The stray, ginger cat.’ Which beach? Where? ‘Avoca Beach, to the north of Sydney.’*
- From shared and guided reading, on a particular topic, encourage students to collect adjectives and adjectival phrases, verbs that describe actions and adverbs that qualify those actions. Display these in the classroom and encourage students to ‘borrow’ these phrases, adjectives, verbs and adverbs when writing on the same topic.
- Provide cloze passages to develop students’ descriptive writing, eg *use of correct pronoun agreement or adjectives/adverbs to give more detail about nouns/verbs.*
- Have students develop their descriptions by including both objective, imagined and impressionistic aspects of a subject, eg *a found shoe — what it looks like, where it might have been/who owned it, how the shoe might feel; or by listing different aspects that can be described, eg a face — hair, eyes, nose, mouth, chin; or an animal — what it looks like, how it behaves; or a familiar object — how it smells, tastes, feels, looks, moves.*
- Create a class *Who Am I?* flap book with student-written descriptions of classmates’ appearance, habits and personalities.
- Ask groups to construct lengthy noun groups about a particular subject, eg *parrots: those two annoying, screeching and squawking white cockatoos in the old gumtree.*

Poetry

General Features of Poetry

Social Purpose

Poetry is channel of communication that is used to achieve a range of social purposes.

Poetry expresses feelings and reflections on experience, people and events. Poetry is an aesthetic experience that works mainly through our emotions, sensory experiences and imaginative perceptions. A poem may focus on the individual feelings and reflections of the poet, or it may tell a story, or describe people, places and things in distinctive and sometimes unusual ways.

Poetry is often written with the expectation that it will be read aloud. In poetic language, sound patterns and rhythmic qualities are an important part of the meaning. Some poems may make use of regular patterns of rhyme and rhythm, while others make use of free verse form. The sound qualities in poems are emphasised by devices such as rhythm, alliteration, assonance and onomatopoeia.

Poetic texts often contain images that are expressed in striking ways. These images may be presented through different kinds of techniques such as simile, metaphor and personification.

The main purpose for teaching poetry should be to provide for students' enjoyment and appreciation of ideas and language in poetry lessons. Poetry includes a range of text types such as narrative, recount and description. It is a channel of communication for different text types.

Structure

Each poem could be approached as a series of steps or moves. These steps are generally signalled in the stanza or verse structures.

There is a vast range of devices that poets draw upon to shape their poems, such as alliteration, assonance, simile, metaphor. In all poetry rhythm is a constant feature.

As Samuel Taylor Coleridge states, 'Poetry is the best words in the best order'. When considering poetry, it is useful to focus on the poet's choices of words and order of words and how this enhances meaning in the poem.

Grammar

















Grammatical patterns in poetry vary enormously. Poetry tends to rely on features of textual cohesion such as word chains based on such things as repetition, synonym and antonym.

Poetry that tells a story is likely to use the grammatical features of story texts such as action verbs and noun groups, adverbs and adverbial phrases.

Poetry

Teaching Notes: Stage 1

Teaching Points to Consider

-  Keep your own personal anthology and share your favourites with the class.
-  Have a treasury of verse available in the classroom and read at least one poem a day, eg *before/after lunch, before going home*.
-  Read all poems more than once.
-  Follow reading aloud with a period of silence to allow students time for reflection.
-  Focus on enjoyment and personal response.
-  Remember that enjoyment does not depend on understanding every word.
-  Include a range of poetry anthologies in class libraries.
-  Celebrate poetry with special days and events, poet of the month, poetry clubs.
-  Submit poems to local state and national competitions.
-  Incorporate relevant poetry into school events — Book Week, Education Week, National Aboriginal Week, Anzac Day.
-  When using a text reconstruction activity, select poems that have some logical or chronological sequence and varying degrees of difficulty (language, imagery, rhyme, free verse). A box of these can be kept in the classroom and students encouraged to ‘solve’ one when they have a free moment.
-  Encourage students to perform well-known poems.
-  When using a cloze activity, make sure that the words you delete focus the students’ interest on rhyme, rhythm, imagery or on that particular arrangement of language that distinguishes poetry from prose. Allow the students a range of options and emphasise that there is no ‘right’ word. Talk about how choice of word influences meaning.
-  Although haiku, cinquain and tanka provide useful frameworks for the inexperienced writer to experiment with words and experience some early success, there is no need to adhere rigidly to a set number of syllables or lines.
-  Encourage students to discuss their feelings and mental images.
-  Have favourite poems in big book form in the class library for students to read during independent or shared reading.

Links with Other Key Learning Areas

Select poetry related to the subject matter being discussed.

Early Stage 1 and Stage 1**ESL Teaching Notes: Poetry****Talking and Listening** *Teaching points to consider***ESL Scales levels: Oral Interaction 1, 2**

- ✎ Incorporate rhymes from the students' first language (most parents know a few rhymes) for the whole class to learn.
- ✎ Introduce popular poems and verses in English. They are features of school culture, assumed knowledge by teachers in later years and often are assumed knowledge in literary texts.
- ✎ Provide visual support so the basic gist of a poem is understood, eg *Hickory dickory dock*, *The mouse ran up the clock*. The only words needing visual support are 'mouse' and 'clock'. There is no need to attempt further explanation to enjoy recitation.
- ✎ Most of the learning experiences in Early Stage 1 talking and listening are relevant to the early ESL learner, as they have support in the physical context (pictures, actions) for students to work out the meaning.
- ✎ Activities that require students to echo will help the students' listening skills.

ESL Scales levels: Oral Interaction 3, 4, 5

- ✎ Many learning experiences in Stage 1 talking and listening are relevant to ESL students at these levels, as they focus on rhythm, intonation, changing pace — this helps students to become familiar with the sounds of the English language.
- ✎ Choral readings and recitations are low-stress ways of giving students opportunities for practice.
- ✎ Give students additional opportunities for practice by using choral recitations as lesson breaks.

Reading and Writing *Teaching points to consider***ESL Scales levels: Beginning Reading and Responding 1, 2, 3**
Reading and Responding 1
Beginning Writing 1, 2, 3
Writing 1

- ✎ Provide visuals for the key nouns/verbs in a rhyme or short poem that the students already know, then scribe the words under the visuals. Progress to a word–visual matching game then a speech–text matching activity.
- ✎ Participate in shared reading of short, known poems.
- ✎ Poems and rhymes at this level and stage are probably more effective if they remain in the talking and listening strands.

ESL Scales levels: Reading and Responding 2, 3
Writing 2, 3

- ✎ Discuss the humour in any poem. Ensure any assumed background knowledge (implicit in the poem) is shared by all the students.
- ✎ Distribute text type examples to students and ask them to locate the poem, the narrative and the information report. Point out layout features that are different in poems.

Stage 1

TALKING AND LISTENING

Poetry

Outcomes

- TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.
- TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.
- TS1.3 Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.
- TS1.4 Recognises that different types of predictable spoken texts have different organisational patterns and features.

Indicators

- *recognises and says words that rhyme with a spoken word*
- *responds to poems read aloud to them through drawing, painting, dancing*
- *identifies language used in descriptions, such as describing words (adjectives)*
- *listens to rhymes, chants and poems from various cultures*
- *participates in choral reading and shows some understanding of tempo, tone and pitch*
- *uses words such as 'alliteration' to talk about patterns of sound in poetry.*

Learning Experiences

- Have students listen to a wide variety of poetry presented by teachers, parents, peers and members of the community.
- Encourage students to listen to a range of poems on audio tape.
- Have students use role-play to explore ideas in poetry — eg in story poems such as 'Sharon keep your hair on' by Gillian Rubinstein or 'Lazy Jack' by Bill Scott.
- Encourage students to discuss events, people and experiences represented in poems.
- After the shared reading of a poem, encourage students to express feelings and ideas related to poem (either positive or negative).
- Provide opportunities for students to retell poems they have heard or read.
- Have students recite poems, rhymes and chants, riddles, raps and tongue twisters. They may also tape record recitations and readings to play to other classes, and/or to listen to themselves.
- Have students recite poems using different vocal expression to create effects — choral reading of 'The Sick Young Dragon' (John Foster), 'Custard the Dragon' (Ogden Nash), or 'The Hairy Toe' (traditional American).
- Encourage students to listen for and talk about patterns of sounds such as rhyme and alliteration in poems.
- Encourage students to experiment with gesture and facial expression when reciting or presenting poetry.
- Have students listen to a poem several times. Ask students to create a visual text for the poem using details they heard in the poem.
- Encourage students to join in refrains of familiar poems — take parts reading verses or refrain.
- Talk about invented words in poems read and heard. Ask students to invent words to describe sounds, eg *swishy, swashy, splosh, whiffing*.
- Provide opportunities for students to recite their favourite poems and playground rhymes.
- Provide opportunities for students to recite poems in languages other than English.
- Have students prepare choral reading of a poem to perform. Ask them to emphasise the rhythm. Have them use percussion for rounds.
- Ask students to suggest appropriate actions to mime when reciting a familiar poem.
- Videotape prepared choral reading if possible, critically replay performance, revise/refine.
- Have students move to the rhythm of a poem as it is being recited.
- Have students recite two-part rhymes and poems, experimenting with using different vocal expression.

Stage 1	READING	Poetry
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Outcomes

- RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.
- RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.
- RS1.7 Understands that texts are constructed by people and identifies way in which texts differ according to their purpose, audience and subject matter.
- RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.

Indicators

- recognises poems that tell stories
- chooses to read poems from a range provided for enjoyment to extend knowledge
- retells and comments on a poem read
- begins to recognise point of view in poetry
- points out and explains the purpose of features of the writing, such as layout, headings, stanzas, lines
- interprets poems, including repetitive rhymes, chants
- compares personal knowledge and experience with ideas and information in poems
- identifies language choices the poet has made to add to the meaning of the whole text
- reads poetry for personal enjoyment
- interprets descriptions of familiar people, places, animals and objects
- recognises words in poem that have similar meanings, opposite meanings.

Learning Experiences

- Have students select a favourite poem to read and share.
- Read aloud poems from traditional collections, eg *Australian bush ballads*.
- In shared and guided reading, read poems from other cultures.
- In shared reading, point out and discuss word groups (phrases) that indicate where, when and how incidents and events are happening.
- In shared reading and guided reading experiences, encourage students to compare similarities and differences in the structure of different poems.
- In shared and guided reading, point out the grammatical features of poems.
- Draw attention to the visual text accompanying a poem. Encourage students to discuss how the visual text enhances the meaning of a poem.
- In shared and guided reading, point out the ways in which poets use language, rhyme, rhythm, repetition and alliteration. Encourage students to look for these techniques in their independent reading. Check that students understand these terms.
- In shared and guided reading experiences, use clapping activities to emphasise the rhythm of a particular poem.
- Encourage students to select and share poems on topics related to class activities.
- In shared and guided reading, find word chains in poems and develop word banks for reading and writing activities.
- Cut a poem into stanzas. In pairs, have students reconstruct the poem.
- Identify stanzas in poems and lines in stanzas. Discuss reasons for organising poems in this way.
- Encourage students to identify complication and resolution stages in poems that are narratives.
- Encourage students to identify the 'record of events' stage in poems that are recounts.

Stage 1

WRITING

Poetry

Outcomes

- WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.
- WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.
- WS1.11 Uses knowledge of sight words and letter–sound correspondences and a variety of strategies to spell familiar words.
- WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.
- WS1.13 Identifies how own texts differ according to their purpose, audience and subject matter.
- WS1.14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.

Indicators

- uses drawings to accompany a poem when relevant
- links ideas in poetry writing
- writes own poems using the structure of a familiar poem as a guide
- includes simple descriptions of familiar people or things in poetry
- uses rhyme, repetition, patterns of rhythm, alliteration in writing poems.

Learning Experiences

- Give students poems that will be models for joint construction. Select appropriate models. Display models in the classroom.
- Jointly construct a refrain for a poem on a particular topic then divide the class into small groups. Ask each group to write a verse for the poem. Make the poem into a class big book for shared, guided and independent reading experiences.
- Have students jointly construct a variety of simple poems, related to personal experience, eg *shape poems, rhyming couplets, innovations on familiar poems, sensory poems*.
- Encourage students to innovate on a variety of simple poems independently.
- Encourage students to use poems, words and letters in the classroom environment as models for writing poetry.
- Provide opportunities for students to read aloud their own writing and to make revisions to clarify meaning.
- Have students prepare poems for publication, paying attention to layout and visual features.
- Have students substitute key words from a familiar poem to generate a different meaning.
- Have students copy favourite poems into a big book class anthology.
- Have students complete a cloze activity and compare their choice of words with those chosen by the poet. Have them discuss the different meanings created by different word choices. Point out poetic devices such as rhyme, repetition, alliteration, word pictures.
- Have students write chants and raps for a class anthology or school newsletter.
- Have students write and illustrate alliterative alphabets or number poems for class display.
- Encourage students to add to word banks of sensory words around a specific theme or topic to be used in independent writing activities.
- Encourage students to use word banks of adjectives and adverbs to write sensory poems.
- Hand out two sheets of paper to students and ask them to list three or four everyday objects, eg *toothbrush, school bag, computer etc*, on one sheet and the same number of actions, eg *skipping, laughing, reading etc*, on the other. Jointly construct a poem linking the objects with an action, eg:

'Have you ever seen?'
Have you ever seen a toothbrush skipping?
Have you ever seen a school bag reading?
Have you ever seen a computer laughing?
I have!
- Select a poem, write it on chart paper with words omitted. Read the poem several times to get the feel of the rhythm and meaning. Discuss each omission in turn. List all suggestions from the students for words omitted. Discuss why certain choices were made and vote on the most pleasing/appropriate. Read the original poem. Reflect on the poet's choice and that of the group.
- Have students copy poems into a shape in which the shape and position of the letters and words reflect the meaning, eg *a bear poem in a bear shape*. Also refer to Max Fatchen's 'Skateboard', Elizabeth Honey's 'Honey Sandwich'.

Response

General Features of Response

Social Purpose

Responses are used to summarise, analyse and respond to literary texts. They may be a personal response or a review.

Structure (Personal Response)

- ✎ Context — this gives background information on the text.
- ✎ Opinion/Reaction — this explore the qualities and effectiveness of the text, expressing personal feelings.

Structure (Review)

- ✎ Context — this gives background information, eg *author, type of work, setting and brief synopsis*.
- ✎ Text description — this describes the main characters and the pattern of their relationships. It also deals with some key incidents selected because they may give further insight into characters and the theme of the text.
- ✎ Judgement — this is where the writer or speaker evaluates the work by giving an opinion or making a recommendation.

Grammar

Common grammatical patterns in review texts include:

- ✎ relating verbs, action verbs, saying verbs, thinking verbs, noun groups describing characters;
- ✎ present tense — changes to past tense if text has a historical setting;
- ✎ temporal sequence of events when key events are summarised;
- ✎ persuasive language used in judgement;
- ✎ clause or sentence themes that are often the title of the book, name of author etc. These choices clearly locate the reader in a response text.

Note: Students are encouraged to speak and write personal responses in Stage 1. By Stages 2 and 3, students should be speaking and writing reviews.

Response

Teaching Notes: Stage 1

The focus in Stage 1 is on the personal response given orally. Students express a personal opinion about shared texts.

Students should be encouraged to use language about books and films. Teachers should build this knowledge carefully when discussing texts, eg *author, title, events and characters*. Encourage students to talk about the text structure of books and films using terms such as orientation, complication, resolution.

Allow time for students to talk about books both formally and informally with peers and teacher, and model oral and written ways of responding to texts.

Structure

Students should be encouraged to develop a brief context stage and an opinion stage, eg *'I like this book because ...'* Provide opportunities for students to express feelings and attitudes linking their own personal experiences to characters and events in texts.







Content

Content will be related to texts read and viewed during shared and guided reading. Use pro formas and guideline questions to assist students in structuring their responses.

Links with Other Key Learning Areas

Response texts are important in Creative and Practical Arts where students are asked to respond to dramatic performances, works of art and music.

Grammar Focus

-  Using relating verbs, eg *'This book is about ...'*
-  Naming characters.
-  Usually using present tense.
-  Using temporal sequencing of events only in the text description when summarising key events.
-  Using evaluative language in judgement stage.
-  Giving information in the beginning focus of clauses and sentences, eg *title of book, author*.

Grammar Terminology

Students at this stage will be using terms such as:

- ✎ sentence;
- ✎ naming word/noun/proper noun/noun group;
- ✎ relating verb, action verb;
- ✎ describing word/adjective;
- ✎ adverb, adverbial phrase.

Spoken Responses

These will be mainly personal responses to literary texts heard, read and viewed. Teachers will need to guide oral response either by direct modelling or with questions. Reviews at this stage will be jointly constructed.

Written Responses

Students will jointly and independently construct written personal responses. Reviews at this stage will be jointly constructed.

Stage 1

ESL Teaching Notes: Response

ESL students will need to have a high degree of familiarity with literary texts in order to respond to them effectively. Therefore, teachers need to have engaged their students in focused studies of a range of narratives and poetry before introducing the notion of a response.

ESL students are focusing their attention on the *meaning* of the text. Response requires personal opinion and justification that draws on a wider vocabulary. The ability to respond to open-ended questions of *Why?* and *How?* is particularly difficult for the ESL learner.

Students working at about level 4 in the ESL scales are beginning to use English to express opinions about literature and start to describe literary features. It is important that ESL students understand that formulating personal opinion and critical thinking are highly valued and essential skills required in the Australian education system.

It is essential that the text an ESL student is being asked to respond to is fully understood by that student and that the text is at an appropriate reading level. Ensure that the vocabulary and content of the text have been studied. ESL students are able to successfully respond to texts when supported by model texts with sentence beginnings and by discussion at the student's instructional level.

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2

- ✎ Opinions about a text can only be asked about texts the student knows well.
- ✎ Simple questions requiring short answers may be manageable, eg *Did you like the story? Did you like the wolf? Did you like Red Riding Hood? 'I liked the grandma. I didn't like the wolf'.*
- ✎ Sort characters from a known narrative into two categories, eg *like/don't like*.

ESL Scales levels: Oral Interaction 3, 4, 5

- ✎ Model the use of 'when' and 'because' when responding to a text, eg *I liked the little bear when he fell off his chair. I liked the witch because she can fly.*
- ✎ Teach only a few features of a book at a time and give many opportunities for these to be reinforced, eg *characters, setting, plot*.
- ✎ When asking students to retell a story, provide picture support to help trigger vocabulary and to support sequencing of events.
- ✎ Introduce summarising skills in the simplest forms, eg *listing the characters — The book Little Red Riding Hood is about a girl, a wolf and a grandma.*
- ✎ Plot 'feeling' words (related to emotions felt when listening to a poem) on a horizontal line. Draw pictures that match the words and place under the words.

Reading & Writing *Teaching points to consider*

ESL Scales levels: *Beginning Reading and Responding 1, 2, 3*
Reading and Responding 1
Beginning Writing 1, 2, 3
Writing 1

- ✎ Simple oral responses as detailed above are sufficient at these levels.

ESL Scales levels *Reading and Responding 2, 3*
Writing 2, 3

- ✎ Ensure that writing activities use the same language patterns that have been modelled in talking and listening activities, eg *I liked the bear when ...* (student writes or draws a response), *The book Little Red Riding Hood is about ...* (student cuts and pastes characters, or draws characters, or selects correct character names).
- ✎ Invite a student to select three known texts, place them in order of preference, and select cards saying 'best', 'second best', 'third best'. If the student offers some reason for their choice, model the language the student has used to scribe a sentence, eg *student offers 'funny grandma' — teacher scribes 'I like this book best because of the funny grandma'.*

Stage 1

TALKING AND LISTENING

Response

Outcomes

- TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.
- TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.
- TS1.3 Recognises a range of purposes and audiences for spoken language and considers how own talking and listening are adjusted in different situations.
- TS1.4 Recognises that different types of predictable spoken texts have different organisational patterns and features.

Indicators

- responds to stories and poems read aloud
- identifies main ideas of text
- expresses a personal point of view
- listens to a point of view
- plans delivery of presentations and role-plays.

Learning Experiences

- Provide opportunities for students to discuss and debate issues raised by stories or news heard, eg *Would you have done the same thing as ... when he/she ...? Where did things start to go wrong?*
- Have students role-play a bookseller convincing a parent to buy a particular book for their child who is similar to the student, eg same age, gender, having similar interests.
- In groups, have students participate in discussions about books read or heard, eg *Why do you think a character behaved in a certain way? How would the story have changed if a particular thing had happened differently? What did you/didn't you like about the way the writer wrote this book?*
- Ask students to identify main events in stories and use text structure terminology, eg *complication*, to describe parts of the story.
- Have students compile a list of different ways to make positive and negative statements about a story or poem heard. Record these to display in the classroom as a resource for students, eg *'I enjoyed ...', 'I found this book interesting because ...', 'I found it boring when ...', 'I think it could have been better or more enjoyable if ...', 'This book isn't interesting unless ...'*.
- Introduce the term 'suspense'. Talk about its meaning and illustrate in different visual and written texts.
- Have students brainstorm a list of all the words that could describe the emotions felt when listening to a poem, story or piece of music. Discuss the meaning of more difficult words and add brief definitions where appropriate. Compile these into a list to display to assist with spelling and writing. Continue to add to this list from other response and review activities.
- Read extracts from blurbs, reviews from book covers, eg *'very funny', 'one of the scariest books I've read', 'great work of children's literature'*. In groups, students discuss a book read and plan an oral review to present to class in which each group member gives some 'extract' type comments relative to the group's book.
- Have students participate in 'Book Talk' sessions, eg *after silent reading*, in which they discuss a book they have been reading with a group of classmates, talking about the characters, setting, some detail of the plot, what they liked or didn't like about it and whether they think others would like to read it or not.
- Have students discuss a shared text, eg *Who do you like best in the story? Why? If you were the author, what would you write differently and why? How would you change the story? Why?*
- Model a book review or review several different books. Ask the students which book they think they would like to read after hearing these reviews.
- Model using a semantic web by using it as a way of summarising a book review heard. Have students use semantic web to organise information and clarify understandings to form the basis for a spoken review.
- Have students respond to film, video and television narratives and recounts.

Stage 1	READING	Response
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Outcomes

- RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.
- RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.
- RS1.7 Understands that texts are constructed by people and identifies way in which texts differ according to their purpose, audience and subject matter.
- RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.

Indicators

- describes the purpose of organisational stages in narrative texts
- predicts from the cover and title the target audience of a text
- retells and comments on incidents from a children's storybook or a short children's film, paying attention to plot elements such as setting, character, conflict and resolution
- expresses an opinion about a character's actions and speculates on their own behaviour in a similar situation.

Learning Experiences

- After shared and guided reading, have students respond to stories, such as Aboriginal children's stories, fairytales, folk tales and cartoons, by retelling events and/or role-playing events.
- Have students explore the ways in which visual aspects of texts contribute to meaning by using information found in illustrations in picture books to support opinions, eg *How do you know that ... is kind/heroic/brave?*
- Have students brainstorm a list of characters' actions in a story and chart their own actions in a similar situation. Discuss similarities and differences.
- Continue to build a language for talking about texts, eg *suspense, synopsis*.
- Have students select an event from a story and draw one character's reaction to this event.
- Have students make inferences about characters' qualities, characteristics and motives in visual texts, eg *picture books based on features in the illustrations such as facial expressions, body language and the ways in which other characters respond to them*.
- After independently reading a text, have students indicate the purpose of the text, eg *to entertain, to teach, to inform, to review, to persuade, to instruct*.
- Build lists of adjectives to describe characters and settings for a class display. Encourage students to refer to these in writing activities.
- Select an author with appeal to a particular group and collect a variety of books by this author to read and share with class. Have students discuss these texts, eg *How does the author gain the readers' interest? Is there one particular type of character that the author writes about? Do you know any other stories similar to this? Where is the story set?*
- Have students give reasons to support their opinion of a text both positive and negative, eg *'I liked/disliked this book because ...'*
- Read to students short reviews of texts they have read or viewed. (The teacher may write these.) Ask students to discuss whether the review is accurate in respect of factual information, eg *names of characters*, and whether they agree with the reviewer's opinion of the text.

Stage 1

WRITING

Response

Outcomes

- WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.
- WS1.10 Produces texts using the basic grammatical features and punctuation conventions of the text type.
- WS1.11 Uses knowledge of sight words and letter–sound correspondences, and a variety of strategies to spell familiar words.
- WS1.12 Produces texts using letters of consistent size and slope in NSW Foundation Style and using computer technology.
- WS1.13 Identifies how own texts differ according to their purpose, audience and subject matter.
- WS1.14 Identifies the structure of own literary and factual texts and names a limited range of related grammatical features and conventions of written language.

Indicators

- writes a short response or review containing basic description with comment or opinion
- discusses some of the different purposes for which people write responses or reviews
- expresses an opinion in writing
- uses drawings to accompany text where relevant
- uses adjectives to provide more information about nouns
- reads own writing aloud and makes some corrections to clarify meaning.

Learning Experiences

- Display model texts in the classroom with stages clearly marked. Have students jointly construct reviews of literary texts and independently write personal responses about books, films etc.
- Focus on texts with which the students are familiar, either read or viewed.
- Build a word map of language for talking about books, films etc. Focus on texts the students are very familiar with. These may include film and video.
- Design a new cover for a favourite story that includes author, title and relevant illustration.
- Complete an advertisement for a book that a student has enjoyed.
- Complete a matrix on characters in a book, using adjectives to describe appearance, actions, habits, feelings.
- Encourage students to write personal responses to literature in diaries and journals. Provide scaffolding for review texts, eg *start with title and author of text under review, give brief synopsis of story and characters and make a judgement on these that is a personal opinion.*
- Jointly construct review responses on the basis of a model text.
- Have students consider purpose of review by planning a book review for a special audience before writing. Encourage them to be aware of their intended reader when writing, eg *Write a review for a Book Week display of a book that another student in Year Two might like to read, to encourage them to do so.* Ask students questions when editing these such as *What did you think would appeal in this book to that type of reader? Have you put that idea in your review?.* Encourage students to go back and add information that might improve the review.
- Encourage written responses to books read by allowing students to choose a question or activity that encourages this, eg *Who was your favourite character in the book read and why?., Draw 'photos' of two important events in the story and write a label for each.*
- Have students build up their understanding of characterisation in novels by writing what characters have said in speech balloons, creating murals or by drawing and labelling characters with their attributes.



Modules

Stage 2

Teaching English

Recount	p 193
Narrative	p 203
Procedure	p 213
Information Report	p 223
Explanation	p 231
Discussion	p 241
Exposition	p 249
Description	p 259
Poetry	p 267
Response	p 273

Teaching English: Stage 2

Many strategies described in Early Stage 1 and Stage 1 are relevant in Stage 2.

Talking and Listening

To facilitate the development of spoken language skills, teachers should:

- ✎ ensure that students engage frequently in paired and small group activities;
- ✎ demonstrate and model a wide range of spoken text forms;
- ✎ demonstrate and model ways of asking questions;
- ✎ model roles such as challenger, questioner, negotiator and summariser;
- ✎ during extended teacher talk, remember to constantly check comprehension, summarise and provide an overview of what is being said;
- ✎ make allowance for the fact that speaking and listening in an unfamiliar language requires a lot of concentration and can be tiring for young ESL learners.

Students need to be able to use spoken language to present ideas or information to a group of listeners. In order to facilitate the development of these skills, teachers should:

- ✎ regularly provide activities that require students to participate in many different structured speaking situations, such as reporting, describing, recounting, explaining and interviewing;
- ✎ provide guidance in how to prepare for and rehearse spoken presentations and develop students' presentation skills;
- ✎ discuss with students effective and ineffective aspects of spoken language use, and make them aware of how language may be used to persuade an audience.

Reading

In addition to strategies in Stage 1, specific reading strategies should be taught in relation to specific text types. Guided and shared reading lessons should reflect demands of all key learning areas. Information skills are an important aspect of reading in Stage 2.

Teachers should provide opportunities for students to:

- ✎ locate resources and select information from factual texts;
- ✎ find information pathways through the text using table of contents, index, page numbers, headings and subheadings, captions, key words and glossary;
- ✎ skim and scan the part of the text that contains the information, looking for keys and symbols when reading a diagram and examining pictures for information;
- ✎ comprehend, interpret and respond to viewed texts including video, live performances and informative programs;
- ✎ use a range of automatic monitoring and self-correcting methods when reading, such as re-reading, reading on, slowing down and sub-vocalising;
- ✎ use strategies to read new words, such as applying knowledge of words and their parts — root words, suffix and prefix;

- ✎ read polysyllabic words;
- ✎ cluster and categorise ideas and develop focus questions to guide their search for information;
- ✎ use techniques to explore factual texts such as semantic webs, fact trees, sociograms, flow charts, timelines and matrices;
- ✎ summarise texts succinctly;
- ✎ identify key concepts and words.

Independent Reading

In addition to strategies in Stage 1, teachers should provide opportunities for students to:

- ✎ read texts matched to their ability;
- ✎ exercise free choice in their reading material with the ability to reject or recommend texts;
- ✎ use several strategies when reading difficult texts;
- ✎ talk to others about the ideas and information contained in texts read and viewed;
- ✎ reflect on interpretations; re-reading and reviewing parts of the text; making notes about key features or main ideas.

Reading Conferences

Reading conferences are an important part of consolidating reading skills. They may be organised with a peer, a group of peers, whole class or with a teacher. When participating in reading conferences, students can:

- ✎ focus on a particular aspect of the reading process, eg *scanning*, *summarising*,
- ✎ discuss a text that a group of students have all read, seeking to clarify information or incidents;
- ✎ discuss points of view in texts read and viewed;
- ✎ debate issues in texts;
- ✎ explore different responses to texts;
- ✎ discuss what the student is currently reading, decide on any follow-up activities, share reading journals and reading logs with teacher.

Grammar

In Stage 2, knowledge about grammatical structures in texts should be reinforced. In particular, patterns within noun and verb groups should be explored, as well as ways of combining clauses through *addition*, *causality*, *time* and *comparison*.

Teachers should provide opportunities for students to:

- ✎ create storyboards that indicate the sequencing of events through time and causality;
- ✎ create semantic maps to indicate word chains;
- ✎ create matrices to indicate the forms of the verbs and verb groups that indicate tense;
- ✎ complete cooperative written cloze activities to focus on nouns, adjectives, verbs and adverbs.

Writing

Independent Writing, Joint Construction and Writing Conferences

In Stage 2, students should be familiar with all aspects of the writing process: planning, drafting, redrafting, editing for clarity of meaning, proofreading to correct spelling and using punctuation accurately and then publishing in legible handwriting. Teachers should provide students with opportunities to:

- ✎ write individually and collaboratively;
- ✎ use writing in a variety of contexts;
- ✎ write a variety of text types for different audiences;
- ✎ share their writing with others;
- ✎ practise writing new text types with suitable pro formas to encourage effective planning;
- ✎ explore ways of creating cohesive texts using reference of pronouns to nouns and using words from similar groups to link meaning;
- ✎ use punctuation marks such as commas, quotation marks, dashes and apostrophes;
- ✎ make decisions about where to include visual texts such as diagrams and pictures in own writing;
- ✎ self-edit with a focus on organisational structures;
- ✎ use other texts as models for aspects of writing;
- ✎ revise during writing — adding and deleting words to clarify meaning, adding information and re-reading work;
- ✎ decide when help is needed with writing and know a suitable source for information — for example, a friend for an idea, a thesaurus for the best word, and/or a dictionary to check spelling;
- ✎ engage in peer conferences that are based on teacher modelling;
- ✎ engage in group and whole class conferences that enable the teacher to effectively model part or all of the writing process, share examples of texts, and demonstrate the organisation and features of texts.

Spelling

Techniques that assist exploration and development of spelling knowledge at this stage include:

- ✎ playing games, such as *Scrabble*;
- ✎ doing puzzles, such as crosswords;
- ✎ compiling personal spelling lists;
- ✎ proofreading own writing and that of others;
- ✎ exploring alliteration and rhyme, for example, through poetry.

Teachers can assist students' spelling by teaching them how to use things such as mnemonics, base words and grammatical information.

Strategies students should be using for spelling include:

- ✎ using visual strategies such as knowledge of letter patterns;
- ✎ drawing on some spelling generalisations, eg *'i' before 'e' except after 'c', or double the final consonant before adding 'ed' or 'ing'*;
- ✎ combining strategies such as visual, sound and meaning-based strategies;
- ✎ recognising most misspelt words in own writing and using resources for correction;
- ✎ discussing strategies used for spelling difficult words;

- ✎ using mnemonics and tricks such as ‘ear in hear’ and ‘here in there and where’ and pronouncing Wednesday, wed-nez-day;
- ✎ using grammatical information and knowing where the letters are missing in contractions to correctly place the apostrophe;
- ✎ being able to syllabify words and spell each part;
- ✎ being able to use authoritative sources such as dictionaries;
- ✎ using analogy and associations to aid spelling memory.

Handwriting

In addition to the handwriting skills outlined in Stage 1, students should be:

- ✎ using conventional letter shapes;
- ✎ joining them using links of NSW Foundation Style;
- ✎ writing legibly at all times;
- ✎ using consistent letter shape, size, slope and formation when publishing.

Teachers need to ensure continued use of good pencil grip and correct posture to the best of each student’s ability.

Word Processing

In addition to the word processing skills outlined in Stage 1, teachers should provide opportunities for students to:

- ✎ interpret selected Internet/computer texts and graphics;
- ✎ type, save and print texts;
- ✎ use editing functions on word processors when writing, revising and redrafting;
- ✎ explore fonts and script styles on computer to change appearance of the text;
- ✎ use a word processor to produce texts;
- ✎ understand computer terminology such as ‘save’, ‘delete’, ‘open’, ‘exit’, ‘print’, ‘hard disk’, ‘floppy disk’, ‘menu’, ‘save as’ and ‘caps lock’;
- ✎ insert and eject a disk and retrieve text.

Stage 2 Overview of Outcomes

Talking and Listening

Talking and Listening

TS2.1

Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.

Skills and Strategies

TS2.2

Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.

Context and Text

TS2.3

Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English.

Language Structures and Features

TS2.4

Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts.

Reading

Reading and Viewing Texts

RS2.5

Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.

Skills and Strategies

RS2.6

Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.

Context and Text

RS2.7

Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.

Language Structures and Features

RS2.8

Discusses the text structure of a range of text types and those grammatical features that are characteristic of those text types.

Writing

Producing Texts

WS2.9

Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.

Skills and Strategies

Grammar and Punctuation

WS2.10

Produces texts clearly, effectively and accurately, using the sentence structure, grammatical features and punctuation conventions of the text type.

Spelling

WS2.11

Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.

Handwriting and Computer Technology

WS2.12

Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.

Context and Text

WS2.13

Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes.

Language Structures and Features

WS2.14

Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.

Recount

General Features of Recount

Social Purpose

Recounts ‘tell what happened’. The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of the literary or story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by the narrator about the events.

Structure

Recounts are organised to include:

- ✎ an orientation providing information about ‘who’, ‘where’ and ‘when’;
- ✎ a record of events, usually recounted in chronological order;
- ✎ personal comments and/or evaluative remarks that are interspersed throughout the record of events;
- ✎ a reorientation that ‘rounds off’ the sequence of events.

Grammar

Common grammatical patterns of a recount include:

- ✎ use of nouns and pronouns to identify people, animals or things involved;
- ✎ use of action verbs to refer to events;
- ✎ use of past tense to locate events in relation to speaker’s or writer’s time;
- ✎ use of conjunctions and time connectives to sequence the events;
- ✎ use of adverbs and adverbial phrases to indicate place and time;
- ✎ use of adjectives to describe nouns.

Recount

Teaching Notes: Stage 2

In Stage 2, students should be encouraged to work with a range of factual recounts from other key learning areas as well as literary recounts. Students should be encouraged to comment on and interpret visual texts such as illustrations and diagrams accompanying recounts and to use visual texts in their own oral and written recounts.

Structure




In Stage 2, students should be encouraged to select and focus on key events in the development of their recounts. They should be encouraged to describe 'who', 'what', 'where' and 'when' in more detail in the orientation and throughout the record of events. Visual images of various kinds such as maps, diagrams and photographs should be used and interpreted by students in conjunction with recounts. Students should be encouraged to work on literary and factual recounts. Students are likely to speak and write in the first person when producing recounts of personal experience. They will be more objective in researched factual recounts but should note such recounts can change according to the point of view from which they are written.

Content

Content may still be related to familiar experience, but increasingly students will work with unfamiliar content where research is likely to be required before students speak or write recounts. Students need guidelines for research in the form of questions and headings and need to be taught note-making skills.







Links with Other Key Learning Areas

Factual recounts will be important in a number of key learning areas. Spoken and written biographies are important in all key learning areas.

-  Science and Technology: detailed observations of events over time are important, eg students may record accurately the growth of plants over a given period. Such recounts may be accompanied by illustrations, diagrams and timelines and used as a means of reflecting on the change that has taken place.
-  Human Society and Its Environment: eg events of an early Australian historical event from different perspectives such as an Aboriginal person and a British soldier.
-  Personal Development, Health and Physical Education: eg biographies of prominent sportspeople.





Timelines can accompany spoken and written recounts. Students will read as well as write such recounts.

Grammar Focus

-  Using the noun group to build up descriptions, eg *the thick scrub on the Blue Mountains; the outstanding Australian athlete, Cathy Freeman.*
-  Using reported speech, eg *The explorers Blaxland, Wentworth and Lawson said that their journey was very difficult at times.*
-  Using various combinations of clauses, eg *When the explorers reached Mount York they could see the western plains below, but they decided not to continue any further.*
-  Using connectives.
-  Using evaluative language in factual recounts, eg *Greenway was an important architect.*
-  Using evaluative language in personal recounts, eg *It was an exciting experience.*

Grammar Terminology

Students at this stage will be using terms such as:

-  conjunction, eg *when, then*;
-  connective, eg *first, next*;
-  reported speech, eg *Cathy Freeman said that she was excited about her win*;
-  noun group, eg *the convict architect Francis Greenway*.

Spoken Recounts

Spoken factual recounts need to be carefully planned with a focus on key events to maintain audience interest. Descriptions of people and places are important. Groups may present such recounts. They will be assisted in their presentation if they use timelines, maps and diagrams, which need to be of a suitable size for class presentations. Recounts of personal and class experience and retellings of written story recounts should still be encouraged, with a focus on selecting key events.

Written Recounts





Written recounts may be jointly and independently constructed. It is important to provide good models of written recounts. Students should be encouraged to edit the sequence of events in their recounts, both from the point of view of expanding and deleting or summarising events. Students should be encouraged to evaluate events in factual recounts, eg *crossing the Blue Mountains was an important event in Australian history*. The use and interpretation of illustrations, timelines, maps and diagrams is very important when working with recounts at this stage. Students should be encouraged to publish recounts that can be read by other classes and placed in the school library.

Stage 2 and Stage 3



ESL Teaching Notes: Recount

Talking and Listening *Teaching points to consider*




ESL Scales levels: Oral Interaction 1, 2

-  Use shared experiences as basis for recounts initially.
-  Encourage students to recount orally a school experience.
-  Provide supportive questions to allow students to complete the recount.
-  Jointly construct oral recounts. Recap the who, what, where and when. ESL students might need to listen only.

ESL Scales levels: Oral Interaction 3, 4, 5





-  Provide a structure for students to refer to for oral recounts, eg *a chart with questions, Who? What? When? Where? Event 1, Event 2.*
-  Encourage students to give a recount about experiences that did not involve all class members. Ensure students have opportunities to practise beforehand and to ask for specific vocabulary items they will need to use.

ESL Scales levels: Oral Interaction 6, 7, 8

-  Provide criteria as a guide for planning, delivery and evaluation of oral recount.
-  Allow for rehearsal time. Ensure ESL learners have a supportive group.
-  Explicitly teach appropriate opening and closing address for a variety of audiences, eg *sports report at assembly, accident report to the principal.*

Reading and Writing *Teaching points to consider*

ESL Scales levels: Reading and Responding 1, 2 Writing 1, 2

-  Encourage students to write recounts of shared experiences in their first language. If possible, have translated to use for activities.
-  Construct cloze based on joint construction of a simple recount, deleting nouns (to focus on who or what was involved) or verbs (to focus on the action that took place).
-  Collate students' own recounts to provide reference of vocabulary and examples of text type.
-  Arrange for students to use a camera or video camera to document a school event, excursion, day in the life of. Use to jointly construct a recount.

ESL Scales levels: Reading and Responding 3, 4, 5
Writing 3, 4, 5

- ✎ Practice building sentences for recounts, focusing on who, what, when and where.
- ✎ Use a recount of a known topic as the basis for a jumbled text. Ask students to reorder the text. Discuss language features that gave them clues, eg *time connectives*, *use of pronouns*, *topic knowledge*.
- ✎ Provide models of historical recounts for identifying language features, eg *conjunctions of time*.
- ✎ Construct cloze to focus on common conjunctions, connectives and past tense verbs; a bank of these words can be built up through repeated recount events.
- ✎ Build up a bank of past and present tense verbs by collating students' recounts.

ESL Scales levels: Reading and Responding 6, 7
Writing 6, 7

- ✎ Use a historical recount as the basis for constructing a timeline of the person's life. Use the time markers supplied in the text. Make explicit the different ways time can be represented.
- ✎ Jointly construct a checklist for editing a recount. Keep it displayed for students to refer to. Provide examples of each type of edit.
- ✎ Compare the orientation of two different historical recounts, locating the way the who/what/when/where information is provided in the texts.

Recount: Stage 2

Text Structure

An Excursion to the Botanic Gardens

Language Features

Orientation introduces a setting of time and place and characters involved in events

On Thursday 24 April we went to the Botanic Gardens. We walked down and boarded the bus.

Use of word families to build information, eg Botanic Gardens, plants

Record of events

After we arrived at the gardens we walked down to the Education Centre. Year Three went to have a look around. First we went to the First Farm and Mrs James read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea.

Use of action verbs, eg walked, went, marked

Use of past tense, as in examples above

Includes evaluation

Next we did sketching and then we met back at the Education Centre with Year Four to have lunch. Soon after it was time for us to go and make our terrarium while Year Four went to have their walk.

Use of complex sentences, eg when we were there we hopped off the bus

Use of conjunctions and connectives to sequence events in time, eg when, then, first, next

Evaluation

A lady took us in to a special room and introduced herself, then she explained what we were going to do. Next she took us in to a pyramid terrarium and another one. It was most interesting. Later we went back and made our terrariums.

Use of adverbial phrases of time to tell where events took place, eg on Thursday, 24 April, on the bus

Use of reported speech, eg she explained what we were going to do

Reorientation

Soon after we had finished we went back outside and met Year Four. Then we reboarded the bus and returned to school.

Use of saying verbs, eg explained

Factual Recount: Stage 2

Text Structure **The Discovery of Gold**

Language Features

1. Edward Hargraves

Orientation provides background information

Edward Hargraves came to Australia directly from the Californian goldfields in 1850.

Use of word families to build topic information, eg goldfields, gold

He was sure that he could find gold in NSW because the land was so similar to the Sierra Nevada area in America. He went with John Lister to find gold near Bathurst. Lister had already found some before.

Use of complex clause to relate meanings causally

Record of events

Hargraves panned a small amount of gold and set off to Sydney to collect a reward. Lister stayed behind and worked the site with a cradle instrument that Hargraves had seen in California. It separates gold nuggets from the sand.

Use of action verbs, eg went, found

Hargraves or 'he' referring to Hargraves used as the beginning focus of many clauses (theme)

Use of technical term 'cradle instrument', giving meaning

Use of saying verb, eg said

Statement of significance

When Hargraves discovered the gold he said, "This is a memorable day in the history of NSW. I shall be a baronet, you will be knighted and my old horse will be stuffed and put in a glass case and sent to the British Museum".

Use of quoted speech, eg 'This is a memorable day ...'

Use of conjunction, eg and

Use of noun groups to build up descriptions, eg a small amount of gold, a memorable day in the history of NSW

Stage 2

TALKING AND LISTENING

Recount

Outcomes

- TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.
- TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.
- TS2.3 Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English.
- TS2.4 Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts.

Indicators

- uses adjectives to describe who and what in the recount
- listens actively, showing an ability to ask relevant questions to seek an explanation or more information from the speaker
- recounts events to the class, showing evidence of prior planning through selection of key events
- describes people, places, objects and events in more detail in oral recounts
- uses common language features of recount such as subject-verb agreement and noun-pronoun agreement, time connectives
- uses a wider range of conjunctions and adverbial phrases to indicate time and location.

Learning Experiences

- Discuss possible topics for oral recounts based on students' recent personal experiences.
- Have students prepare a spoken recount. Encourage students to use a range of time connectives to signal new events in the spoken recount, eg *after, while*, and to use indirect speech, eg *Then the guide said that we had to go.*
- Give students a wider range of choices for indicating time and location, eg *In the morning, Finally, Meanwhile.*
- Have students use different vocal expression to indicate the direct speech of different people in a personal oral recount, eg *Then the shopkeeper said 'You have to pay more.' So I said, 'But I don't have enough.' The customer next to me said, 'I've got some, I'll lend you ...'.*
- Have students provide details of who and what in a recount by using adjectives, eg *the friendly black dog, the bright red car.*
- Have students listen to and evaluate the organisation of a peer's oral recount. They will need to make comments about whether the orientation included who/what/when/where/why. Make a timeline of events. Then select events for recount about personal experience.
- Encourage students to give accurate and detailed oral recounts of events from films, TV shows, stories heard and viewed in correct sequence. Focus on selection of key events in retelling.
- Research and prepare a spoken recount on an unfamiliar topic. Include background information to assist audience understanding of events, eg *need for more pastoral land contributed to exploration of Blue Mountains crossing.*
- Encourage students to develop questions to ask a guest speaker. Have students ask questions of a speaker, who has just given a recount, to clarify and extend meaning.
- Have students listen to and observe language choices, tone of voice, gesture and facial expressions to identify opinions and feelings of speaker about events related in recount, eg *role-play grandmother giving recount of a family picnic or the bored child's recount of the same event.*

Stage 2	READING	Recount
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Outcomes

- RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.
- RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.
- RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.
- RS2.8 Discusses the text structure of a range of text types and those grammatical features that are characteristic of those text types.

Indicators

- recognises that there are different viewpoints expressed in recounts
- retells and discusses key events, main characters and setting in literary and factual recounts
- identifies noun-pronoun links, subject-verb agreement, conjunctions and connectives in written recounts
- interprets basic maps, charts, diagrams and photographs that may form part of a written recount.

Learning Experiences

- Have students use different coloured highlighters or pencils on a recount to identify words/phrases that indicate time, words/phrases that indicate location, words that indicate evaluation and describing and classifying adjectives.
- Ask students to locate and list words that indicate the recount is about past events. Their list may include past tense verbs, time words/phrases, eg *Last Monday*, or content words, eg *horse and cart*. Relate this list to purpose of recount, to retell events that have happened in the past.
- Divide the class into small groups for a jigsaw activity. Provide each group with a cut-up recount. Have students reconstruct the recount, placing events in the correct sequence.
- Ask students to represent the sequence of events in a recount in a different form, eg *in visual texts such as a map of journey with events in time sequence; flow chart; timeline*.
- Encourage students to compare literary and factual recounts. Identify similarities and differences, consider purpose, audience, organisation and language features, eg *first and third person pronouns, technical vocabulary, emotive language, language of judgement*.
- Collect published recounts from a variety of sources. Investigate the purpose and the audience for each. Who writes/reads recounts? Why do they write/read them? eg *historians to record events; police to record details of crime; authors to write biographies*.
- During shared reading, list who or what is included in the recount. Identify how each subject is referred to and linked in a text with nouns and pronouns.
- In shared reading and guided reading, read a range of recounts that include visual texts. List the different types of visual texts on a class matrix, and record their purpose, eg *map to show journey/route*.
- Read a variety of recounts. Discuss whether information in the visual text matches information in the written text. How is it the same/different? What type of information is presented in the visual text?
- Use historical recounts to investigate the roles of men and women. How are the roles similar to or different from roles today? Identify gender stereotyping. Consider who is performing different tasks. Who is included/excluded?
- Provide a cloze activity to focus on the purpose of adjectives (ie to provide more information about nouns).

Stage 2

WRITING

Recount

Outcomes

- WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.
- WS2.10 Produces texts clearly, effectively and accurately using the sentence structure, grammatical features and punctuation conventions of the text type.
- WS2.11 Uses knowledge of letter–sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.
- WS2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.
- WS2.13 Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes.
- WS2.14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.

Indicators

- identifies and explains the purpose and organisational structure of recounts, both literary and factual
- recounts in sequence several aspects of a personal experience or an event using a variety of words and phrases to indicate time order
- experiments with various ways of presenting written recounts to appeal to the reader, eg layout, visuals
- writes more detailed recounts using descriptive language such as adverbs and adjectives
- uses reported speech.

Learning Experiences

- Discuss and list possible topics for writing recounts.
- Create class word banks to be used as a resource in independent writing, eg *technical and subject-specific vocabulary, word families, words and phrases that convey feelings and opinions, words and phrases that indicate time and location of events.*
- Select and order words that indicate time sequence and jointly construct a recount using these time signals, eg *On Monday, first, after that, meanwhile, after lunch, on the way.*
- Have the class edit a jointly constructed recount. Make revisions to ensure information is relevant to purpose — to retell events. Encourage students to edit their own recounts in the same way.
- Ask students to expand information given in every stage of recount. Build noun groups by describing attributes of people, places and objects involved in the events of a recount.
- Encourage students to use visual texts in written recounts. Encourage students to use a range of sources for visuals (ie commercially and student-produced). Ask students to explain how the selected visual texts add meaning to their text and ask them to consider how the visual text would change depending on who was recounting the event.
- Have students independently write a recount of events represented in a visual text such as a timeline, story map, comic.
- Have students identify point of view in a recount and rewrite from a changed point of view, eg *two sides of a traffic accident between a car and a bike from driver's and rider's point of view.*
- Have students independently write factual and literary recounts including the opinion or feelings of the assumed writer, eg *describe crossing of Blue Mountains from explorer's point of view, recount personal experiences such as family traditions.*
- Have students publish their independently written recounts using NSW Foundation Style with joined letters.
- Have students publish recounts by typing them on computer keyboard.

Narrative

General Features of Narrative

Social Purpose

Narratives construct a pattern of events with a problematic and/or unexpected outcome that entertains and instructs the reader or listener. Narratives entertain because they deal with the unusual and unexpected development of events. They instruct because they teach readers and listeners that problems should be confronted, and attempts made to resolve them. Narratives incorporate patterns of behaviour that are generally highly valued.

Structure

Narratives are usually organised to include:

- ✎ Orientation — this stage ‘alerts’ the listener and/or reader to what is to follow, usually by introducing the main character/s in a setting of time and place.
- ✎ Complication — in this stage a sequence of events, which may begin in a usual pattern, is disrupted or changed in some way so that the pattern of events becomes a problem for one or more of the characters, eg *a visit to a deserted house becomes a serious problem for the narrator when he finds himself locked in a house where there is no handle to the door*. The events are evaluated by the character/s, thus making it clear to the reader/listener that a crisis has developed, eg *‘I was terrified when the door slammed shut. How was I going to get out? There was no handle on the inside and nobody knew where I was. My heart was racing and I felt sick with fear as I banged on the door’*.
- ✎ Resolution — the problem or the complication is resolved or attempted to be resolved in the resolution. A pattern of normalcy is restored to the events, but the main character/s has changed as a consequence of the experience.
- ✎ Coda — this stage is optional. It makes explicit how the character/s has changed and what has been learned from the experience.

Grammar

Common grammatical features of narrative texts include:

- ✎ use of particular nouns to refer to or describe the particular people, animals and things that the story is about;
- ✎ use of adjectives to build noun groups to describe the people, animals or things in the story;
- ✎ use of time connectives and conjunctions to sequence events through time;
- ✎ use of adverbs and adverbial phrases to locate the particular incidents or events;
- ✎ use of past tense action verbs to indicate the actions in a narrative;
- ✎ use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

Narrative

Teaching Notes: Stage 2

In Stage 2, students should be encouraged to listen to, read, view and write narratives about unfamiliar experience as well as familiar experience. Listening to the same narrative a number of times remains an important learning experience. The teacher may need to introduce the students to content areas that are new to them and provide background information that will help students understand unfamiliar fields. Students will need to research content for writing narratives about unfamiliar topics. Students should be encouraged to focus particularly on how resolutions are developed and how dialogue is used in narrative so they may further develop their narrative writing skills.




Structure

Students should focus on the development of the resolution stage in narrative. The teacher can ask them to predict the resolution stage to suggest alternative resolutions to the same complication. Teachers need to assist students to assess what makes a resolution successful, eg *What realistic strategies can resolve the problem developed in the complication? What might the characters do? Who might be able to help them?* Teachers also need to point out to students how authors often 'hint' at how the complication will be resolved. Students should focus on the role of dialogue in narrative and of quoted and reported speech. They should focus on how dialogue helps to create characters and can be used to predict what might or might not happen in different stages.






Content

Students should be encouraged to read, view and write narratives with different fields. Students should be encouraged to research unfamiliar content for narrative writing. If students have the opportunity to listen to professional writers, encourage them to ask how the writer builds up information for a novel, eg *a narrative about a boating accident requires expert information about boats and how they are driven/sailed and what kinds of problems might develop when people are using them.* Information about the sea, storms and waves would also be important in such a narrative. Plans of content should be reviewed and discussed with the teacher before students begin writing.

Links with Other Key Learning Areas






-  Human Society and Its Environment: narratives from different cultures.
-  Mathematics: narratives representing mathematical problems that include mathematical concepts, number sentences.
-  Creative and Practical Arts: responding to narratives through visual arts, drama, dance, music activities as alternatives to writing.

Grammar Focus

-  Using quoted and reported speech.
-  Using action verbs to develop the resolution.
-  Using a variety of conjunctions and connectives, causal and temporal.
-  Using more complex noun groups.
-  Using vocabulary specific to topic, eg *boating, swell, waves, mast, engine, sails.*

Grammar Terminology

Students at this stage will be using terms such as:

-  word families
-  quoted speech
-  reported speech
-  structure of noun group
-  conjunctions and connectives.

Spoken Narratives

Students should be encouraged to retell narratives using dialogue expressively to portray characters. Students should practise and use techniques for building up suspense through speaking softly, loudly, pausing and varying their pace of speech. Students may work in groups or pairs to retell narratives. Teachers need to demonstrate facial expressions and gestures that enhance storytelling. Students can use illustrations from narratives to support their retelling.

Written Narratives







Written narratives about unfamiliar experience require careful preparation. Students will need to research the activities they want to use as the basis for their complication and resolution stages, *eg if writing centred on boating, students would need to know the actions for starting, sailing, driving and stopping a boat and what events could signal something might be going wrong*. Proformas for researching notes about information in stages are an important aid for students. Jointly constructed narratives by small groups or the class would help students write successfully in new fields. Students could then move on to writing independently about topics they have researched. Students' narratives can be published in books that can be borrowed by classes.

Stage 2 and Stage 3



ESL Teaching Notes: Narrative

Talking and Listening *Teaching points to consider*




ESL Scales levels: Oral Interaction 1, 2, 3

-  Use illustrated traditional fairy stories and well-known legends. Many of these will have universal appeal and will allow the students to utilise their cultural knowledge. Alternatively use simple picture books with no text but which have a clear plot.
-  Match word orally to visual of essential nouns in the narrative before reading or paraphrasing the narrative, eg *students might not know what a ballroom is*.
-  Paraphrase or simplify the narrative to a few basic sentences; details can be omitted.
-  Transcribe the student's retelling of narrative, using as much as possible of the student's content words for reading and writing activities.
-  Act out narratives in small groups using props.
-  Use rhymes and chants with repetition and actions (for all ages), eg *Miss Mary Mac*.

ESL Scales levels: Oral Interaction 3, 4, 5

-  Select predictable, visually well-supported narratives that are well within the student's understanding so oral discussion can move from meaning to the development of metalanguage — (title, words, sentences, grammar, point of view).
-  Allow one-to-one situations for child to copy your intonation, pronunciation as they will now be attuned to finer sounds of English.

ESL Scales levels: Oral Interaction 5, 6, 7, 8

-  Provide activities for small groups so students may 'try out' new vocabulary.
-  Focus on colloquialisms, metaphor and culturally specific humour in class discussion.
-  Provide activities focusing on building up noun groups orally, eg *a chair; an old chair; a rickety old chair*.

Reading and Writing *Teaching points to consider***ESL Scales levels: Reading and Responding, Writing 1, 2, 3**

- ✎ Use students' own transcripts of traditional stories and picture books. Often students are not willing to read and write words they don't know orally. Use sequencing and cloze activities to focus on meaning (ie content words such as verbs and nouns only).
- ✎ Ask students to locate direct speech in narratives. Show a range of ways in which quoted speech might be presented.
- ✎ Make up simple true and false (yes and no) statements based on students' narratives, eg *The princess is a girl*.
- ✎ Make up simple phonic activities based only on the words students know.
- ✎ Make speech bubbles next to characters to recycle vocabulary.

ESL Scales levels: Reading and Responding, Writing 3, 4, 5

- ✎ Do shared reading followed by a variety of oral activities; discussion is required before writing.
- ✎ Build word banks of synonyms expanding vocabulary; this is important as ESL students often only need one word to communicate a concept orally at school and then experience difficulty encountering synonyms in reading.
- ✎ Build word banks of action verbs, act out and link to particular narratives. Control amount of new vocabulary in a session (5 or 6 maximum), eg *ghostly verbs: tremble, shake, quake etc*.
- ✎ Focus on use of plurals.
- ✎ Highlight reference chains (who is speaking in a narrative, eg *he, Tom*) as ESL learners often have difficulty tracking the subject.

Narrative: Stage 2

Text Structure

The Snake

Language Features

Orientation introduces characters in a setting

In the holidays a few years ago we went to Hawks Nest. We stayed in a house that was opposite a long, white beach with a lot of sand dunes. As we all know they are great to slide down.

Use of word families to build information, eg beach, sand dunes, bushes

Initial complication

My brother Chris and I went walking on the beach one sunny day, and we found a little cubby out of overgrown bushes. We went in to get away from the sun and we noticed at one end there was a slippery dip. First Chris tried it out and he slid down and soon came back up saying that it was safe, and that it was great fun. I didn't trust him, (not that I ever do) but still I slid down.

Use of action verbs, eg found, went, slid, froze

Use of past tense, eg found, came, slid

Use of reported speech, eg saying that it was safe

Use of quoted speech, eg I said, 'Come on ...'

Complication includes evaluation

When I came back Chris was standing as if he was frozen. I said, "Come on Chris, have another slide it's great fun." He still didn't move, so I said, "Come on Chris haven't you had any exercise?"

Use of saying verbs, eg said, saying

Use of thinking verbs, eg trust

Resolution

Then I went for another slide, but I froze too because I saw what he had seen. It was a long snake and it was heading for me. I looked at Chris and he made a rustling sound of wind in the bushes. It worked and the snake stopped and headed for Chris. I didn't waste a second and dived down the slide. As soon as I did the snake headed straight back to the bushes. Then Chris dived down, but slammed into my head as I was stuck half way down. This jolt freed me and gave me a very sore head.

Beginning focus of clause (theme) is often 'we' or 'I' thus focusing reader's attention on main characters

Use of a variety of time conjunctions to sequence events, eg first, when, then

Coda

We never went anywhere near that cubby again.

Use of compound and complex sentences, eg My brother Chris and I went walking on the beach one sunny day and we found ... (compound), When I came back Chris was standing as if he was frozen (complex)

Stage 2

TALKING AND LISTENING

Narrative

Outcomes

- TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.
- TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.
- TS2.3 Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English.
- TS2.4 Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts.

Indicators

- *retells narratives about familiar and unfamiliar experiences*
- *recognises the main organisational structures and purpose of spoken narratives*
- *responds to spoken, heard or viewed narratives in a variety of ways*
- *uses main organisational structure of narrative when retelling or telling a story*
- *uses direct and indirect speech in retelling narratives*
- *focuses on strategies for developing resolutions.*

Learning Experiences

- Ask students to share with the class narratives they have enjoyed. In addition to a retelling, students could refer to patterns or themes in the text, author's use of language and illustrations.
- After reading narratives, have students talk about what puzzles them in the story, any patterns they notice, their likes and dislikes, any questions they would have for the characters and/or the author, their responses to the way the stages, orientation, complication and resolution are developed.
- Encourage students to read and retell a variety of narratives focusing on creation of character through noun group choices, intonation patterns in direct speech and a build-up of suspense in complication.
- Encourage students to listen to guest storytellers and identify strategies they use to engage the audience. Compare with strategies used by authors of written texts.
- Have students play barrier games using story maps to highlight events in narrative.
- Encourage students to listen for time phrases such as 'suddenly', 'just then', which indicate a change of events.
- Have students express feelings and ideas through play building, improvisation, Chamber Theatre, freeze frames, depiction.
- Have students develop questions to investigate purposes for storytelling in other cultures.
- Ask students to tell stories using strategies to 'engage' the audience, eg *pause to create tension*.
- In small groups, have students prepare and present a Readers Theatre. Encourage them to experiment with different vocal expression for different characters.
- Provide a Dictagloss of a passage from a narrative for students to focus on aspects such as the stages of text and use of past tense action verbs. Have students use these features to retell the narrative.
- Perform parts of familiar narratives as plays. Give students time to practise their presentations.

Stage 2

READING

Narrative

Outcomes

- RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.
- RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.
- RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.
- RS2.8 Discusses the text structure of a range of text types and those grammatical features that are characteristic of those text types.

Indicators

- identifies main organisational structure in narratives and its purposes
- identifies recurring character types, their traits and the conventions of a variety of stereotypes
- justifies choice of book
- studies visual features of text to enrich reading
- locates quoted and reported speech, noun groups, adjectives describing characters.

Learning Experiences

- Read aloud the same narrative a number of times. Provide focus questions so students are listening for different features in different readings.
- In shared reading, read a variety of titles by the same author to develop understanding of characteristic features of the author's style.
- Have students locate examples of quoted speech and narration in familiar narratives. Describe the effects of quoted speech, eg *to make events seem more real or immediate, reveal feelings of characters*, and effects of narration, eg *to condense time, to reduce importance of events, provide details about characters' thoughts and feelings*.
- Locate adjectives in noun groups describing characters for semantic webs and literary sociograms.
- Students read a narrative text using different colours to underline the voices of the characters and the narrator. This can then be used to create a Readers Theatre script to perform at a later date.
- Students independently select narratives to read and give reasons for their choice, eg *'I like reading about cats', 'My friend said it was good', 'The first chapter sounded interesting'*. Students select a narrative for a friend and justify their choice.
- Jointly summarise chapters of narrative text being read to whole class as a serial. Place information under headings to highlight narrative structure, eg *Orientation — who, when, where; Complication — sequence of following events; Resolution — how the problem is resolved*.
- Develop alternative resolutions for complications.
- Discuss the role of illustrations in narratives. Consider effects created by colours used, foreground and background figures, positioning of characters in relation to viewers, facial expressions, gestures and movements of characters.
- Ask students, as a whole class to find all of a character's quoted speech in a narrative being studied in class. Classify it according to whether it is a command, question or statement. Discuss how this character's speech influences the reader's perception of them, eg *if the character mostly uses commands to talk to other characters, does this influence the reader to think that character is bossy and rude?*
- Compare the ways various groups of people, eg *males, females, children, adults, different cultural groups*, are represented in narratives. Point out methods used by authors to represent characters, eg *actions, thoughts, relationships, descriptions*.
- Compile lists of texts that deal with similar issues, eg *single parents, themes about good vs evil*. Use a matrix to investigate how different texts deal with similar issues. Headings could include orientation, complication and resolution, character adjectives, visual representations.
- In shared reading, compare texts by the same author/illustrator to identify common themes, similarities/differences in organisation, language choices.
- Read plays that are narratives. Focus on expressive reading.

Stage 2

WRITING

Narrative

Outcomes

- WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.
- WS2.10 Produces texts clearly, effectively and accurately using the sentence structure, grammatical features and punctuation conventions of the text type.
- WS2.11 Uses knowledge of letter–sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.
- WS2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.
- WS2.13 Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes.
- WS2.14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.

Indicators

- writes about familiar and unfamiliar experiences
- uses other narrative texts as models for aspects of writing such as organisation, layout, illustrations
- uses different types of nouns in narrative and enhances their meaning with adjectives and phrases to develop the noun group
- sequences ideas in narratives effectively
- uses quoted and reported speech
- writes alternative resolutions for the same complication.

Learning Experiences

- Brainstorm and list topics of familiar and unfamiliar experiences for writing.
- Research topics of an unfamiliar experience and make notes.
- Jointly construct a storyboard to plan a narrative to determine important aspects of story, and sequence and link these aspects.
- Have students use detailed pro formas to develop each stage of a narrative, eg *Orientation — who, when, where; Complication — initiating events, following events, character response; Resolution — results of character's action.*
- Select aspects of a description and develop a continuum, eg *concerned – worried – scared – frightened – petrified.* Students select adjectives for their own narratives to create effective images.
- Create class lists of saying verbs from narratives. Identify the different positions these can take in dialogue for students to use as a model (ie at the beginning, in the middle or end of a speech).
- Jointly construct a narrative assisting students to focus on applying new skills or knowledge in their writing, eg *use of dialogue, building a complication from an initiating event to following events.*
- Brainstorm and list sentence starters that signal initiating events and use these in writing, eg *Out of the blue ... Later that night ... All of a sudden ...*
- Discuss causes and motivations for characters' actions and events and list connectives that signal this relationship, eg *because, so that, consequently.*
- Ask students to choose connectives from a class display and use them in narratives to write longer descriptive sentences.
- Jointly construct paragraphs to organise ideas and reflect stages or developments in a narrative. Give examples of when a writer would begin another paragraph, eg *different stage in narrative construction, passing of time, introduction of new character, new event, new speaker, change of idea.*
- Examine the purpose and layout of visual texts in published narratives. Students can assess their effectiveness, and refer to these as a model for their own published work.
- Use different coloured pencils/highlighters to show how different nouns and pronouns are connected. Focus on the audience's need to easily understand so that pronouns are always preceded by the nouns to which they refer.
- Encourage students to use new words in writing even when unsure of correct spelling. Collect these words with corrected spelling for inclusion in personal spelling lists.
- Have students use a word processor to create, edit, proofread and publish a narrative.
- Have students publish an independently constructed narrative (whole or extract) for a class display or book using consistent shape, size, slope and cursive script of NSW Foundation Style.
- Rewrite parts of a narrative as a play. Relate to play reading. Examine carefully how play scripts are written. Students may jointly construct the script in small groups.

Procedure

General Features of Procedure

Social Purpose

Procedures tell how to do something. This might include instructions for how to carry out a task or play a game, directions for getting to a place, and rules of behaviour.

Structure

Procedures are usually organised to include:

- ✂ the goal of the activity;
- ✂ any materials needed to achieve the goal;
- ✂ steps to accomplish the goal.

Some procedures have optional stages such as explaining reasons for a step, providing alternative steps, giving cautions, or mentioning possible consequences. Directions, rules and spoken procedures will have a slightly different structure from those that give instructions to make something.

Grammar

Common grammatical patterns of a procedure include:

- ✂ the use of commands, eg 'put', 'don't mix';
- ✂ the use of action verbs, eg 'turn', 'pick up', 'don't run';
- ✂ the use of precise vocabulary, eg 'whisk', 'lukewarm';
- ✂ the use of adverbials to express details of time and place, manner and so on, eg 'for five minutes', '2 centimetres from the top', 'carefully'.

Procedure

Teaching Notes: Stage 2






Structure

In Stage 2, students will still be concerned with the sequential structuring of the steps of a procedure. They should be exposed, however, to instructions that are set out in different ways. Some procedures are written as prose, for example, and do not have a typical layout of more familiar instructions such as recipes.





Content

Going beyond everyday, familiar texts.

Links with Other Key Learning Areas






-  Personal Development, Health and Physical Education: eg negotiating classroom rules; simple first aid instructions; instructions for games.
-  Creative and Practical Arts: eg instructions for making things.
-  Science and Technology: eg using computer software to design and produce a brochure for conserving water.
-  Mathematics: instructions for doing a Mathematics task.
-  Human Society and Its Environment: eg the steps involved in a developmental application going through the local council.

Grammar Focus

-  The use of time connectives to sequence the instructions, eg *'Then tie the bottom string to the ruler', 'When you have finished ...', 'Finally, you can ...'*.
-  The inclusion of sufficient detail to carry out an instruction, eg *using adjectives and adverbials: 'Follow the red cable to the buzzer, then put the end of it on the terminal which hasn't got the sticky tape.'*
-  The inclusion of warnings and cautions where necessary, eg *'You get a partner to help, then one person faces the sun, but don't look at the sun.'* *'Make sure that the mass on each side is equal or else you are going to have problems.'*
-  The use of conditional forms, eg *if you get a reply saying 'not accepted' it means you can't come in.*

Grammar Terminology

Students at this stage will be using terms such as:

-  action verbs
-  describing words/adjectives
-  phrases telling 'where', 'when', 'how'
-  prepositions, eg *in phrases telling "where", "when", "how"*
-  time connectives.

Spoken Procedures

Students should still be given explicit guidance in listening carefully to instructions. When students are giving spoken instructions, they should be given feedback on whether their instructions were sufficiently clear and well sequenced. Many students, particularly from different linguistic backgrounds, might need help with how to ask for assistance in various situations.

Written Procedures

Students should be provided with models of different types of written procedures and guided to identify such features as the goal, the action verbs, the describing words, and so on. They should be made aware of the way in which instructions are sequenced, eg *using numbers or time connectives*. Before students write their own procedures, it is useful to jointly construct a procedure, with the class contributing ideas for the various steps while the teacher writes these on the board and demonstrates how to write them clearly and precisely. This provides a good opportunity to point out how different aspects of grammar are involved in writing effective instructions. Groups could collaboratively make books of procedures for the class library, eg *instructions for playing games*. As each group drafts its procedure, other groups should try to follow it in order to give feedback on whether it is clear enough.

Stage 2 and Stage 3

ESL Teaching Notes: Procedure

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2, 3

- ✎ Select objects to make that aid the development of basic vocabulary needed to communicate in the class, eg *making a kite involves cutting, gluing, ruling, tying and the materials, scissors, glue, ruler, string.*
- ✎ Orally introduce in a small group the materials needed, then develop games around these materials, eg *picture bingo, concentration, what item is missing?*
- ✎ Develop a variety of oral-based games to introduce new verbs, eg *Simon/Simone Says.*
- ✎ Transcribe and scaffold the student's account of the procedure to use in reading and writing activities.
- ✎ Take note when a student starts to use prepositions in their talk as this indicates a readiness to focus on levels of English beyond basic content words. Prepositions are a feature of procedural text, eg *sit down, sit on the mat etc.*
- ✎ Use simple directions and instructions to which the student can respond physically.
- ✎ Provide support by using gestures, repetition and rephrasing of instructions.
- ✎ Encourage students to combine their instructions with gestures to communicate their meaning.

ESL Scales levels: Oral Interaction 3, 4, 5

- ✎ Focus students' attention on prepositions relevant to a particular procedure and act out.
- ✎ Play games where students have to follow increasingly difficult series of instructions. Focus students' attention on key words to listen for in a spoken text.
- ✎ Use short, routine instructions related to classroom procedure.
- ✎ Present instructions clearly (ie *with clear steps, modelling of the task, logical sequencing of steps*).
- ✎ Repeat instructions on a one-to-one basis as necessary.
- ✎ Explain the use of modality, eg *'could you ...?', 'would it be alright if ...?'*, when asking for something to be done.

ESL Scales levels: Oral Interaction 5, 6, 7, 8

- ✎ When students are involved in procedures, ensure that they have some support in the physical context for them to refer to, eg *charts, other language models.*
- ✎ Set up activities where students have opportunities to use direction-giving and positional language.

Reading and Writing *Teaching points to consider***ESL Scales levels: Reading and Responding, Writing 1, 2, 3**

- ✎ Jointly construct a procedure that the student has completed and where they are familiar with the vocabulary. Develop cloze and sequencing activities focusing on content words, eg *nouns and verbs*, and ordinal numbers.
- ✎ Provide clear diagrams for students to construct a simple object and ask them to write the instructions in their own language under each diagram. Translate into English with the student.

ESL Scales levels: Reading and Responding, Writing 4, 5, 6, 7

- ✎ Ensure students have been involved in joint construction and small group work before attempting independent construction of procedures that involve complicated instructions and not clearly viable steps, eg *How to play Monopoly*.
- ✎ Build verb banks that are linked to common procedural topics, eg *How to Make Spring Rolls, How to Play Handball*.
- ✎ Note that cooking and scientific procedures often involve precise measuring of materials. ESL learners need support and practice using nouns for countable and non-countable items, eg *sugar, flour, sand and rice are non-countable; apples and onions are countable. We say lots of sugar but many apples, 3 cups of sugar and 3 apples*.
- ✎ Discuss and build word banks of conventional grouping of words used to measure certain things, eg *pinch of salt, slice of bread, piece of cake, dash of sauce, drop of ..., a bit of ...*
- ✎ Investigate the range of action verbs used in specialised procedures. Create clusters of words to support students in recognising and using appropriate choices, eg *cut-slice-dice, sprinkle-spray-splatter* in procedural text.

Procedure: Stage 2

Text Structure

How to Make a Cardboard Photo Frame

Language Features

Goal

**Equipment needed:
Cardboard, paper, string etc**

Use of nouns and noun groups, eg glue, paint, sticky tape

Materials/Equipment

**Photo
Glue
Paint
Sticky tape
Ruler**

Steps

- in chronological order
- all necessary steps included

Steps:

- 1. Find photo.**
- 2. Measure up frames.**
- 3. Cut out first frame.**
- 4. Cut out second frame so that the first frame can fit on top without slipping through.**
- 5. Make the third frame with the same overlap.**
- 6. Paint the frame in different ways.**
- 7. Attach stand or handle.**

Use of action verbs, eg find, measure

Use of command, eg Find photo, Measure up

Use of causal conjunctions, eg so that

Use of adverbial phrases, eg with the same overlap, in different ways

Stage 2

TALKING AND LISTENING

Procedure

Outcomes

- TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.
- TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.
- TS2.3 Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English.
- TS2.4 Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts.

Indicators

- recognises the main organisational structure and language features of a spoken procedure
- follows a spoken procedure and later reflects on the needs of an audience
- identifies the influence of context and audience on spoken procedures.

Learning Experiences

- Have students discuss who would use procedures in different contexts and consider possible topics and audiences, eg *school — procedures used by teachers, students*. Note that the purpose of procedures is to tell how to do something.
- Point out action verbs used in different types of procedures, eg *recipes, design-and-make activities*. Listen to action verbs read aloud from unfamiliar procedures and predict the type of procedure, eg *measure/cut/paste/draw — design-and-make activity*.
- Divide the class into small groups and act out a procedure. Have students use adverbs to direct an actor to change the way actions are performed, eg *stir slowly/quickly/carefully*. Adapt the game so students respond to adverbial phrases indicating place, eg *on the chair, in the bowl*.
- Ask students to identify time connectives, which can be used instead of numbers to sequence steps in an oral procedure, eg *first, second, next, then*.
- Have students follow oral instructions in different circumstances and consider implications for speaker and listener, eg *origami — presenting whole procedure at once/presenting one step at a time, sitting in front/behind speaker, with/without visual aids*.
- Encourage students to predict content, steps and vocabulary from introduction/title of spoken procedure.
- Assist students to follow oral procedures by indicating each stage and its purpose, eg *'Now let's think about what materials we need so we can collect them beforehand and arrange them in the order they will be used'*.
- Have students play barrier games in which directions are given and followed, eg *start in top left hand corner; before folding in half*.
- Have students use a flow chart or a diagram with steps to prepare and prompt an oral presentation.
- Have students act out scenarios involving giving instructions/commands/suggestions to different people, eg *friend, younger brother, parent, teacher, shopkeeper, principal*. Discuss how the language changes in relation to the context, eg *talking to an older or younger person or an unfamiliar person, or a person with certain status*.

Stage 2

READING

Procedure

Outcomes

- RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.
- RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.
- RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.
- RS2.8 Discusses the text structure of a range of text types and those grammatical features that are characteristic of those text types.

Indicators

- *makes general statements about how visual texts such as diagrams, tables and illustrations clarify and contribute to a procedure*
- *constructs flow charts to represent sequence of events in a procedure*
- *compares the organisation of different procedural texts and how they present information.*

Learning Experiences

- In shared and guided reading, highlight specific information given in steps additional to action and materials used, such as adverbial phrases, eg *words/phrases to describe **time**: for 5 minutes; **place**: to the cardboard; and **in what manner**: carefully*. Discuss how these details assist the reader to successfully achieve the goal.
- Have students use knowledge of the structure of procedures to locate information in procedures written for different audiences, that is locate goal/materials/action verbs in instructions, eg *for an appliance used by adults, for children's game*.
- Evaluate the effectiveness of visual texts accompanying procedures. Are they clear? Would the procedure benefit from additional visual texts? How do publishers decide which visual texts to include?
- Ask students to collect examples of procedures for the same goal. Rank texts in terms of effectiveness, referring to text organisation and language features. Develop a list of criteria that students can use to assess their own texts.
- Encourage students to predict technical language that may be in a procedure, by looking at the goal and discussing audience and purpose.
- Have students compare structure, language features and illustrations in procedures from a range of sources and media on the same topic, eg *video, poster, different books*.
- Jointly construct a flow chart from a model text to represent steps in a procedure.
- After reading a procedure, have students locate words/phrases in a procedure that indicate the type of relationship established between writer and reader such as friendly, helpful, authoritarian, eg *now you could ... don't forget to ... switch it on*.
- Point out different clause structures used to give commands in a procedure (ie usually the action verb or adverb is in the first position, eg *carefully pour batter into bowl; mix a suitable amount of paste*). Explain how changing the clause structure of a command assists the reader to focus on the important part of the instruction.
- Write the steps of a procedure on cards. Have students act out the procedure with the steps jumbled. Discuss the importance of sequence.
- View and discuss ways of following instructions when using computers.
- Encourage students to use computer functions and terminology in command form, eg *save, delete, cut and paste*.
- Point out the spelling of verb endings in a procedure and a procedural recount on the same subject. Make generalisations about how verb endings change, eg *hurry – hurried, mix – mixed, paste – pasted, spell – spelt, write – wrote, read – read, see – saw*. Discuss how procedures use the command form of the verb (or sometimes the present tense) while procedural recounts use the past tense form of the verb.
- Separate a number of procedures into stages to use for matching and sorting activities. Identify text features to use as clues, eg *find all stages for one procedure by locating materials used in steps; identify all stages that are goals by recognising visual features of title such as text that is bold or content that describes end product*.

Stage 2

WRITING

Procedure

Outcomes

- WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.
- WS2.10 Produces texts clearly, effectively and accurately using the sentence structure, grammatical features and punctuation conventions of the text type.
- WS2.11 Uses knowledge of letter–sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.
- WS2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.
- WS2.13 Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes.
- WS2.14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.

Indicators

- *uses other procedural texts as models for aspects of own writing such as text organisation, grouping information under headings*
- *compares the features of different procedures and discusses how differences are related to purpose, context and audience*
- *writes a procedure with some attention to detail and essential steps in logical order.*

Learning Experiences

- Jointly construct procedures for different audiences on the same or similar topics, eg *making scones for adults, for kindergarten students*. Discuss the similarities and differences in the texts. Discuss and justify the different choices that might be made when selecting visual images to accompany the procedural text to suit the different audience.
- Annotate an enlarged procedure to identify information about how/where/when to complete actions. Relate this to achieving the purpose of the procedure.
- Provide students with a procedure that has the words in each step jumbled up. In pairs ask students to rewrite each step, placing the most important word at the beginning. Which order best assists audience understanding? eg *sentences usually begin with a verb or adverb*.
- Jointly edit an imperfect procedure to make it better achieve its overall purpose and the purpose of each stage (ie a goal clearly stating end result, all materials listed, steps sequenced in order).
- Create a class list of cautions and suggestions located in sample procedures. Attempt to order these from ‘gentle’ to ‘forceful’. Identify how different word choices position the writer and reader, eg *helpful friend, expert speaking to novice*.
- Ask students to use visual texts from a range of sources to create illustrations that assist readers to achieve the goal of a procedure, eg *photographs, drawings*. Discuss which type of visual text best helps the reader to follow the procedure.
- Have students make a model with a given set of objects, eg *tape, cardboard*. Ask them to write instructions for how to make it.
- Have students independently construct a procedure to be followed, including a goal with several sequenced steps. The procedure can be typed, saved and printed.
- Have students set out a handwritten procedure legibly using headings to denote each stage, eg *Title, Ingredients, Steps or Method*. Students may include visual texts to improve presentation and clarity.

Information Report

General Features of Information Report

Social Purpose

Information reports are used to present information about something. They generally describe an entire class of things, whether natural or man-made: mammals, the planets, rocks, plants, computers, countries of the region, transport, and so on.

Structure

Information reports are usually organised to include:

- ✎ a general statement identifying the subject of the information report, perhaps defining and classifying it;
- ✎ description ('bundles' of information relating to, for example, features, behaviour or types).

Grammar

Common grammatical patterns of an information report include:

- ✎ use of general nouns, eg *hunting dogs*, rather than particular nouns, eg *our dog*;
- ✎ use of relating verbs to describe features, eg *a shark is a type of fish*;
- ✎ some use of action verbs when describing behaviour, eg *emus cannot fly*;
- ✎ use of timeless present tense to indicate usuality, eg *some sharks attack humans*;
- ✎ use of technical terms, eg *sharks have cartilage instead of bones*;
- ✎ use of paragraphs with topic sentences to organise bundles of information;
- ✎ repeated naming of the topic as the beginning focus of the clause.

Information Report

Teaching Notes: Stage 2

In Stage 2, students will be starting to write information reports with a variety of patterns (ie general description, whole/part, class/subclass, compare/contrast, and so on). The texts become longer, better organised and with greater detail, involving a certain amount of research. There should be a focus on the development of research skills such as finding relevant books and other sources of information, reading the contents page, using the index and glossary and structured note-taking. These skills could be modelled using factual big books. Students should be encouraged to develop their own 'scaffold' for making notes, eg *a set of questions, a matrix*. Simple activities involving classification would be useful, eg *grouping leaves from playground trees into different categories and stating why they have been grouped that way*.

Structure





At Stage 2, information reports should be coherently structured, with a clear statement of the topic at the beginning, eg *What is a rainforest?*, followed by information about various aspects of that particular class of things, eg *different types of rainforests; levels of the rainforests; rainforest plants; rainforest animals*.

Content






Students will be moving into areas that are less familiar to them, finding out about topics that are not immediately observable or related to their daily lives. A certain amount of research will be needed. Some topics will involve the development of some technical terminology.

Links with Other Key Learning Areas

Information reports involve the development of such skills as naming, generalising, describing, defining, classifying, analysing, exemplifying, organising, comparing and contrasting. These skills are needed in a number of key learning areas.






-  Human Society and Its Environment: a natural or built heritage site in the area. Simple, structured information reports could also be written in languages other than English classes.
-  Personal Development, Health and Physical Education: the food pyramid.
-  Mathematics: three-dimensional objects.
-  Science and Technology: the history of the telephone.

Grammar Focus

-  Using the noun group to build up a description, eg *Singapore is a bustling, modern Asian city providing a high standard of living*.
-  Using comparing adjectives, eg *small, smaller, smallest*.
-  Understanding the difference between describing adjectives, eg *clever dogs*, and classifying adjectives, eg *hunting dogs*.
-  Providing examples, eg *some spiders are dangerous, such as the redback and the female funnelweb*.
-  Using various combinations of clauses, eg *if we killed all the spiders it would change our environment and ecosystems*.

Grammar Terminology

Students at this stage will be using terms such as:

-  action verbs
-  describing words/adjectives
-  phrases telling 'where', 'when', 'how'
-  prepositions, eg *in phrases* telling 'where', 'when', 'how'
-  time connectives.

Spoken Information Reports

Oral presentations of information reports can be somewhat daunting as there is generally a fair bit of factual information to be remembered and presented. Presentations by groups, or to groups, might be less daunting. Make sure that presenters are very familiar with the topic and have some sort of support to guide their talk, eg *models they might have made of house structures*.

Written Information Reports



Information reports should be written in a clear and lively fashion, demonstrating the students' interest in the topic. They should not become 'cute' and overly personal in an effort to engage the reader, eg *little kittens are so sweet and cuddly you just want to hug them*. It should be the quality and interest value of the information itself that makes the reader want to read on. The student's voice should come through, as someone who has developed an interest and some expertise in the area. Students might need to be taught paragraphing skills: how to write a topic sentence and then elaborate on it giving further details and examples. For longer information reports, students might be using features such as headings, subheadings, diagrams, captions, and an index. Groups of students might produce information reports on a particular topic in the form of a big book for use in the library.

Stage 2 and Stage 3


ESL Teaching Notes: Information Report and Description

Talking and Listening *Teaching points to consider*


ESL Scales levels: Oral Interaction 1, 2, 3

-  Incorporate daily routines that recycle descriptive language relevant to a particular field, eg *describing the weather, what a student has for lunch, responding to a set of pictures that are all animals, or kinds of transport*. Descriptive sets of vocabulary are those of: size, colour, shape, texture, taste (common adjectives that teachers need to build up around particular contexts).
-  Play the commercial board game *Guess Who?*.

ESL Scales levels: Oral Interaction 3, 4, 5



-  Work towards an information report on a specific thing, eg *animal, planet, plant*, that has been researched by the whole class. Build a series of orally based and visually supported activities to ensure success at the writing stage, eg *building familiarity with the more technical terms using bingo cards, drawing, oral cloze, oral true and false, picture talk, picture sequencing around relevant texts on that animal (or plant, planet etc)*.

ESL Scales levels: Oral Interaction 5, 6, 7, 8



-  Support information reports demanding a deep understanding of complex phenomena such as the galaxy or where many concepts are expressed as abstract ideas. Plan activities that allow talk in small groups to practise new vocabulary and concepts.

Reading and Writing *Teaching points to consider*




ESL Scales levels: Reading and Responding, Writing 1, 2, 3

-  Use an information text as the basis for a subject-specific word list. Ask students to locate all the words that name the animal, that describe the animal, that name the body parts etc.
-  Take photographs of students' friends in the class and jointly scribe their characteristics, recycle text into cloze, cut up sentences, words.

ESL Scales levels: Reading and Responding, Writing 3, 4, 5

-  Jointly construct some or all paragraphs of an information report on an animal after students have had many opportunities in a small group to use new vocabulary.
-  Use this joint construction for reading and writing activities about information reports: reordering under correct headings, cloze on content words, completing half-sentences, highlighting theme words.

ESL Scales levels: Reading and Responding, Writing 5, 6, 7

-  Provide many opportunities for building up the field knowledge before writing.
-  Select well-written information texts for the students. Discuss new vocabulary.
-  Provide a clear pro forma chart with relevant headings suited to the topic for students to gather information.

Information Report: Stage 2

Text Structure Shark Report

General statement identifies and classifies the subject of the information report

A shark is a type of fish that lives in the sea. It is one of the largest sea creatures. There are over 350 species. A shark is shaped like a torpedo. It has rough skin like sandpaper. Instead of bones it has elastic cartilage which helps them to move easily. It can grow up to 8 metres.

Description

- appearance
- habitat
- behaviour
- breeding

Sharks are found in all oceans around the world. The type of shark found will depend on the water's temperature. A shark has to keep moving when it is asleep because it will either sink or suffocate. It has to keep moving because it needs to breathe through its gills to keep alive.

When sharks are hungry, they look for food. Different sharks eat different food. Harmless sharks eat plankton but harmful sharks eat meat.

Sharks have up to forty two babies (which are called pups) at a time. When the pups are born, they leave straight away because the mother shark does not have teats. Some sharks have their pups in different ways, some lay eggs while others have them alive. When they are born they need to defend themselves because they have no one to help them.

Language Features

Use of present tense, typical of much scientific writing

Use of technical language, eg elastic, cartilage, plankton

Use of word families to build information, eg shark, fish, sea, species, oceans, water, gills, plankton

Use of 'shark' as beginning focus (theme) for organising information in the clause. This pattern plays a part in the successful organisation of the text

Use of noun groups to build descriptions, eg different sharks, harmless sharks

Use of relating verbs, eg A shark is a type ..., it has rough skin

Stage 2

TALKING AND LISTENING

Information Report

Outcomes

- TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.
- TS2.2 Interacts effectively in groups and pairs adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.
- TS2.3 Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English.
- TS2.4 Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts.

Indicators

- recognises the main organisational stages of a spoken information report
- uses language features of an information report such as relating verbs (*being and having*), timeless present tense, technical language and noun groups
- discusses the effects that different audiences can have on a speaker
- discusses the different features of oral texts and considers how the classification of an information report gives the reader necessary information to introduce the text.

Learning Experiences

- Compile lists under *What we know*, *What we want to find out*, to focus investigation for a new topic.
- Develop technical vocabulary by playing a definition game, matching words to definitions, eg *what the weather is like in a place — climate*.
- Have students play the *twenty questions* game to determine the function, habits or actions of a mystery object or animal in order to guess what it is.
- Divide students into small groups. Have students prepare for a Dictagloss activity. Ask them to record key points while listening to an information report. Have students rewrite the information report using knowledge of language features to structure sentences. Ask students to compare with original version and discuss similarities and differences.
- Develop as a class a set of criteria related to the structure of an information report to assess students' formal presentation, eg *begin with a classification, information of the same type grouped together*.
- Identify appropriate/inappropriate language for spoken information reports. Note that spoken information reports are usually formal, do not include personal comment and speak about general topics, eg *dogs*, rather than a particular topic, eg *my dog*.
- Have students use prior knowledge of a topic to assess information excluded from a spoken information report. Consider possible reasons, eg *concept too difficult for the audience, topic not researched widely*.
- Have students use sorting/grouping games to compare and contrast sets of objects. Develop a word bank of 'comparing' words, eg *alike, similar to, bigger than*, and contrasting words, eg *different from, not the same*.

Stage 2

READING

Information Report

Outcomes

- RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.
- RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.
- RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.
- RS2.8 Discusses the text structure of a range of text types and those grammatical features that are characteristic of those text types.

Indicators

- recognises grouping of information according to various aspects of a topic, eg animals – classification, habitat, appearance, behaviour, reproduction
- searches for and finds a few information resources relevant to topic or question
- uses the table of contents, index, page numbers, headings, captions and key words to find information.

Learning Experiences

- Compare different information books on the same topic to identify the relationship between writer and reader, eg *expert to novice, expert guiding another into knowledge, expert to expert*.
- Point out the way information is grouped in information reports, such as habitat, appearance, behaviour, reproduction.
- Read and view a variety of information reports on the same topic.
- Have students play a question and answer game in small groups. Students match questions and answers about a current topic as cards are turned over, to develop knowledge about the topic.
- Have students match beginnings and endings of sentence strips to build their understanding of a current area of study. The 'new' information is usually in the second half of the sentence.
- Have students sort two information reports that have been cut into sentence strips and reorganise into coherent texts. Identify clues that assist in sorting, eg *all the sentences with bears were for the bears information report*.
- Have students compare the type of information included in information reports on different topics. Note that some information is the same, eg *appearance*, and other information is different, eg *food is not relevant for computers*.
- Point out features that assist readers in information texts, and discuss their purpose, eg *glossary, headings and subheadings, index, table of contents*.
- Provide a pro forma as a guide for students to use for research. Include specific questions to focus research and a column to record references used for each answer.
- Identify and display the range of sources for information, eg *CD-ROM and Internet, video, posters, books*. Discuss different strategies for locating information from these sources, eg *word search, fast forward and pause buttons, contents and index, skimming and scanning*.
- Compare different styles used for visual texts in published information reports. Evaluate information provided by visual texts, eg *photograph, sketch, diagram, cartoon*.
- Encourage students to refer to chart of topic words for correct spelling of technical words when writing an information report.
- Have students refer to visual texts such as maps, graphs, diagrams to find information for information reports.
- Cut up an information report and bundle information into envelopes. Ask students to sort and categorise and order into paragraphs.
- Have students complete cloze activities to build knowledge of technical terms used in information reports.
- In shared reading experiences, use temporary labels for cloze activities to track reference chains. Discuss where the labels are placed in each sentence; usually they will be at the beginning of a sentence in 'theme' position.

Stage 2

WRITING

Information Report

Outcomes

- WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.
- WS2.10 Produces texts clearly, effectively and accurately using the sentence structure, grammatical features and punctuation conventions of the text type.
- WS2.11 Uses knowledge of letter–sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.
- WS2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.
- WS2.13 Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes.
- WS2.14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.

Indicators

- *uses other texts as models for aspects of writing information reports such as text organisation, grouping of information under heading*
- *experiments with various ways of presenting written work to appeal to the reader, eg by using different heading, layout, colours and illustrations*
- *uses some conventions of layout to assist the reader, eg combines related ideas or information under subheadings*
- *uses some effective planning strategies, eg uses a pro forma correctly.*

Learning Experiences

- Annotate information reports to demonstrate structure and purpose of each section and use as models in joint and independent construction of information reports.
- Use an information report pro forma to assist students in preparing their information to write an information report. Include sections for different aspects of description and information within each section, eg *Describe appearance – colour, shape, size.*
- Jointly construct topic sentences using information report pro forma questions as a guide, eg *What do they eat? 'Tigers eat a variety of smaller animals'.*
- Provide information strips for information reports on two topics. Students select information strips for one topic only. Discuss criteria for deciding if information is relevant/irrelevant to the topic.
- Point out noun groups in an information report and discuss the function of each word, eg *big, floppy ears – first two words are adjectives, which describe size, appearance, last word is a noun that names the part.* Focus on purpose of words by sorting other noun groups into adjectives and nouns.
- Model how to make notes from a written text.
- Have students reconstruct notes to write sentences, using the topic word to begin each sentence.
- Have students select a visual text to enhance information presented in an independently written information report. Consider whether the visual text directly supports or extends the information report. Ask students to edit the information report so that the written text refers to the visual text.
- Rewrite a class, jointly constructed information report for a younger audience. Discuss modifications required, eg *less technical language.*
- Divide class into small groups. Have each group complete a question concept map by writing questions about the topic under headings such as *who, what, when, where, why, how.*
- Have students build word banks of key words to use when writing information reports under subheadings, eg *geographical features: coastline, mountain ranges, rivers, valleys.*
- Jointly construct a class glossary of technical terms to develop vocabulary related to the field. Have students write their definitions for terms then research to confirm or correct definitions. Add these to the glossary. Corrected spellings and concept words can be collected from this source and used in personal spelling lists.
- Use spelling activities and games based on the topic of an information report to reinforce technical language, eg *I am thinking of a small whale that contains 'ph' sounding like 'f', How many inventions can you write in one minute that start with 'tele'?*
- Have students label and annotate diagrams legibly in a published information report.

Explanation

General Features of Explanation

Social Purpose

Explanations tell how and why things occur in scientific and technical fields.

Structure

Explanations are organised to include:

- ✎ an identifying statement about what is to be explained — this stage is the ‘statement of phenomenon’;
- ✎ a series of events known as the ‘explanation sequence’ — the events may be related according to time or cause or according to both relationships;
- ✎ a ‘concluding statement’ (this stage is optional).

Explanations may include visual images, eg diagrams and flow charts, which need to be carefully examined.

Grammar

Common grammatical patterns of an explanation include:

- ✎ general and abstract nouns, eg *wood chopping, earthquakes*;
- ✎ action verbs;
- ✎ simple present tense;
- ✎ passive voice;
- ✎ conjunctions of time and cause;
- ✎ noun groups, eg *the large cloud, the particles of gas and dust*;
- ✎ abstract nouns, eg *the temperature*;
- ✎ adverbial phrases;
- ✎ complex sentences;
- ✎ technical language.

Explanation

Teaching Notes: Stage 2

In Stage 2, students should be encouraged to work with a range of technical and scientific explanations where sequential links are made between events. Students should be encouraged to make labelled diagrams and flow charts to accompany their written texts. They should also be assisted to further develop research skills to build topic knowledge, eg *students can use pro formas to record information under appropriate headings.*



Structure

Students should be encouraged to focus on a detailed and accurate sequence of events in the explanation sequence stage. It is important for students to understand that an explanation is incomplete if a key event in the sequence is omitted. Students in Stage 2 should be encouraged to discuss whether visual images add new information to the text or present information already in the written text.







Content

Content for explanations should range across scientific and technological phenomena. Students should research the topic through reading, viewing and discussion. They should be encouraged to develop different ways of recording research findings, eg *note making, in point-form diagrams, sketches etc.* Students need to be taught these skills, which can be strongly supported through scaffolding questions and pro formas.

Links with Other Key Learning Areas





-  Science and Technology: explanation of a phenomenon, natural or constructed, eg How a torch works, How the search strategy used for Internet searching works.
-  Human Society and Its Environment: explanation of how a local product is manufactured from raw material to the finished product, eg woollen socks, pottery.

Grammar Focus

-  Building extensive word families about a topic.
-  Constructing a complete sequence of events to explain the phenomenon through using a variety of action verbs and conjunctions.
-  Using a variety of adverbial phrases.
-  Using conjunctions and connectives to develop the explanation sequence as a means for organising the flow of the text.
-  Focusing on patterns of clause beginnings.
-  Using pronouns to refer to things already introduced into the text.

Grammar Terminology

Students at this stage will be using terms such as:

-  word family
-  theme of clause
-  structure of noun group
-  referring word.

Spoken Explanations

Students should be encouraged to present spoken sequential explanations they have researched in pairs or small groups. These should be accompanied by visual images and diagrams, which the students talk about with the class. Students should be encouraged to talk about what new knowledge they have learned from the explanations they presented.

Written Explanations

Students need to undertake research tasks before writing sequential explanations in pairs, groups or individually. They need to choose appropriate visual images to accompany the explanation. Students should be encouraged to talk about what new knowledge they have learned from their explanations. They should also discuss who would use explanations and for what purposes. Well-written explanations can be displayed and used as a measure for scientific information.

Stage 2 and Stage 3

ESL Teaching Notes: Explanation

Simple sequential explanations that can be visually supported are manageable for early ESL learners. Explanations where the student can answer questions such as *'What happens next?'* are much easier than explanations that rely on questions such as *'Why does ...?'* or *'How does ...?'*. More sophisticated explanations involve complex grammatical structures and ESL students need support building field knowledge and knowledge of the grammar through jointly constructed texts. Wherever possible, utilise students' first language to assist them to grasp more difficult concepts of cause and effect.

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2

- ✎ Select an explanation that can be clearly sequenced into steps that can be visually represented (ie life cycles, volcanic eruption, rain cycle). Then spend several lessons just recycling the content words and one simple connective such as *'then'*.
- ✎ Allow simplification at this stage, eg *'fire comes out of the mountain'* rather than *'lava flowed from the crater'*.

ESL Scales levels: Oral Interaction 3, 4, 5

- ✎ Activities in the learning experiences are relevant as long as the students have time to become familiar with the new vocabulary.
- ✎ Vocabulary activities might include: comparing illustrations (with a partner) of a process from two different textbooks, using pictures of a sequential explanation as the basis for an oral explanation.

Reading and Writing *Teaching points to consider*

ESL Scales levels: Reading and Responding, Writing 1, 2

- ✎ Scribe the students' explanations of the sequenced diagrams or model a simple text and select words (content words and a connective) to make into a cloze etc.
- ✎ Point out essential reading instructions (sequence, order, highlight, cut and paste) so that students can complete written tasks independently.

ESL Scales levels: Reading and Responding, Writing 3, 4, 5

- ✎ Highlight causal and time conjunctions in simple model texts and practise substituting different possible conjunctions.
- ✎ Provide pairs of connected ideas in the topic area and have students write them into sentences using a variety of connectives. (Encourage students to move from conjunctions they know such as *'then'* to *'as a result'* or *'therefore'*.)
- ✎ Provide cloze passages that focus on synonyms that are associated more with the written than spoken form, eg *form (make), connect (join), provide (give)*.
- ✎ Collate written exercises and flow charts in the topic area in students' books and around the room so that students may refer to and reuse them when they are contributing to a joint construction.

- ✎ Do not change the topic area if you want to develop a student's ability to write an independent explanation, eg *'How Mount St Helens erupted'* written as a joint construction could become a model for an independent construction on *'How Krakatoa erupted'*.
- ✎ Develop banks of subject-specific vocabulary for students to refer to before writing an explanation.
- ✎ Available texts will often be too difficult for students to comprehend themselves. Guided reading in small groups enables students to develop knowledge of the field and to move from their everyday language to the more technical language of texts.
- ✎ Often texts can be rewritten to provide suitable reading material in which new vocabulary can be controlled.

ESL Scales levels: Reading and Responding, Writing 6, 7

- ✎ Building field knowledge is still essential, particularly as the topics become more technical. Many topics will not lend themselves to direct observation, eg *How cyclones occur*. Therefore, it is crucial for ESL students to make links between or among events (sequenced according to chronology, factors occurring simultaneously, consequential etc).
- ✎ Provide opportunities to practise the writing of complex sentences. This might include combining two simple sentences into one complex sentence.
- ✎ Have students match the technical terminology with its definition, matching verbs that have been turned into 'things', eg *eruption*, *air pollution*, with their more congruent forms (*The volcano erupts*; *The air is polluted with smoke that comes from factories*).
- ✎ Show examples of how cause and effect can be expressed by words other than conjunctions, eg *the effect* (noun), *this causes* (verb), *as a result* (prepositional phrase).

Explanation: Stage 2

Text Structure

Making Paper From Woodchips

Language Features

Statement of phenomenon

Woodchipping is a process used to obtain pulp and paper products from forest trees.

Use of word families, word chains to build topic information, eg woodchipping, pulp, paper, forest trees

The woodchipping process begins when the trees are cut down in a selected area of the forest called a coupe.

Use of connectives and conjunctions to sequence events, eg when, next, then

Explanation sequence

Next the tops and branches of the trees are cut out and then the logs are taken to the mill.

Use of action verbs to build up the explanation sequence, eg begins, cut down, cut out

At the mill the bark of the logs is removed and the logs are taken to a chipper which cuts them into small pieces called woodchips.

Use of adverbial phrase of time, eg at this stage

The woodchips are then screened to remove dirt and other impurities.

Use of adverbial phrase telling how pulp is changed, eg by chemicals, heat

At this stage they are either exported in this form or changed into pulp by chemicals and heat.

Use of use of technical language, eg impurities, pulp, woodchipping process

The pulp is then bleached and the water content is removed.

Beginning focus (theme) of clause is some aspect of wood chipping process or part of tree

Finally the pulp is rolled out to make paper.

Stage 2	TALKING AND LISTENING	Explanation
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Outcomes

- TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.
- TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.
- TS2.3 Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English.
- TS2.4 Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts.

Indicators

- *listens to more complex explanations of simple phenomena either read or given by experts and participates in retelling*
- *recognises main organisational structure and key language features of spoken explanation*
- *draws on current knowledge to hypothesise or relate information in sequence*
- *understands the need to supply reasons when giving an explanation to tell how or why something occurs.*

Learning Experiences

- Focus on the social purpose of explanations by predicting the possible causes of a phenomenon prior to listening to an explanation of the phenomenon. Discuss how accurate the predictions were after listening to the oral presentation.
- Model oral explanations and have students identify the stages of an oral explanation. Make a class chart exemplifying these stages and encourage students to refer to this when constructing their own explanations.
- Build up field knowledge through talking and viewing before listening to a spoken explanation. Ask students to construct a visual text to represent the same information.
- Ask students to reconstruct an oral explanation using visual texts, eg *flow charts, cross-sections, timelines*, as a prompt for the speaker or as a visual aid for the audience.
- Match pictures/diagrams that show sequence of events, to highlight the purpose of explanations, to explain how things work. Draw on class word banks of causal connectives to suggest words that could link cause and effect, eg *because, so, consequently, as a result*.
- Use questions that focus on the use of time connectives about a model or diagram, eg *What happens next? What will happen after that?*
- Provide guide questions reflecting the organisation of explanations, to assist students in understanding oral explanations, eg *What is being explained? (phenomenon) What happens first? Then what happens? etc.* Ask speakers to pause at the end of each section so that students can record details.
- Draw attention to technical vocabulary during shared reading experiences. Model how to find the meaning of unfamiliar words by using the glossary or class dictionaries.
- Provide opportunities for students to listen for enjoyment and information to guest speakers, cassettes, television and radio programs and encourage them to reconstruct the oral explanations they heard.
- Have students play the role of the expert when giving an oral explanation to fellow students on a topic they have researched, such as *'Why does a cork float?'*
- Encourage students to be aware of their audience by defining and/or demonstrating technical terms and concepts in an oral explanation.
- Have students evaluate the effectiveness of different visual texts for oral explanations, eg *photographs, flow charts, demonstrations, samples, diagrams*. Ask students to consider which visual text best assists the audience's understanding of the topic.

Stage 2	READING	Explanation
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Outcomes

- RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.
- RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.
- RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.
- RS2.8 Discusses the text structure of a range of text types and those grammatical features that are characteristic of those text types.

Indicators

- *recognises and describes the purpose of explanations and how they are organised according to their purpose*
- *predicts and lists a range of sources of explanations as resources for answering focus questions, eg print and non-print, literary and factual films, photographs, charts, people*
- *views children's documentaries containing explanations*
- *retells and discusses interpretation of explanations read or viewed, with attention to main ideas and supporting details*
- *makes brief notes of information relevant to the topic, recording resources used*
- *recognises simple cause–effect relationships and how they are written.*

Learning Experiences

- Before shared reading, build up knowledge of subject matter. After shared reading, jointly construct flow charts to show the sequence of events. Ask students who would read explanations and why.
- Ask students questions beginning with *What caused ...?, What made ...?, Why did ...?* as a strategy to check comprehension when reading explanations and to develop students' understanding of cause and effect.
- Model how to use visual texts by referring to diagrams, photographs, flow charts, life cycles during the reading of a written text to assist the understanding of explanation concepts.
- Demonstrate how to summarise information from a written explanation using flow charts. Highlight word clues, eg *time connectives*, or organisational features, eg *paragraphs*, that assist in determining separate events.
- Read explanations and identify the different stages. Ask students whether the text is introduced with a phenomenon statement. Ask them if the events/causes and effects are in order. Relate this information to how easy or difficult the explanation is to understand.
- In shared and guided reading, locate features of explanations that assist understanding, eg *glossary, diagrams, key words in bold text, clearly defined stages*.
- Provide students with a copy of an explanation. Have them mark or circle technical terms in text and offer definitions or alternative words for these terms by inference from context; by definition in text; by referring to a diagram; by using a dictionary, textbook or glossary; or by discussion with the teacher.
- Using sentences from an explanation, have students work in pairs to change the sentences so that the object of the sentence becomes the subject, eg *'The wind turns the windmill sail'* becomes *'The windmill sails are turned by the wind'*.
- Reinforce technical vocabulary by linking technical terms to their definitions, eg *lava – molten rock*. These could form the basis of a glossary for the current topic.
- Cut up cause and effect sentences. Read each part and ask students to decide if it is a cause or effect. Reconstruct sentences so that the cause precedes the effect.
- Locate connectives in a sample explanation that link cause and effect, eg *because, so, consequently*. List these words on a class chart to use as a reference in writing.
- Compare explanations on the same topic with/without visual text. Which text is easier to understand? Identify which features of the text assist the reader.
- Provide cloze activities of familiar explanations with adverbs or adverbial phrases that indicate sequence in time or cause/effect omitted. The missing words could be listed at the bottom of the page to support students.
- Relate class learning to outside experiences by considering possible authors and audiences for different explanations, eg *Who would need to know about the life cycle of a mosquito? Why? 'Doctors, so they know how to treat diseases like malaria'.*
- Demonstrate how to use knowledge of explanation structure to assist in scanning, eg *phenomenon statement at the beginning tells what the explanation is about, each event or stage follows in order.*

Stage 2

WRITING

Explanation

Outcomes

- WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.
- WS2.10 Produces texts clearly, effectively and accurately using the sentence structure, grammatical features and punctuation conventions of the text type.
- WS2.11 Uses knowledge of letter–sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.
- WS2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.
- WS2.13 Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes.
- WS2.14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.

Indicators

- *understands purpose and stages of the organisation of an explanation, including general statement about the phenomenon, explanation, conclusion*
- *uses other texts as models for aspects of writing own explanations, such as text organisation, grouping of information under headings*
- *explains in writing one or two reasons for a common phenomenon, personal action or opinion*
- *uses some effective planning strategies when writing explanations, such as drawing a diagram*
- *sequences ideas in texts effectively to write simple explanations.*

Learning Experiences

- Revise social purpose of explanations. Introduce model explanations for students to read. Build up field information in preparation for the joint construction.
- Jointly construct explanations using class charts that outline the structure of an explanation.
- Brainstorm a list of how and why questions related to a current unit of work. Identify the questions that would be answered with an explanation, *How does a VCR work? — explanation*. Consider possible sources for answers to the questions.
- Discuss the purpose of the phenomenon statement in explanations and develop a definition, eg *a general introduction to the whole series of events*. Encourage students to use this definition to sort examples of phenomenon statements from statements describing single events. Display definitions of stages in the classroom.
- Develop word banks of technical vocabulary related to a current issue and display in the classroom to use in writing. Ask students to suggest action verbs they will use in the explanation sequence.
- Ask students to write ‘how’ questions to use when researching a current topic.
- Brainstorm current knowledge on a topic and use it to jointly construct a flow chart, outlining in sequence how something works.
- Brainstorm ideas about how something works, then number the ideas in logical sequence. Ask students to use these ideas to construct a visual text, eg *flow chart*.
- Have students prepare for writing an explanation by labelling a diagram of an animal, plant, machine with its parts and their function. Students can use the information on this diagram as a resource when writing an explanation independently.
- Ask students to construct timelines, story maps or flow charts to represent event sequences in explanations.
- Experiment with different ways of organising the written and visual text in an explanation. Consider which layout best assists readers to understand the explanation and why.
- Use highlighters to identify time connectives in an explanation. Create word banks of time connectives, eg *before, while, until*, and causal connectives, eg *because, so, if so that*, as a resource for students to use in their writing.
- Refer to flow charts of events and word banks of time or causal connectives when jointly constructing an explanation, to demonstrate how to combine content knowledge with grammatical knowledge to write an explanation.
- Ask students to construct independently or in small groups different sections or events of an explanation.
- Publish students’ explanations of natural phenomena in a class book to be read in shared and independent reading.
- Edit an explanation on a familiar topic which has events in the wrong order. Focus on the importance of correct order to make meaning clear. Re-order the events with correct conjunctions and connectives.
- Demonstrate how to link clauses using connectives showing cause and time, eg *because, so, in order to, if, so that, before, while, until*.
- Develop a glossary of technical terms from a jointly constructed explanation to assist readers to understand the content.

Discussion

General Features of Discussion

Social Purpose

Discussions are used to look at more than one side of an issue. Discussions allow us to explore various perspectives before coming to an informed decision.

Structure

Discussions are usually organised to include:

- ✍ a statement outlining the issue, often accompanied by some background information about the issue;
- ✍ arguments for and against, including evidence for different points of view;
- ✍ a conclusion, which might sum up both sides or might recommend in favour of one particular side.

Grammar

Common grammatical patterns of a discussion include:

- ✍ use of general nouns to make statements about categories, eg *uniforms, alcohol*;
- ✍ use of relating verbs to provide information about the issue, eg *smoking is harmful*;
- ✍ use of thinking verbs to express the writer's personal view, eg *feel, believe, hope*;
- ✍ use of additive, contrastive and causal connectives to link arguments, eg *similarly, on the other hand, however*;
- ✍ use of detailed noun groups to provide information in a compact way, eg *the dumping of unwanted kittens*;
- ✍ use of varying degrees of modality, eg *perhaps, must, should, might*;
- ✍ use of adverbials of manner, eg *deliberately, hopefully*.

Discussion

Teaching Notes: Stage 2

In Stage 2, students will be expected to engage in more sustained discussions involving the justification of opinion, presentation of evidence for arguments, and critical evaluation of others' positions. Students should be able to recognise and use techniques that engage or sway an audience.




Structure

By this stage, students should be able to succinctly outline an issue, identify arguments for and against the issue, provide supporting evidence for their views, and draw conclusions based on the arguments presented.








Content

Students will be moving into areas that are less familiar to them, finding out about issues that are not immediately related to their daily lives. A certain amount of research will be needed. Some issues will involve the development of some abstract and technical terminology.

Links with Other Key Learning Areas

-  Human Society and Its Environment: to explore different aspects of an issue in the local area, eg Should Luna Park be reopened?
-  Science and Technology: consider social/environmental aspects of a current topic, eg Is electricity a good long-term choice for energy in Australia?
-  Personal Development, Health, Physical Education: to explore opinions and ideas, eg Should girls and boys learn/play sport together?

Grammar Focus

-  Using saying verbs when quoting others, eg *The Premier says that ...; The report states that ...; Some might claim that ...*
-  Using quoted speech and reported speech.
-  Developing clause structure, eg *thinker/thinking verb/what is thought; sayer/saying verb/what is said.*
-  Using an extended noun group to make a more forceful statement, eg *My own recent and terrifying experiences of school bullying show that ...*
-  Understanding the difference between factual describing adjectives, eg *my recent experiences*, and opinion describing adjectives, eg *my terrifying experiences*.
-  Using comparing adjectives, eg *more importantly, most importantly*, when comparing and contrasting points in arguments.
-  Using various combinations of clauses linked by conjunctions, eg *The canteen is slow because everyone pushes in. If everyone cooperated, the canteen could operate more efficiently.*

Grammar Terminology

Students at this stage will be using terms such as:

- ✎ noun group;
- ✎ adjective, comparing adjective, describing adjective;
- ✎ evaluative language;
- ✎ saying verb;
- ✎ quoted speech and reported speech;
- ✎ clause;
- ✎ conjunction;
- ✎ tense, eg *present*.

Spoken Discussions

While continuing to engage in relatively unstructured class and group discussions (such as decision-making and problem-solving processes), students will also be learning how to participate in more formal debating situations, where arguments are presented in favour of or against a proposition, with a summing-up stage for each side. Further guidance can be given on presentation skills such as the use of rhetorical questions, the effect of pausing, variation of volume, body language, and so on. Models of spoken discussions can be found in television forums, talkback radio, and videotaped debates.

Written Discussions





Written discussions at Stage 2 will be more substantial, with arguments supported by various forms of evidence, eg *from personal experience, from survey results, from interviews, from research*. Students' attention should be drawn to language that is effective in persuading an audience, eg *the use of evaluative language, the strength and balance of arguments, the weighing of arguments in the conclusion*. When reading a discussion, students should start to identify how they are being led by the writer into accepting a particular recommendation. When writing discussions, paragraphing skills should be taught, such as how to introduce an argument, how to develop it, how to link paragraphs. Models of written discussions can be found in newspaper articles, some editorials, survey results, and sections in certain children's magazines and textbooks.

Stage 2 and Stage 3







ESL Teaching Notes: Discussion

Talking and Listening *Teaching points to consider*




ESL Scales levels: Oral Interaction 1, 2

-  Avoid questions/discussions demanding justification (why ..., because ...) as they are very difficult to answer.
-  Start with visually identifiable topics to discuss that require only a simple response. Students can group their opinions under headings: 'I like/I don't like', 'I think/I don't think', 'I know/I don't know'. Topics could be: games played at school, colours, canteen food, books, pictures.
-  Extend the above activity into one where students ask others questions, such as 'Do you like playing soccer?'
-  Encourage students to ask for, as well as give, opinions in small groups.

ESL Scales levels: Oral Interaction 3, 4, 5

-  Arguing in English may seem quite combative to some cultures, and students need models and discussion about when and where it is considered appropriate to give frank argument or disagreement with the speaker.
-  Be explicit in telling students that in Australia giving opinions and being able to argue a case is a valued form of communication that will be expected of them throughout their education.
-  Take care that students have enough field knowledge and cultural knowledge to be able to participate in a particular discussion. Understanding visiting speakers is likely to be very challenging.
-  Model and drill use of causal connectives, starting with 'because'. Then move on to model other ways of justifying an argument or adding an elaboration.
-  Model a simple exposition or discussion orally several times, one you have jointly discussed, then write it down and allow students to memorise it before asking them to present it to a small group.
-  Practise replacing a selection of words that alter modality to change the effect in a given sentence, eg 'It might cause pollution', 'It will cause pollution', 'It must cause pollution', 'It must always cause pollution'.

ESL Scales levels: Oral Interaction 5, 6, 7, 8

-  Tape relevant excerpts from debates on TV programs or radio broadcasts. Ask students to take notes related to specific areas. Provide pro formas where possible. The tapes allow the students to replay the text to check and revise their notes.
-  Tape two spoken texts: one a discussion and the other an exposition. Tell students to listen for the clues that will identify which is which. Replay after students have identified particular 'markers'. Some features will be comparative, eg *discussion might use low modality while exposition uses high modality choices*, while others might be present in only one text, eg *perhaps ordinals to name each argument*. This allows students to check their listening skills.
-  Give students opportunities to answer questions from class members about an issue the class has been discussing. This supports students in developing both listening skills and thinking 'on the spot'.

- ✎ Identify implied meanings from spoken language. Listen to taped spoken texts and ask students to listen for innuendo/racist attitudes/sexist attitudes. Transcribe examples and link back to the sociocultural context in which the text was produced, as well as identifying the 'gaps' — what the speaker did not actually say in words. Implied meanings are very culture-specific and can often be missed by ESL learners.

Reading and Writing *Teaching points to consider*

ESL Scales levels: Reading and Responding, Writing 1, 2

- ✎ Have students make a book of class opinions on the simple topics they have orally discussed, eg 'What sports do 4N like? John and Maria like soccer; Tuva and Jenny don't like soccer' etc. It is important that their work can be integrated and shared by the rest of the class as much as possible. Being a part of the class is a very high priority.

ESL Scales levels: Reading and Responding, Writing 3, 4, 5

- ✎ When discussing and reading a model text, ensure that the content words are well understood before asking students to focus on the structure and grammatical features of the text.
- ✎ Where the students understand the topic being discussed but cannot express themselves in English, encourage them to write or talk about their ideas in their first language and then they can try to translate it after they have clarified their ideas.
- ✎ Use sentence drills so students may practise using a particular new connective, technical language or abstract nouns in the topic area.

ESL Scales levels: Reading and Responding, Writing 6, 7, 8

- ✎ Compare written expositions and discussions on the same topic. Find explicit clues relating the language features, eg *high modality choices, more emotive vocabulary choices in exposition*, to the difference in the purpose of the texts.
- ✎ Use a media text as a basis for identifying 'words with attitude'. Chart the words in a way that gives the students visual access to the positive or negative way the information has been presented. Use the positive and negative coding to decide, as a group, the world view of the author.
- ✎ Ask students to write an exposition on the same topic for two different audiences, such as the school principal and for classmates. Compare texts, focusing on level of formality and modality choices.

Outcomes

- TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.
- TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.
- TS2.3 Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English.
- TS2.4 Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts.

Indicators

- *experiments with varying voice, tone, volume and pace, body language and gesture to emphasise meaning and be persuasive*
- *asks questions to seek an explanation or more information from other participants in discussion*
- *introduces topic for discussion and organises information from or ideas to justify points made*
- *listens to a range of views on a topic.*

Learning Experiences

- Have students plan and develop an oral discussion using a pro forma of the stages of discussion, eg *role-play a talkback radio program in which the DJ states issue and callers give opinions for and against with supporting evidence.*
- Encourage students to be open-minded and willing to change their minds as they find out more information and develop an informed opinion after listening to points from both sides of an issue.
- Have students conduct brief interviews with children and adults to obtain information about an issue or topic to enrich and inform discussion, eg *survey classmates about preferences for canteen menu, interview family members about what is important in education.*
- Have students listen to formal debates to identify points of view presented and arguments used to support the point of view.
- After listening to points for and against an issue in a discussion, ask students to respond in a variety of ways, eg *summarise the discussion; make recommendations orally that relate to the issue; state own opinion; identify part of issue that needs further discussion.*
- Provide opportunities for students to informally debate issues from literary texts, eg *Finders Keepers Losers Weepers: Was Goldilocks a good citizen or a vandal?* Encourage students to express their opinions with a supporting argument.
- Brainstorm all the opinions in the class on a particular issue and rate them according to relevance to the issue, eg *3 stars is highly relevant.* Alternatively, measure and record how many people hold each opinion.
- Plan opportunities for students to listen and respond to others in class discussion. Students must acknowledge and relate their comment to the previous speaker, eg *'I agree with almost everything said but ...', 'That's true but ...'*
- Model different ways of disagreeing constructively. List and display sentence beginnings for students to refer to, eg *'I disagree with the last speaker', 'You might think that but ...', 'The last speaker believes ... but', 'That was a good point but have you ever thought that ...?'*
- Identify the range of people involved in/affected by a particular issue. Predict their opinion and consider the reasons why they would hold that opinion.
- List ways to involve or persuade an audience when giving an oral presentation, eg *eye contact, if appropriate, use of intonation and volume in voice, asking audience opinions.*
- Reinforce the structure of a discussion by using palm cards for an oral presentation, eg *first card — 'Issue statement', second card — 'First argument for the issue', third card — 'First argument against the issue'.*
- Assist students to vary the ways they express opinions. Demonstrate using phrases other than 'I think', eg *'My belief is that ...', 'In my view ...'*
- Pause at the end of the first set of arguments while listening to an oral presentation of a discussion. Reinforce the purpose and organisation by predicting what might be included in the other arguments.
- Survey an intended audience for their opinions about an issue and reasons why they hold these opinions. Use this information to prepare an oral discussion that directly addresses these opinions to achieve the desired end result.
- List ways to involve or persuade an audience to the desired point of view when giving oral presentation, eg *asking audience opinions and reasons and directly addressing these, use of intonation, variations in volume.*
- Select visuals to support the delivery of an oral discussion, eg *discussion on logging — display photos of items produced from wood and photos of logged forests.* Consider which point of view should be supported by visuals and include those which are relevant.

Stage 2

READING

Discussion

Outcomes

- RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.
- RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.
- RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.
- RS2.8 Discusses the text structure of a range of text types and those grammatical features that are characteristic of those text types.

Indicators

- recognises grouping of information according to various aspects of a topic
- recognises and describes the purpose and organisation of a discussion
- distinguishes between fact and opinion in a text
- recognises that there are different viewpoints expressed in texts
- interprets fuller expression of points of view with supporting arguments.

Learning Experiences

- After shared reading, ask questions about a discussion, eg *What is the topic? Who will be the audience? What is the point of view of the writer? Why has it been written? What arguments have been used for and against this issue? In what other ways could it have been written?*
- Ask students to rank their level of opinion for or against an issue as high, medium or low prior to reading a discussion. Repeat the exercise after reading. Were there any changed opinions or changed levels of opinion? Explore reasons for these changes with reference to details in the text.
- Analyse photographs that accompany discussions. Ask students to consider which side of the argument is the photograph supporting: what details are included or excluded from the photograph? Why did the publisher choose this photograph? Is the purpose of the photograph to persuade or provide information or both?
- During shared reading, ask students to identify all the connectives in the discussion text that guide the listener through the line of reasoning, eg *firstly, subsequently, on the other hand, as a consequence, however, an opposite view, some think ... but others ...* List these words on word banks for future reference.
- Have students sort the arguments used in a familiar written discussion into 'arguments for' and 'arguments against' an issue. Student may underline in different colours, or cut and paste sentences from the text under two headings: 'arguments for', 'arguments against'.
- Have students research information using a variety of sources, eg *books, videos, CD-ROMs, the Internet*, to develop an informed opinion about a current issue. Provide an opportunity for students to discuss this issue, expressing their opinion and supporting it with arguments.
- Have students identify the thinking verbs used in a discussion, eg *feel, believe, think*. Point out how thinking verbs are used to express opinions and points of view.
- Provide jigsaw activities using a discussion text to identify the stages in this text type (ie the statement of the issue of the discussion, the arguments for and against, and the conclusion).
- Trace words in a discussion text that are synonyms for words used at the beginning of the discussion, eg *convict, prisoner, chain gang labourers, felons, criminals*.
- Assess the degree of persuasion in discussion by identifying words of modality, eg *possibly, may, might, should*. Compare discussions to identify strongly persuasive texts and less persuasive texts.
- Have students complete cloze passages with connectives and conjunctions omitted, eg *finally, except, also, another*, to focus on linking ideas. Ask students to identify which words are time connectives and which words are conjunctions.
- In shared and guided reading, assist students to develop their skills in skim reading key words that introduce new sections or stages in a discussion text, eg *'However' to signal the change of argument*.

Stage 2

WRITING

Discussion

Outcomes

- WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.
- WS2.10 Produces texts clearly, effectively and accurately using the sentence structure, grammatical features and punctuation conventions of the text type.
- WS2.11 Uses knowledge of letter–sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.
- WS2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.
- WS2.13 Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes.
- WS2.14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.

Indicators

- *uses other texts as models for aspects of writing discussions such as text organisation, grouping of information in paragraphs*
- *compares the features of two different texts and talks about how the differences and similarities are related to the purpose*
- *discusses the organisational structure and purpose of discussions they have written or are about to write*
- *expresses more than one point of view in writing, with some supporting reasons or evidence, sequencing them effectively.*

Learning Experiences

- Have students identify and define an issue for a written discussion by developing a question/concept map or by selecting key words and listing these.
- Pairs of students shade over each stage on a sample discussion in different colours and highlight words/phrases that introduce each stage.
- Model the structure of a discussion text (ie statement of topic (thesis), arguments for and against, conclusion) in joint construction activities.
- Jointly construct a discussion on one aspect of a current unit of work, eg *'Should the canteen sell junk food?'*. Leave different topics for individuals or small groups to write a discussion, eg *'Should we buy takeaway food?'*
- Demonstrate developing arguments in point form into sentences by combining arguments with words/phrases on display in class word banks.
- Have students construct visual texts, eg *charts or webs*, to represent opinions expressed and arguments used to justify these opinions. Encourage students to use these visual texts as a resource when independently writing a discussion.
- Experiment with the use of different font styles and the effects of **bolding** words, using *italics* and underlining etc. How can these effects enhance the meaning of the discussion?
- Support students in independently constructing a discussion by providing introductory statements for each stage on a pro forma, eg *'The issue of ...'*, *'Some people feel ...'*, *'On the other hand ...'*, *'In conclusion ...'*.
- Use a thesaurus to explore alternative words and their effects when writing a discussion. Select words that will persuade the intended audience.
- Locate noun groups in a sample discussion. How is the writer represented in the discussion, if at all? eg *the children of Year 4 at our Primary School*. How are other groups represented in the discussion? eg *feral cats, cuddly cats*. Could they be represented in other ways? What values/opinions are conveyed by the ways different groups are named?
- Compare conclusions in sample discussion, and consider the purpose and effect of different conclusions, eg *recommendation — to persuade, resolution — to solve an issue, summary — to tie the arguments together*.
- Brainstorm arguments for and against an issue. Identify which arguments are facts and which are opinions, and consider which are more likely to persuade the intended audience.
- Collect examples of discussions that occur in daily life, eg *editorials, advertising, voting pamphlets*. Identify people who write discussions and consider which points of view they would probably support. Is there any evidence of this in their discussions? eg *order of arguments*.
- Explore alternative organisation after jointly constructing a discussion, eg *changing order of arguments for and against, grouping arguments differently*. What are the effects of these changes?
- Adapt a discussion for different audiences, eg *for younger students*. Develop arguments by including examples and supporting details.

Exposition

General Features of Exposition

Social Purpose

Expositions argue a case for or against a particular position or point of view.

Structure

Expositions are organised to include a 'statement of position', 'arguments' and a 'reinforcement of position statement'. The number of arguments may vary in expositions. The statement of position stage usually includes a 'preview of arguments'. Each argument stage consists of a 'point' and 'elaboration'. In the elaboration, the argument is supported by evidence. Arguments are ordered according to the writer's choice, usually according to criteria of strong and weak arguments. The reinforcement of the statement of position restates the position more forcefully in the light of the arguments presented.

Grammar

Common grammatical patterns in exposition include:

- ✎ general nouns, eg *ears, zoos*;
- ✎ abstract nouns, eg *policy, government*;
- ✎ technical words, eg *species of animals*;
- ✎ relating verbs, eg *It is important ...*;
- ✎ action verbs, eg *We must save ...*;
- ✎ thinking verbs, eg *Many people believe ...*;
- ✎ modal verbs, eg *We must preserve ...*;
- ✎ modal adverbs, eg *Certainly we must try ...*;
- ✎ connectives, eg *firstly, secondly ...*;
- ✎ evaluative language, eg *important, significant, valuable*.

Exposition

Teaching Notes: Stage 2

In Stage 2, students will still be working with issues arising from local community concerns, as well as those from other key learning areas, but they will also be introduced to issues that may lie outside their personal experience. For example, issues to do with creating parks and reserves rather than constructing more buildings, restructuring high-rise developments and the preservation of important historical buildings are some they may address. Students should be encouraged to examine closely how argument stages can be developed more effectively by using evidence presented by experts, using statistical information they may have gained from surveys conducted by themselves or others. They should also be encouraged to question the accuracy of information from different sources and to consider how it can be checked.



Structure

Students should focus on constructing a strong ‘statement of position’ and developing a ‘preview of arguments’. Students should focus on the two parts of the argument stage: point and elaboration. The ‘reinforcement of the statement of position’ stage should be even more emphatic than the statement of position. Students should discuss the ordering of the argument stages. The choice of ordering is theirs. They need to consider, in developing an exposition, which are their strongest arguments and which are their weakest and decide where they are best placed.






Content

Students should undertake research about the issues they are focusing on. The research needs to be scaffolded by guideline questions, pro formas etc. Students may interview and/or survey school and community members about relevant issues. They may also use media material as a source of information in current issues. They need to consider the accuracy of any information in current issues. They need to consider the accuracy of any information they use and how they can check it. Students should focus on developing the elaboration part of the argument stage as effectively as possible. Students should be encouraged to pay close attention to terms such as ‘the majority’, ‘the minority’, ‘many people’ etc and consider how precise these meanings are. They should explore how, for example, expositions can be supported by tables showing the results of surveys and other visual images.

Links with Other Key Learning Areas







-  Personal Development, Health and Physical Education: eg Should playing sport be compulsory in school?
-  Human Society and Its Environment: eg Should children be allowed to watch all types of television programs?

Grammar Focus

-  Building and drawing on word families to write about a topic, eg *buildings, home units, shopping centres*.
-  Using pronouns to refer to people, places and things already introduced in the text, eg *he, it, they*.
-  Using reported speech, eg *Many people said they did not want another high-rise building in their suburb*.
-  Focusing on the information that will be theme of the clause, eg *High-rise home units should not be built in suburbs*.
-  Using relating, action and thinking verbs and using evaluative language, eg *It is most important to care for Australia's native animals*.

Grammar Terminology

Students at this stage will be using terms such as:

-  word family;
-  referring word;
-  reported speech;
-  theme of clause;
-  relational, action, thinking verb;
-  evaluative language, eg *important to ..., ugly buildings*.

Spoken Expositions

Students may research issues in small groups or independently. They should identify their audiences and consider how they can be persuaded. Students should focus on developing the structure of exposition clearly. They should practise various ways of formulating a strong statement of position. They should include a preview of arguments and ensure there is a point and elaboration development in the argument stages. Tables and diagrams may be used to support spoken expositions. Students should practise various ways of formulating a strong reinforcement of statement of position.

Written Expositions





Students should write expositions independently at this stage, although they may share research tasks. Students should consider the audience they wish to influence in gathering information to develop argument stages. The elaboration part of the argument should consist of at least several sentences. Expositions may be written in letters and they can be used as models for future writing.

Stage 2 and Stage 3







ESL Teaching Notes: Exposition

Talking and Listening *Teaching points to consider*




ESL Scales levels: Oral Interaction 1, 2

-  Avoid questions/discussions demanding justification (why ..., because ...) as they can be difficult to answer.
-  Start with visually identifiable topics to discuss that require only a simple response. Students can group their opinions under headings: 'I like/I don't like', 'I think/I don't think', 'I know/I don't know'. Topics could be: games played at school, colours, canteen food, books, pictures.
-  Extend the above activity into one where students ask others questions such as 'Do you like playing soccer?'
-  Encourage students to ask for, as well as give, opinions in small groups.

ESL Scales levels: Oral Interaction 3, 4, 5

-  Arguing in English may seem quite combative to some cultures and students need models and discussion about when and where it is considered appropriate to give frank argument or disagreement with the speaker.
-  Be explicit in telling students that in Australia giving opinions and being able to argue a case is a valued form of communication and will be expected of them throughout their education.
-  Take care that students have enough field knowledge and cultural knowledge to be able to participate in a particular discussion. Understanding visiting speakers is likely to be very challenging.
-  Model and drill use of causal connectives, starting with 'because'. Then move on to model other ways of justifying an argument or adding an elaboration.
-  Model a simple exposition or discussion orally several times, one you have jointly discussed, then write it down and allow students to memorise it before asking them to present it to a small group.
-  Practise replacing a selection of words that alter modality to change the effect in a given sentence, eg 'It might cause pollution', 'It will cause pollution', 'It must cause pollution', 'It must always cause pollution'.

ESL Scales levels: Oral Interaction 5, 6, 7, 8

-  Tape relevant excerpts from debates on TV programs or radio broadcasts. Ask students to take notes related to specific areas. Provide pro formas where possible. The tapes allow the students to replay the text to check and revise their notes.
-  Tape two spoken texts: one a discussion and the other an exposition. Tell students to listen for the clues that will identify which is which. Replay after students have identified particular 'markers'. Some features will be comparative, eg *discussion might use low modality while exposition uses high modality choices*, while others might be present in only one text, eg *perhaps ordinals to name each argument*. This allows students to check their listening skills.
-  Give students opportunities to answer questions from class members about an issue the class has been discussing. This supports students in developing both listening skills and thinking 'on the spot'.

- ✎ Identify implied meanings from spoken language. Listen to taped spoken texts and ask students to listen for innuendo/racist attitudes/sexist attitude. Transcribe examples and link back to the sociocultural context in which the text was produced, as well as identifying the ‘gaps’ — what the speaker did not actually say in words. Implied meanings are very culture-specific and can often be missed by ESL learners.

Reading and Writing *Teaching points to consider*

ESL Scales levels: Reading and Responding, Writing 1, 2

- ✎ Have students make a book of class opinions on the simple topics they have orally discussed, eg ‘*What sports do 4N like? John and Maria like soccer; Tuva and Jenny don’t like soccer*’ etc. It is important that their work can be integrated and shared by the rest of the class as much as possible.

ESL Scales levels: Reading and Responding, Writing 3, 4, 5

- ✎ When discussing and reading a model text, ensure that the content words are well understood before asking students to focus on the structure and grammatical features of the text.
- ✎ Where the students understand the topic being discussed but cannot express themselves in English, encourage them to write or talk about their ideas in their first language and then they can try to translate it after they have clarified their ideas.
- ✎ Use sentence drills so students may practise using a particular new connective, technical language or abstract nouns in the topic area.

ESL Scales levels: Reading and Responding, Writing 6, 7, 8

- ✎ Compare written expositions and discussions on the same topic. Find explicit clues relating the language features, eg *high modality choices, more emotive vocabulary choices in exposition*, to the difference in the purpose of the texts.
- ✎ Use a media text as a basis for identifying ‘words with attitude’. Chart the words in a way that gives the students visual access to the positive or negative way the information has been presented. Use the positive and negative coding to decide, as a group, the world view of the author.
- ✎ Ask students to write an exposition on the same topic for two different audiences, such as the school principal and for classmates. Compare texts, focusing on level of formality and modality choices.

Stage 2: Exposition

Text Structure **Cars should be banned in the city**

Language Features

Statement of position **Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.**

Use of modal verb to indicate obligation, eg should

Preview of arguments **Firstly, cars, as we all know, contribute to most of the pollution in the world.**

Use of word chains to build topic information, eg cars, pollution, accidents, road deaths

Argument 1
Point
Elaboration **Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and ‘triggers’ off asthma. Some of these illnesses are so bad that people can die from them.**

Use of action verbs, eg die, wander, cause

Argument 2
Point
Elaboration **Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.**

Action verb ‘causes’ used instead of causal conjunction. It enables a more succinct cause and effect statement, eg Cars emit ... that causes

Argument 3
Point
Elaboration **Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.**

Use of relating verbs, eg ‘is’, to relate parts of clause, eg the city is very busy

‘Cars’ used as beginning information focus of clause (theme). This choice plays a role in creating a well organized text

Reinforcement of statement of position **In conclusion, cars should be banned from the city for the reasons listed.**

Use of connectives to sequence arguments, eg firstly, secondly, thirdly

Stage 2

TALKING AND LISTENING

Exposition

Outcomes

- TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.
- TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.
- TS2.3 Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English.
- TS2.4 Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts.

Indicators

- *experiments with varying voice, tone, volume, pace, body language and gesture to persuade audience*
- *recognises and uses the main organisational structures and key language features of simple spoken expositions*
- *uses spoken language to express a point of view with justification, attempting to persuade others towards that point of view or a course of action*
- *listens and responds to a different viewpoint in a heard discussion.*

Learning Experiences

- Revise social purpose of exposition and its stages. Display on a wall chart in the classroom.
- Provide students with cards containing connectives and conjunctions, eg *firstly, secondly, also, because, therefore*, to guide oral exposition on a familiar issue.
- Ask students to prepare short oral expositions to present to the class to defend a point of view. They may use palm cards for prompts, eg *use key words to summarise arguments*. Tape-record radio segments where expositions are developed about current issues.
- Identify ways in which a speaker can engage the interests or sway the opinion of an audience, eg *rhetorical questions, previewing arguments, calling for audience response, hand gestures, speaking softly/loudly, changing intonation*.
- Develop a bank of phrases to replace personal statements of opinion, eg *It seems that ..., Apparently people feel ..., The situation is ...*. Discuss the effect on the audience and speaker's credibility when using general rather than personal statements of opinion. Display these phrases in the classroom. Encourage students to use them as sentence beginnings in oral expositions.
- Demonstrate pausing between each section or stage of an exposition to highlight the pauses made, rather than presenting arguments in a long list joined by 'and'. Relate this to achieving the purpose of an exposition, which is to persuade others to a point of view.
- Challenge students to convince the teacher to allow the class to do a favourite activity, eg *play a game*. Teacher provides reasons why the activity can't occur, and students attempt to address these reasons in particular.
- Invite relevant guests to hear spoken expositions prepared by students, eg *local council representative to hear why there should be more facilities for bikes in the local area*. Invite the guest to respond to students' speeches.
- Address other classes about local and school issues, stating a position and giving arguments to support it.

Stage 2

READING

Exposition

Outcomes

- RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.
- RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.
- RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.
- RS2.8 Discusses the text structure of a range of text types and those grammatical features that are characteristic of those text types.

Indicators

- recognises how factual texts such as expositions are organised according to their purpose
- identifies point of view and supporting arguments in exposition read, differentiating between personal opinion and fact
- identifies and names language features of exposition
- retells and discusses interpretation of exposition read or viewed with attention to point of view.

Learning Experiences

- Discuss why people write expositions. Ask questions such as: What do they hope to achieve?
- In shared reading, annotate the structure of an exposition. Use questioning to draw attention to the different stages in this text type, eg *What is the issue? Where in the text is the reader told this? How many points are made in this text? Are these points supported by knowledge of the topic? How does this text finish? In what ways is it similar to the opening? Are paragraphs used?*
- Discuss the ordering of arguments. Are strong arguments placed first or last in a model exposition?
- Jointly develop a pro forma from an annotated exposition text that can be used to analyse the organisation of other expositions in shared and independent reading.
- In shared reading and guided reading, ask students to find and list arguments in an exposition. Have them use two different colours to separate each argument into point and elaboration. Ask students to comment on the evidence used in elaborations. Is it effective? Make a wall chart showing social purpose, position and argument stages and the breakdown of argument into point and elaboration.
- In small groups or pairs, ask students to find and list arguments made in an exposition to support the thesis. Ask students to decide whether these arguments are fact or opinion and record in a table under these headings. What are the criteria for deciding what is fact and what is opinion?
- In pairs or small groups, have students reconstruct an exposition text, matching point to elaboration. Ask them to suggest how the elaborations could be expanded.
- Provide students with cloze activities that focus on language features such as words to indicate possibility or probability and connectives/conjunctions used to build arguments.
- In shared reading and guided reading, ask students to change words in an exposition to alter statements so that they become strong arguments, eg *from 'could' to 'must', 'some' to 'most', 'may' to 'will'.*
- Have students find and compare examples of expositions on the same subject but from different points of view, eg *smoking — a cigarette packet, tobacco industry press release, text of smoker's personal experience.* In shared and guided reading, point out changes made in features and organisation of text as point of view and/or audience changes. Discuss how statistics can be used by those in favour of smoking or those against it. Give different examples.
- Develop background knowledge of a topic to evaluate the content of an exposition, eg *What do you know to be right? What do you know to be wrong? Does the text influence this? How?* If you are not knowledgeable about a topic, how can you check the accuracy of information included in argument stages?

Stage 2

WRITING

Exposition

Outcomes

- WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.
- WS2.10 Produces texts clearly, effectively and accurately using the sentence structure, grammatical features and punctuation conventions of the text type.
- WS2.11 Uses knowledge of letter–sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.
- WS2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.
- WS2.13 Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes.
- WS2.14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.

Indicators

- *understands and uses the organisational structure of exposition including a statement of position (thesis), argument, with points and elaboration, sometimes with evidence, and a conclusion*
- *adopts methods used by authors to make texts appeal to the reader*
- *gives two or more related arguments to support a position.*

Learning Experiences

- Revise social purpose, arguments and stages of exposition through models of different forms of expositions, eg *pamphlets, brochures, posters, letters to the editor*, on which students innovate. Encourage students to explain why they chose to use particular features in their own writing, eg *to appeal to an intended audience*.
- Brainstorm and compile a list of relevant class/school/community issues. Frame these issues as questions to use as the basis of written expositions, eg *Should uniforms be worn? Should hat rooms be locked to prevent stealing? Is 'no hat no play' a fair rule?*
- Develop a list of reasons in support of an argument, and rank these in order of importance or significance. Does the order change for different audiences? (ie Do different reasons mean more to different groups?)
- Have students jointly construct a set of questions to be used in a class survey about a current issue. Conduct the survey and compile results to form the basis and elaboration of their arguments to support a thesis, eg *Make statements like 'Most people think ...', 'A few people feel ...'* Discuss the use of statistics in expositions.
- Try to anticipate audience concerns/responses to a particular argument about an issue. Consider how these concerns can be addressed or pre-empted in the exposition arguments.
- Model how to change statements from a personal opinion to an impersonal thesis, eg *'I like ice-cream'* becomes *'Ice-cream is good to eat because ...'* Encourage students to use these structures in their independent writing.
- Students should research topics to develop effective arguments. In joint construction activities, model how to turn assertion into argument with point and elaboration. Also model how to modify tentative arguments effectively.
- Refer to sample expositions to find examples of adjectives such as *extremely, very, quite*. Compare sentences with and without these adjectives to determine the effect they have on the reader.
- Have students write letters to the editor of a local newspaper on a familiar, relevant topic, giving an opinion supported by several arguments, eg *whether children's play should be restricted by 'disrupted' neighbour*.
- Provide a pro forma to organise ideas for an exposition. Include sections for 'statement of position', 'argument', 'points and elaborations' and 'reinforcement of position'.
- Identify an issue of concern to the class, eg *no basketball hoops on playground*, and groups responsible or able to bring about change, eg *student representative council, principal, parent organisation*. Highlight the purpose of expositions by writing to one of these groups requesting change. Consider which arguments will best influence each group.
- Explore emotive language by listing alternatives for words and ranking from highly emotive to least emotive, eg *end* → *kill* → *slaughter* → *torture*.
- Identify verbs that have been changed to nouns in sample expositions, and discuss how the exposition sounds more objective. Demonstrate how to change sentences to achieve this and focus on achieving objectivity in editing/conferencing sessions, eg *kill* — *the killing, destroy* — *destruction*.

Description

General Features of Description

Social Purpose

Descriptions focus our attention on the characteristic features of a particular thing, eg *Toby the Mongrel* (as opposed to information reports, which deal with a general class of things, eg *hunting dogs*). The subject might be a person, eg *Grandpa*, a place, eg *our house*, or a thing, eg *my favourite toy*. It might be impressionistic/imaginative, eg *a description as a poem or part of a narrative*, or an objective description, eg *a robbery suspect*.

While descriptions can occur as ‘stand alone’ texts, they are often part of a longer text, such as the description of a character or setting in a story or biography. Although they might not always be seen as a distinct text type, it is felt that the ability to describe someone or something in detail is an important skill that can contribute to a number of different text types.

Structure

Descriptions are usually organised to include:

- ✎ an introduction to the subject of the description;
- ✎ characteristic features of the subject, eg *physical appearance, qualities, habitual behaviour, significant attributes*.

There may also be some optional evaluation interspersed through the text and an optional finishing comment.

Grammar

Common grammatical patterns of a description include:

- ✎ use of particular nouns, eg *my teacher, the Opera House, our cubby*;
- ✎ use of detailed noun groups to provide information about the subject, eg *It was a large open rowboat with a tall front and a tall back (like a Viking boat of old), and it was of such a shining sparkling glistening pink colour*;
- ✎ use of a variety of types of adjectives, eg *describing, numbering, classifying*;
- ✎ use of relating verbs to provide information about the subject, eg *My mum is really cool*;
- ✎ use of thinking and feeling verbs to express the writer’s personal view about the subject, eg *Police believe the suspect is armed*, or to give an insight into the subject’s thoughts and feelings, eg *My friend Amanda adores chocolate ice-cream*;
- ✎ use of action verbs to describe the subject’s behaviour, eg *Our new puppy nips at our heels and wrestles with our slippers*;
- ✎ use of adverbials to provide more information about this behaviour, eg *Our new puppy always nips playfully at our heels*;
- ✎ use of similes, metaphors and other types of figurative language, particularly in literary descriptions, eg *But Mulga Bill, as white as chalk, sat tight ...; that two-wheeled outlaw (Mulga Bill’s Bicycle).*

Description

Teaching Notes: Stage 2





At this stage, students should be encouraged to extend their written and spoken descriptions so that they are more detailed and precise. Activities that focus on building noun and verb groups while maintaining tense are important. Modelling and joint construction can support good descriptions, eg *model the building of word banks by brainstorming a subject for specific vocabulary before writing.*

Begin to focus on how an author conveys opinion and feelings about what is being described.

Use shared and guided reading sessions to focus on the ‘sound’ of descriptive language read aloud.

Structure





Descriptions are normally organised to include:

-  subject: identification/introduction of what is subject to be described;
-  details: attributes of appearance and/or behaviour;
-  evaluation: optional, interspersed;
-  summary: an optional finishing comment.

Content

Students will be producing factual, literary and imaginary descriptions of both familiar and unfamiliar subjects. They might be describing a person or object in an objective manner (factual description, eg *the contents of my schoolbag*), or they might be describing a person, place or thing more subjectively in a way that evokes a vivid image or impression (literary description, eg *a poem about a group’s hideout*) or they might be describing a fictional place or person from their imagination (imaginative description, eg *the man in the room*).

Links with Other Key Learning Areas

-  Human Society and Its Environment: eg in studying changes resulting from British occupation, write descriptions of Sydney Cove before and after 1788.
 -  Science and Technology: eg in order to see the difference between a particular instance and a general class, ask students to write a description of a particular dog (Snoopy, Pluto, Lassie), emphasising individual characteristics (cute, dopey, brave, floppy ears), and then a general description of dogs as a species (four legs, sharp teeth, tail). Compare those aspects that belong to the individual dog and those that apply to all members of the dog species.
 -  Mathematics: eg describe an irregular 3D object including its shape, height, width, depth or circumference, volume and mass.
 -  Creative and Practical Arts — Visual Arts: eg compare various paintings in terms of such features as colour, light, texture, medium, space, contrast, movement, line.
- Music: eg describe scenes that the particular music evokes, eg Grieg’s ‘Morning’ — buds opening, stretching, growing, flowing, ‘In the Hall of the Mountain King’ — goblins, jerky, frantic, short, strong, stamping, sharp.

Grammar Focus

- ✎ The use of a variety of types of adjective — describing adjectives (especially in literary descriptions, eg *grumpy*, *brave*, and objective descriptions, eg *short*, *young*), classifying adjectives, eg *hobnail boots*, comparing adjectives, eg *her younger brother*, *the tallest tree*, numbering adjectives, eg *my first video game*, *the three brothers*.
- ✎ The use of adverbs, eg *a really terrific person*, *an extremely tall building*.
- ✎ The use of multiple noun groups, eg *He had a tall pointed blue hat, a long grey cloak, a silver scarf over which his long white beard hung down below his waist and immense black boots.* [*The Hobbit*].
- ✎ The use of relating verbs, eg *She was a very caring person but she had a habit of not showing her feelings.*
- ✎ The use of synonyms, eg *lovely*, *beautiful*, and antonyms, eg *She could be so lovable but so infuriating*, in describing the subject.

Grammar Terminology

Students at this stage will be using terms such as:

- ✎ describing adjective, classifying adjective, comparing adjective, numbering adjective;
- ✎ noun group;
- ✎ relating verb;
- ✎ synonym/similar word, antonym/opposite word;
- ✎ prefix, eg *when creating pairs of antonyms, happy/unhappy.*

Spoken Descriptions

Most descriptions used in casual conversation and classroom discussions will be relatively brief — simply part of a longer exchange. Games might be played, however, that encourage students to focus on their use of descriptive language and to extend their vocabulary beyond the easy clichés, eg ‘*window shopping*’ using adjectives in noun groups: *I went window shopping and I bought three terrific slinky maroon silk shirts.* Students’ listening skills might also be sharpened by such activities as getting them to select or draw a picture based on a description that has been read aloud to the class or group.

Written Descriptions



Written descriptions will also be short compared to some other text types — seldom going beyond a paragraph or two. Often they will be found embedded in other texts, eg *stories*. Students could be encouraged to focus on the development of their literary descriptions by writing short poems such as haikus or by identifying and analysing descriptive passages from a story that evoke the setting or that paint a portrait of a character. Teachers should encourage students to reflect on the effect created by authors through choice of words, information included/excluded, structuring of sentences, and ordering of ideas.

Stage 2 and Stage 3


ESL Teaching Notes: Description

Talking and Listening *Teaching points to consider*


ESL Scales levels: Oral Interaction 1, 2, 3

-  Incorporate daily routines that recycle descriptive language relevant to a particular field, eg *describing the weather, what a student has for lunch, responding to a set of pictures that are all animals, or kinds of transport*. Descriptive sets of vocabulary are those of: size, colour, shape, texture, taste (common adjectives that teachers need to build up around particular contexts).
-  Play the commercial board game 'Guess Who?'

ESL Scales levels: Oral Interaction 3, 4, 5



-  Work towards an information report on a specific thing, eg *animal, planet, plant*, that has been researched by the whole class. Build a series of orally based and visually supported activities to ensure success at the writing stage, eg *building familiarity with the more technical terms using bingo cards, drawing, oral cloze, oral true and false, picture talk, picture sequencing around relevant texts on that animal (or plant, planet etc)*.

ESL Scales levels: Oral Interaction 5, 6, 7, 8



-  Support information reports demanding a deep understanding of complex phenomena such as *the galaxy* or where many concepts are expressed as abstract ideas. Plan activities that allow talk in small groups to practise new vocabulary and concepts.

Reading and Writing *Teaching points to consider*




ESL Scales levels: Reading and Responding, Writing 1, 2, 3

-  Use an information text as the basis for a subject-specific word list. Ask students to locate all the words that name the animal, describe the animal, name the body parts etc.
-  Take photographs of students' friends in the class and jointly scribe their characteristics, recycle text into cloze, cut up sentences, words.

ESL Scales levels: Reading and Responding, Writing 3, 4, 5

-  Jointly construct some or all paragraphs of an information report on an animal after students have had many opportunities in a small group to use new vocabulary.
-  Use this joint construction for reading and writing activities about information reports: re-ordering under correct headings, cloze on content words, completing half-sentences, highlighting theme words.

ESL Scales levels: Reading and Responding, Writing 5, 6, 7

-  Provide many opportunities for building up the field knowledge before writing.
-  Select for the students well-written information texts. Discuss new vocabulary.
-  Provide a clear pro forma chart with relevant headings suited to the topic for students to gather information.

Description: Stage 2

Text Structure

Ahmed

Subject

Ahmed was an enormous elephant — the biggest land animal on earth.

Description, eg:

– physical characteristics

He was famous because of his tusks which measured at least three metres long. They dug into the ground as he walked and got entangled in vines, so he had to hold his head high. This posture gave him a “royal” appearance.

– significance in history ('through others' eyes')

People loved Ahmed, but poachers from all over the world were boasting and saying they would kill the big tusker. All the wildlife lovers were very worried and sent letters to President Kenyatta. The President wrote a decree that protected the elephant with five armed guards and allowed them to shoot any poachers on the spot.

– final actions

One day the time came and this beloved creature sank onto his knees, rolled over and died in peace from old age.

Language Features

Use of comparing adjectives, eg biggest

Use of numbering adjectives, eg three

Use of thinking verbs, eg loved

Use of saying verbs, eg saying

Use of relating verbs, eg Ahmed was an ...

Use of detailed noun groups, eg five armed guards

Use of action verbs, eg shoot, rolled, died

Use of adverbials to describe behaviour, eg:

when? one day

where? onto his knees

how? in peace

why? from old age

Stage 2	TALKING AND LISTENING	Description
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Outcomes

- TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the key learning areas.
- TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.
- TS2.3 Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English.
- TS2.4 Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts.

Indicators

- *listens to descriptions of unfamiliar places, people, animals and things*
- *describes people, places, animals and things in more detail*
- *attempts to persuade others in the class to a point of view using description*
- *describes less familiar people, places, animals and things*
- *describes characters, objects from stories, films and television narratives.*

Learning Experiences

- Gather a collection of everyday objects, eg *pencil case, comb, notebook, wallet*. Give each student one of the objects and have them give an impromptu one-minute speech in which they describe the object to the rest of the class. Have them point out any special features and uses of the object as if they were trying to advertise or sell it.
- Students look at pictures of different scenes or landscapes, eg *beach, farm, desert, city*. Brainstorm lists of adjectives that describe each one in terms of the five senses.
- In pairs, students play barrier games describing and drawing different objects and using adjectives referring to such attributes as size, shape, colour, texture, location.
- Have the class play mystery sound games in which one student, unseen by class, uses object/s to make a sound. The class has to describe the sound and guess what was used to make it.
- Ask students to describe a familiar object to a partner who is blindfolded. Encourage them to provide detailed descriptions, using the five senses if appropriate, to help partner guess object.
- Create a blindfolded taste test where students describe the taste and smell of various food samples, which they cannot see or touch. Have partner place food on tongue using a plastic spoon.
- Conduct oral cloze with a narrative or factual text. Stop the shared reading in appropriate place and encourage students to innovate on the text by orally, jointly constructing descriptive passages to develop the identified noun that could be inserted into the text.
- Play word games that involve making up rhyming couplets about members of class in which each person is described, eg *Here comes Ben, Ben cackling like a hen.*
- In groups, have students produce dramatic scenes in which each participant enriches a description, eg *Five witches in which the first stirs the revolting brew, the second stirs the awful broth, the third stirs the distasteful stew* or *Five super athletes where one jumps to astounding heights, the second leaps amazingly into the heavens, the third rises to breathtaking level, and so on.*
- Brainstorm words that differ by shades of meaning from a given word to form chains of greater or lesser intensity, eg *pale, off-colour, white-faced, deathly*; or *say, state, emphasise, shout, roar*. In groups, decide on an action that can be intensified to represent each word, and perform for the class. Each student chooses a word and says that word as they perform the action, eg *from slumping to a dead faint or using a louder voice for each word.*

Stage 2	READING	Description
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Outcomes

- RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.
- RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.
- RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.
- RS2.8 Discusses the text structure of a range of text types and those grammatical features that are characteristic of those text types.

Indicators

- recognises how literary texts such as narrative and poetry use description
- recognises how factual texts use description
- makes general statements about how visual texts such as diagrams, tables and illustrations clarify and contribute information to describe something
- uses suitable vocabulary to suit purpose of description
- recognises adjectives and how they are used to provide information about nouns.

Learning Experiences

- Collect examples of alliteration, personification, similes and metaphors used in advertising. Have students compare and discuss which ones are most effective and why.
- In shared reading, read a description of the same topic from a factual and a literary text (eg 'for sale' ad for a house and the *Gingerbread house*) and compare the language features. Encourage students to discuss how and why they are different, who might have written them, their purpose and intended audience.
- Compare different ways in which students or illustrators have depicted the same text in visual form, eg *illustrations of a traditional fairy tale*.
- Provide a pro forma for students to use when writing a character profile about a character from a literary text. Encourage students to include details from the text about the character's appearance, habits, personality traits, hobbies, family, likes, and dislikes. Have students share and compare profiles with small group or the whole class.
- Use an OHPT of a description for whole-class reading. Have students identify and underline all adjectives used to describe the subject. Show some descriptions with adjectives deleted. Encourage students to discuss how this lack of detail affects the text. Ask students to add some suitable adjectives.
- In shared reading, read aloud a descriptive text. Model how to adjust voice to read key words in the description. Provide opportunities for students to prepare, rehearse and read aloud descriptive texts. Show students how to mark text to assist expressive oral reading.
- Ask students to identify visuals that simply repeat what is in the written text and visuals that provide further significant information, eg *Rosie's Walk*.
- Share examples of recurring character types that students find in books they read, eg *descriptions of the stereotypical characteristics of the goodies and the baddies in books, films and television stories*.
- Have students describe an object or person that features in a short children's film, with attention to detail and relevance of those details to other aspects of the text, eg *decision character made because of their personality*.
- In shared and guided reading, locate examples of onomatopoeia. Add these examples to a class chart to be used in jointly constructed descriptions.
- Consider what opinions an author wants readers to develop about the subject of the description. Ask students what clues they use to make their decision, eg *visuals, aspects included in description*.

Stage 2	WRITING	Description
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Outcomes

- WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.
- WS2.10 Produces text clearly, effectively and accurately using the sentence structure, grammatical features and punctuation conventions of the text type.
- WS2.11 Uses knowledge of letter–sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.
- WS2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.
- WS2.13 Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes.
- WS2.14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.

Indicators

- *uses nouns and noun groups and pronouns in printed texts*
- *compares the features of two different descriptive texts (factual and literary) and talks about how these differences are related to the purpose*
- *writes descriptions of people, animals, objects, places (with attention to several distinguished characteristics)*
- *groups information in description logically.*

Learning Experiences

- Write or e-mail a penfriend describing self, class, teacher and school in detail.
- Write a description of an animal including a detailed description of its appearance. Provide or encourage students to find pictures and photographs of the animal to elicit description rather than copying facts from written text.
- Assist students to write descriptive poems.
- Ask students to write a definition for a common object, eg *table, chair, pen*, using descriptive and specific language. Have them test the definition, accuracy and clarity of writing by reading the definition without the word to see if other students can guess the object.
- Ask students to write a detailed description of a fellow student or staff member (use school photographs) without using their name or any personal pronouns that indicate gender, eg *this person*. Swap descriptions with others and see if they can identify the person being described. Discuss subjectivity of descriptions, eg *what information is included/excluded, different opinions*.
- Have students write an imaginary description, such as *inventing a new fruit or vegetable and describing its appearance and taste, how/where it grows, how it should be cooked, prepared and served*.
- Ask students to write a classified advertisement that describes a toy they no longer want, eg *trampoline, doll's house, skateboard*.
- Provide pictures from travel brochures with written text removed. Ask students to write short descriptions of the scenes, making them sound like appealing destinations. Students may enjoy writing descriptions to make the destinations sound unappealing.
- Focus on the subjective nature of descriptions by describing a character in a familiar text from different perspectives, eg *by the character's best friend, by the character's enemy*. Discuss how point of view influences the content of the description.
- Experiment with audience response by asking students to write two different descriptions of the same characters, designed to create opposite effects, eg *the character is kind and thoughtful, the character is mean and nasty*. Identify strategies used by writers to create the different impressions.

Poetry

General Features of Poetry

Social Purpose

Poetry is a channel of communication that is used to achieve a range of social purposes.

Poetry expresses feelings and reflections on experience, people and events. Poetry is an aesthetic experience that works mainly through our emotions, sensory experiences and imaginative perceptions. A poem may focus on the individual feelings and reflections of the poet, or it may tell a story or describe people, places and things in distinctive and sometimes unusual ways.

Poetry is often written with the expectation that it will be read aloud. In poetic language, sound patterns and rhythmic qualities are an important part of the meaning. Some poems may make use of regular patterns of rhyme and rhythm, while others make use of free verse form. The sound qualities in poems are emphasised by devices such as rhythm, alliteration, assonance and onomatopoeia.

Poetic texts often contain images that are expressed in striking ways. These images may be presented through different kinds of techniques such as simile, metaphor and personification.

The main purpose for teaching poetry should be to provide for students' enjoyment and appreciation of ideas and language in poetry lessons. Poetry includes a range of text types such as narrative, recount and description. It is a channel of communication for different text types.

Structure

Each poem could be approached as a series of steps or moves. These steps are generally signalled in the stanza or verse structures.

There is a vast range of devices that poets draw upon to shape their poems, such as alliteration, assonance, simile, metaphor. In all poetry, rhythm is a constant feature.

As Samuel Taylor Coleridge states, 'Poetry is the best words in the best order'. When considering poetry, it is useful to focus on the poet's choices of words and order of words and how this enhances meaning in the poem.

Grammar

Grammatical patterns in poetry vary enormously. Poetry tends to rely on features of textual cohesion such as word chains based on such things as repetition, synonym and antonym.

Poetry that tells a story is likely to use the grammatical features of story texts such as action verbs, noun groups, adverbs and adverbial phrases.

Poetry

Teaching Notes: Stage 2

Teaching Points to Consider

- ✎ Keep your own personal anthology and share your favourites with the class.
- ✎ Have a treasury of verse available in the classroom and read at least one poem a day, eg *before/after lunch, before going home*.
- ✎ Read all poems more than once.
- ✎ Focus on enjoyment and personal response.
- ✎ Remember that enjoyment does not depend on understanding every word.
- ✎ Include a range of poetry anthologies in class libraries.
- ✎ Celebrate poetry with special days and events, poet of the month.
- ✎ Incorporate relevant poetry into school events — Book Week, Education Week, National Aboriginal Week, Anzac Day.
- ✎ When using a text reconstruction activity, select poems that have some logical or chronological sequence and varying degrees of difficulty (language, imagery, rhyme, free verse). A box of these can be kept in the classroom and students encouraged to ‘solve’ one when they have a free moment.
- ✎ When using a cloze activity make sure that the words you delete focus the students’ interest on rhyme, rhythm, imagery or on that particular arrangement of language that distinguishes poetry from prose. Allow the students a range of options and emphasise that there is no ‘right’ word. Talk about how choice of word influences meaning.
- ✎ Although haiku, cinquain and tanka provide useful frameworks for the inexperienced writer to experiment with words and experience some early success, there is no need to adhere rigidly to a set number of syllables or lines.
- ✎ Read and perform ballads and narrative poems. Mime may be used to accompany these activities.
- ✎ Focus on the origin of ballads and the role of music in accompanying them. Explore song lyrics that are ballads.
- ✎ Encourage students to make their own collections of narrative poems to place in class libraries.
- ✎ Encourage students to vary rhyme pattern in writing ballads, eg *use rhyming words at the end of first and second lines, third and fourth lines, first and third lines, second and fourth lines*.
- ✎ Build up word banks for topics and descriptions.

Links with Other Key Learning Areas

Select poetry related to the subject matter being studied.

Stage 2 and Stage 3**ESL Teaching Notes: Poetry****Talking and Listening** *Teaching points to consider***ESL Scales levels: Oral Interaction 1, 2**

- ✎ Adapt the Early Stage 1 and Stage 1 learning experiences that focus on developing rhythm and assist with rhyme.
- ✎ Choose a poem that is either fairly easy or has an easy chorus verse. Cut the poem into lines and give one line to every student in the class. Give the easy or repeated lines to the early ESL students. Each student recites their line in sequence.
- ✎ Jointly construct tongue twisters for students to practise, concentrating on single sounds, blends or word endings they are experiencing difficulty with.

ESL Scales levels: Oral Interaction 3, 4, 5, 6

- ✎ Bearing in mind the above teaching points, most students at these levels can be integrated into general class activities.

Reading and Writing *Teaching points to consider***ESL Scales levels: Reading and Responding, Writing 1, 2**

- ✎ Make up catalogue-style poems with pictures to build up vocabulary, eg *One sunny Sunday I went to the shop and bought a McDonald's hamburger — yummy, hot chips — yummy, a can of coke — yummy, a chocolate doughnut — yummy and a box of fish food — not so yummy dummy! OR When I was a baby I ... etc.*
- ✎ Use jazz chants that incorporate everyday English into rhythmic form.
- ✎ Build some very simple word clines. Display for students to refer to and use as stimulus for shape poems, eg *(the cline) huge, big, little, tiny; (the sentences) The school is huge, the class is big, the boy is little and the boy's toe is tiny (each line becoming smaller and smaller). OR (the cline) very long, long, short, very short; (the sentences) The skipping rope is very long etc.*

ESL Scales levels: Reading and Responding, Writing 3, 4, 5

- ✎ Provide structures for simple poems where students can add in their own phrases. Brainstorm a selection of phrases after selecting topics that allow for their own experience to be expressed, eg *Happiness is running away, Happiness is knowing peace, Happiness is the sun rising every morning, Happiness is singing a song, Happiness is ... OR Sadness is ... Anger is ... Love is ... etc.*
- ✎ Use a known poem to make a cloze of words that could be replaced by common synonyms. Teach students how to use a thesaurus to fill it in and then have students compare poems.
- ✎ Most poetry writing activities can be accomplished where a set structure, or stem sentences and a bank of useful vocabulary are first modelled.

Stage 2

TALKING AND LISTENING

Poetry

Outcomes

- TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.
- TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.
- TS2.3 Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English.
- TS2.4 Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts.

Indicators

- *talks about expressive features related to spoken language such as gesture, facial expression as well as voice quality, tone, volume*
- *talks briefly to class in a group discussion about a poem read or heard*
- *listens to a variety of less familiar contemporary and traditional poems*
- *uses body language and gesture to enhance meaning*
- *performs, giving consideration to use of voice and gesture, eg in poetry, drama, improvisation, Readers Theatre.*

Learning Experiences

- Encourage students to share their favourite poems.
- Have students listen for enjoyment to a variety of poetry, ballads, limericks, descriptions.
- Provide opportunities for students to engage in performances such as Readers Theatre and poetry in performance.
- Have students recite poems and rhymes individually or in small groups.
- Encourage students to listen for rhyme, rhythm and repetition in poetry and identify different patterns of rhyme and rhythm.
- Have students listen to and compare different spoken versions of the same poem.
- Model for students variation in voice loudness, intonation, hand and facial gestures, which add meaning to oral recitations.
- Have students use a cassette recorder to record poems, adding sound effects. Provide opportunities for students to play these tapes for other students to listen to.
- Have students prepare a Readers Theatre production of a story poem for class or assembly item.
- Select a simple poem for a cloze activity. Instead of deleting words, write additional words to provide options at key points. Have students select the word that they think is the most appropriate choice. Compare with original version. Ask students to write their version of the poem.

Stage 2

READING

Poetry

Outcomes

- RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.
- RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.
- RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.
- RS2.8 Discusses the text structure of a range of text types and those grammatical features that are characteristic of those text types.

Indicators

- *joins in reading a greater range of simple poems*
- *talks about the characteristics of different types of poems, eg haiku, ballad, humorous poems*
- *reads poems orally, using appropriate stress, pause and intonation.*

Learning Experiences

- In shared reading experiences, read a variety of poetic forms: narrative and nonsense; traditional and modern; serious and light-hearted.
- Encourage students to select favourite poems to read and share.
- Encourage students to read anthologies of favourite poets.
- In shared reading experiences, point out devices that poets use in poetry — such as simile, assonance, alliteration and onomatopoeia — to make patterns of sound and meaning. Introduce these over a period of time and make sure their meaning is introduced and clearly exemplified in poems.
- In shared and guided reading experiences, have students compare the structures of different poems, looking for similarities and differences.
- Develop a class matrix and have students explore stereotyping in poetry, including cultural, character and gender stereotyping.
- Learn how to distinguish literary from factual texts by comparing poem, recount and information report on the same subject, eg *the sea*.
- Plan a class poetry festival. Have students prepare, rehearse and read aloud poems.
- In shared reading, model how to use appropriate pause and emphasis when reading poetry aloud and encourage students to use these techniques.
- Select a poem that has a logical sequence and a regular rhyming scheme. Cut the poem into single lines. Jumble the strips. Have students work as a class group to reconstruct the poem. When reconstructed, look at the poem for clarity and meaning. If appropriate, present the poet's version and compare.
- In shared and guided reading experiences, focus on an aspect of poetry such as humour and select poems that have been written with the intention of making the reader smile or laugh. Point out the techniques used by poets to achieve these effects.
- After listening to and reading a variety of poems, have students brainstorm the various senses appealed to by the poets. Display these words on class charts to be used in writing activities.

Stage 2

WRITING

Poetry

Outcomes

- WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.
- WS2.10 Produces texts clearly, effectively and accurately using the sentence structure, grammatical features and punctuation conventions of the text type.
- WS2.11 Uses knowledge of letter–sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.
- WS2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.
- WS2.13 Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes.
- WS2.14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.

Indicators

- writes a variety of poems
- writes fuller descriptions of people, animals, objects, places
- rereads work to clarify meaning, deletes or adds words as required, adds information
- recognises and discusses the organisational structure of poems.

Learning Experiences

- Jointly construct poems using different poetic forms, eg *narrative, descriptive, nonsense*. Give students models for joint construction. Select appropriate models.
- Construct group poems with the opening line or refrain provided, eg *'Mum says ...', 'One day I'm going to ...' 'I wish ...'*.
- Encourage students to independently construct poems based on personal experiences or significant events.
- Have students record conversations, real, imaginary or remembered. Select one of these and jointly construct into a poetic form. Use some common opening lines: *Did you hear? Did you know? What's wrong with him/her? Did you see?*
- Provide a range of stimulus materials, eg *vegetables such as artichokes, garlic, eggplant, ginger*. In small groups, students compile a list of descriptive words based on sight, sound, smell, taste and touch. Model how to use the descriptions to organise into poetic form.
- Jointly construct descriptive poems on a selected theme, eg *beach, circus, birthday, playground, supermarket*. Build up word banks in topics before writing.
- In joint constructions, experiment with different word order to create different effects in poetry writing.
- Have students innovate on familiar poems.
- Encourage students to use poetic devices such as alliteration, repetition, similes when independently writing poetry.
- Revise or redraft writing, and edit and proofread writing for publication.
- Have students write favourite poems on posters and mobiles for classroom displays.
- Have students construct timelines, comic strips, story maps or flow charts to represent sequence of events or ideas in poetry.

Response

General Features of Response

Social Purpose

Responses are used to summarise, analyse and respond to literary texts. They may be a personal response or a review.

Structure (Personal Response)

- ✎ Context — this gives background information on the text.
- ✎ Opinion/Reaction — this explore the qualities and effectiveness of the text, expressing personal feelings.

Structure (Review Structure)

- ✎ Context — this gives background information, eg *author, type of work, setting and brief synopsis*.
- ✎ Text description — this describes the main characters and the pattern of their relationships. It also deals with some key incidents selected because they may give further insight into characters and the theme of the text.
- ✎ Judgement — this is where the writer or speaker evaluates the work by giving an opinion or making a recommendation.

Grammar

Common grammatical patterns in review texts include:

- ✎ relating verbs, action verbs, saying verbs, thinking verbs, noun groups describing characters;
- ✎ present tense — changes to past tense if text has a historical setting;
- ✎ temporal sequence of events when key events are summarised;
- ✎ persuasive language used in judgement;
- ✎ clause or sentence themes that are often the title of the book, name of author etc. These choices clearly locate the reader in a response text.

Note: Students are encouraged to speak and write personal responses in Stage 1. By Stages 2 and 3, students should be speaking and writing reviews.

Response

Teaching Notes: Stage 2

Teaching Points to Consider

In Stage 2, students should be encouraged to give spoken personal responses to literary texts read and viewed as a preliminary stage to review writing.

It is important at this stage that students learn about books that peers have enjoyed, through discussion and sharing sessions.

All activities need to be purposeful and directly related to a particular text so that students develop the ability to accurately inform their audience about a text and develop critical skills to give judgements based on their understanding.

To help students develop these skills and literary awareness requires teacher modelling, feedback and the use of visual texts such as illustrations and diagrams.

Structure

Students should focus on developing the context stage and text description stage of a review where they give a brief summary of the main events and introduce characters.

Content







Students need clear guidelines to assist them to reflect upon texts that have been read/viewed in shared or independent reading. Students can only write about a book if they have developed a language that enables them to do this, so technical language about books and a language of assessment and appraisal needs to be modelled and developed by the teacher. Students should also focus on the role of visual images in written texts.

Links with Other Key Learning Areas

Response texts inform about and evaluate other texts viewed or read. Students write response texts in Creative and Practical Arts.








Grammar Focus

This should be based on grammar features such as:

-  using reported speech;
-  using relating verbs, eg *'This book is about ...'*, action verbs, saying verbs, thinking verbs;
-  using simple present tense, only changing to past tense if novel has a historical setting;
-  using temporal sequencing of events in the text description stage when summarising key events;
-  using persuasive language in judgement stage, by varying degrees of modality;
-  using noun groups such as 'the book', 'the film', with the characters in the book/film as theme (the beginning focus of the clause or sentence).

Grammar Terminology

Students at this stage will be using terms such as:

-  evaluative language;
-  reported speech;
-  noun, structure of noun group;
-  sentence;
-  theme of clause;
-  tense;
-  verb.

Spoken Responses

Personal response: Students should be given positive feedback after spoken responses have been presented. Visual support can be used to assist their presentations. Shared knowledge about books is vital to development of book knowledge, summary of events, character assessment, opinion and recommendation.

Written Responses

In Stage 2, students should be given pro formas with guided sentence beginnings to group information. The use of visual texts such as story maps or venn diagrams also assist students to organise, categorise and summarise what they know in useful ways.

Review: Joint and independent reviews will require careful preparation. Pro formas with guided sentence beginnings (themes) and other visual aids are important in developing student skills and understandings in Stage 2. Students need well-structured pro formas for the text description stage so they are assisted to select key events rather than attempt a more extensive retelling.

Stage 2 and Stage 3

ESL Teaching Notes: Response

ESL students will need to have a high degree of familiarity with literary texts in order to respond to them effectively. Therefore, teachers need to have engaged their students in focused studies of a range of narratives and poetry before introducing the notion of a response.



ESL students are focusing their attention on the *meaning* of the text. Response requires personal opinion and justification that draws on a wider vocabulary. The ability to respond to open-ended questions of *Why?* and *How?* is particularly difficult for the ESL learner.

Students working at about level 4 in the ESL scales are beginning to use English to express opinions about literature and start to describe literary features. It is important that ESL students understand that formulating personal opinion and critical thinking are highly valued and essential skills required in the Australian education system.

It is essential that the text an ESL student is being asked to respond to is fully understood by that student and that the text is at an appropriate reading level. Ensure that the vocabulary and content of the text have been studied. ESL students are able to successfully respond to texts when supported by model texts with sentence beginnings and by discussion at the student's instructional level.



Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2






-  Use ESL teaching notes for Narrative (p 206). It is essential for students to be familiar with the text they are responding to.
-  Use simple questions, accompanied by clues from the text, to ask students about their response to the text.

Reading and Writing *Teaching points to consider*

ESL Scales levels: Reading and Responding, Writing 1, 2

-  The focus at these levels is on activities that teach the vocabulary in the text rather than about the text. Retelling would be the first aspect of response that would be attempted. The retellings produced by students at these levels usually use the vocabulary they have just learnt. Summarising using new vocabulary is too demanding linguistically for students working at levels 1 and 2.
-  Ask students to locate words or word groups in the text related to particular aspects such as names of characters, setting etc.

ESL Scales levels: Reading and Responding, Writing 3, 4, 5

-  Students who are literate in their first language may have sophisticated responses to texts they read in their first language. These texts will be at a more suitable cognitive level than texts the student will be able to read confidently in English. Use a pro forma with simple questions for the student to respond to in their first language and then ask the student if they can transfer some of the responses into English. The teacher could rephrase and scribe the responses.
-  Try to use books that students can relate to their own experiences, including other literary experiences.
-  Have students review a story that they have jointly constructed, or a shared book experience.
-  Have students jointly construct several simple reviews before they attempt independent writing.
-  Provide models with sentence beginnings to guide independent writing.

Stage 2

TALKING AND LISTENING

Response

Outcomes

- TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.
- TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.
- TS2.3 Identifies the effect of purpose and audience on spoken texts and distinguishes between different varieties of English.
- TS2.4 Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts.

Indicators

- offers opinions about films or stories read aloud
- recognises the main organisational structures of spoken text types, eg response/review
- responds to different viewpoints in a discussion.

Learning Experiences

- After listening to an oral review of a text they are familiar with, have students discuss the features of the review, eg *what was of particular interest to them, what made them take notice and whether there was other information they would like to have had included.*
- Ask students to identify the stages of the review they have listened to.
- After listening to a story or poem or watching a film or video, discuss with a partner and together decide what it was about, who it would appeal to and why, what they particularly liked about the choices made by the writer and other reactions. Prepare and present an oral presentation by the class based on this discussion.
- Have 'sharing sessions' in which books are brought from home on a particular topic and shared with a group of class members. Each student has to contribute by relating their choice to the topic and discussing aspects of the text and their opinion of why it is a good read.
- Separate the class into several groups that are for or against an issue, eg *'This children's horror story would be good/bad for children under Year 3'*. Have students join a group which has taken a particular point of view about a book heard or film viewed and within that group find as many examples from the text to justify the group point of view. Have groups report back to class, combining their ideas for both sides and discussing how well the evidence supported the arguments.
- After they read or view a text, have students prepare an oral book/film review in which they develop context and text Description stages and focus briefly on the judgement.
- Invite an author, poet or playwright with appeal to a particular class or group. Brainstorm questions to ask an author in preparation for a visit.
- Give students the opportunity to listen to authors discuss their work both before and after students have read examples of these, to widen their understandings of aspects of writing such as the author's voice, theme, context of the author's life.
- Have students conduct interviews after reading a text where they ask another reader a set of guided questions, eg *'Was there anything you liked about this book?', 'Was there anything that you disliked?', 'Was there anything that puzzled you?'*

Stage 2

READING

Response

Outcomes

- RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.
- RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.
- RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.
- RS2.8 Discusses the text structure of a range of text types and those grammatical features that are characteristic of those text types.

Indicators

- identifies elements such as main characters, setting and events in a variety of literary texts
- recognises different styles of favourite authors
- refers to the author and illustrator of a book, commenting on other books produced by them
- recognises different types of stories, films and videos, television.

Learning Experiences

- After reading, provide pro formas with headings such as ‘character’, ‘gender’, ‘culture’, ‘actions’. Have students consider the ways various groups of people, eg *males, females, different cultural groups*, may be presented in texts and encourage them to use this as part of their criteria when reviewing a text.
- After reading two or more book reviews, have students identify common information found in the reviews to include in a book review, eg *type of book, author, length, subject matter, setting, story, main characters, incident, language, reader’s reaction*.
- Have students read a review. Using different marking techniques, eg *underlining in different colours*, students highlight which parts of the review could be fact and which are the writer’s opinion.
- Have students collect and read books for class display on a common theme, eg *growing up, leaving home*.
- Have students complete author studies by considering the variety of texts written by one author that appeal to a particular age group or class. Share books and brainstorm questions for research about the author.
- Give students opportunities to engage in group reading conferences with set questions about books they have read, eg *‘Why did a particular character act in a certain way?’*, *‘What else could they have done?’*, *‘Could this story have really happened?’*, *‘Are the characters believable?’*, *‘How did you feel about the ending?’*.
- Give students review texts to read. The teacher may need to write some of these. Focus on media reviews of films, books, and television programs. Make a review file that can be added to regularly.
- Focus on words that evaluate book, film or video.
- Focus on how information about events and characters is summarised in a few sentences.

Stage 2	WRITING	Response
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Outcomes

- WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.
- WS2.10 Produces texts clearly, effectively and accurately using the sentence structure, grammatical features and punctuation conventions of the text type.
- WS2.11 Uses knowledge of letter–sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.
- WS2.12 Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.
- WS2.13 Discusses how own texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes.
- WS2.14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.

Indicators

- gives more detailed responses to short stories, TV programs
- recognises and discusses the organisational structure of literary reviews.

Learning Experiences

- Jointly construct reviews using organisers and questions such as ‘Context’, eg *Title?, Author?, Setting?*, ‘Text’, eg *‘Who are the main characters?’*, *‘What are they like?’*, *‘What is a key event/incident in the novel?’*, ‘Opinion’, eg *‘What is your opinion of novel?’*, *‘To whom would you recommend it?’*.
- Give students models of reviews to read. Cut these into stages and ask students to rearrange them. Ask them to give reasons for their ordering of the stages.
- Using a pro forma, students independently construct reviews and responses to literature. Encourage students to use evaluative language.
- Circulate students’ reviews in other classes.
- Compile a class book of reviews that students can refer to before choosing a book to read.
- Have students respond to literary texts by writing in journals or keeping reading logs using headings, eg *title, author, characters, story, illustrations, favourite phrases*.
- Watch the trailer for a children’s video and have students discuss the types of comments made and the language used. Record some of the phrases on the board. Have students write their own ‘film trailer script’ for the film of a story they know well.
- Make a list for class display of all the words that could describe a novel, eg *funny, suitable, entertaining, interesting, amusing, sad, enjoyable, popular, commendable, fun, unlikely, believable*, and draw on these when writing a review.
- Give sentence beginnings to guide students in writing reviews, eg *‘This author often writes stories about ...’*, *‘The main characters in this story ...’*, *‘The novel begins ...’*.
- Have students develop their awareness of language used in texts to develop their understanding for writing response and review by studying word families, eg *descriptive words that end with ‘ful’*, and grouping words that sound or look alike and have common letter patterns.



Modules

Stage 3

Teaching English

Recount	p 287
Narrative	p 297
Procedure	p 307
Information Report	p 317
Explanation	p 325
Discussion	p 335
Exposition	p 345
Description	p 355
Poetry	p 365
Response	p 371

Teaching English: Stage 3

In Stage 3, students have generally become independent readers and writers, and are using their knowledge and skills to expand their use of spoken and written language. Teachers should also refer to the Teaching English sections in the previous stages.

Talking and Listening

Teachers should provide opportunities for students to:

- ✎ present spoken texts to different audiences;
- ✎ develop skills in presentation with a greater emphasis on preparing, rehearsing and presenting spoken texts with prepared materials;
- ✎ engage with oral texts such as exposition and use the language of persuasion to argue points of view;
- ✎ use spoken instructions that are accurate and clear;
- ✎ be more discerning in their expression and choice of vocabulary;
- ✎ participate in discussions in which they are influenced by and attempt to influence others, considering different points of view and evaluating them;
- ✎ recount incidents and events from another point of view or historical perspective;
- ✎ engage in poetry and drama activities;
- ✎ present information reports that maintain audience interest as well as being informative and well-constructed;
- ✎ participate in public speaking and the rehearsal and presentation of scripted drama;
- ✎ work in pairs and groups so that students can experience, learn and practise the use of spoken language and the need to listen as much as speak to negotiate, solve problems, test hypotheses, present opinions, support statements and justify viewpoints, elicit and respond to the views of others, use questions effectively, clarify ideas, elaborate on ideas, reflect on learning and reflect on own language use;
- ✎ identify how listeners are influenced, persuaded and even manipulated by the ways texts are structured.

Additional points to consider:

- ✎ when interacting with ESL students, use repetition, simplification and paraphrasing, and allow the student time to process the language;
- ✎ during extended teacher talk involving ESL students, remember that a small lapse in understanding can result in the students losing the thread entirely;
- ✎ be aware that ESL students may miss some specific details because of lack of 'depth' or language, eg *vocabulary, lack of understanding of complex structures and relationships (problem/solution, compare/contrast)*.

Reading









Stage 3 readers should consolidate all Stage 2 reading strategies. Additionally, teachers should provide opportunities for students to:

- ✎ read aloud in formal recitations and when presenting research or Readers Theatre;
- ✎ prepare before the oral reading is given;
- ✎ keep reading logs to contain information about reading conferences and planning for other text-related work.

Writing




Students in Stage 3 are consolidating their ability to write a wide variety of text types and use all of the strategies outlined in Stage 2 in their understanding about organising information and using appropriate language structures and features.

Teachers need to provide opportunities for students to:

-  design and use a personal checklist or guide for proofreading a piece of writing or for editing a particular text type when checking their own or others' completed texts;
-  rearrange sections of text to improve organisation of ideas if found to be necessary after editing a particular text type;
-  use arrows, colour coding, asterisks when cutting and pasting to edit text;
-  record comments after conferencing for inclusion in personal checklist or writing log and to refer to these in future writing, editing and proofreading sessions;
-  edit peers' writing with specific and constructive comments about the organisational structure in the texts, identifying ways to include or improve a particular stage if necessary;
-  proofread work as a double-check for incomplete sentences, spelling and punctuation errors;
-  keep a writing log, which could include titles of work and, when drafted, redrafted and so on, text types explored, themes explored, sources for ideas, responses to writing, planning for future writing, pro formas;
-  keep folios of writing, including drafts with student and teacher comments.








Handwriting

Teachers should provide opportunities for students to:

-  write in a flowing, legible NSW Foundation Style using its movements, letter formations and ways of linking;
-  continue to develop good posture and pencil grip;
-  explore and experiment with different styles, size of font and layout in published work for particular effects.

Word Processing

Teachers should provide opportunities for students to:

-  interpret Internet or computer texts and graphics;
-  create texts that incorporate appropriate graphics or tables where applicable;
-  use a word processing program to help design a particular publication, for example, a newsletter, where formatting decisions need to be made;
-  locate and use spell check and thesaurus effectively;
-  vary size, style and font to suit particular purpose and appeal to their audience;
-  add graphics;
-  locate and use columns or borders when appropriate.

Spelling

Most students will need to consolidate aspects of spelling from earlier stages. By Stage 3, students should consistently make informed attempts at spelling by using a multi-strategy approach.

Teachers should provide opportunities for students to:

- ✎ draw upon wide graphological, phonological, grammatical and semantic knowledge;
- ✎ develop and use understandings of word usage, derivations and meanings;
- ✎ develop and use visual strategies such as recognition of common letter patterns and unusual letter patterns such as silent letters;
- ✎ develop and use knowledge of word parts such as root words, prefixes, suffixes and compound words;
- ✎ use a variety of techniques to attempt corrections including checking an authoritative source such as a dictionary or computer spell check, applying generalisations or spelling rules, asking someone else;
- ✎ decode and spell more technical and subject-specific words;
- ✎ explore etymology (ie the study of the changes in words over a long period of time);
- ✎ explore word forms such as ‘tion’ words which appear as nouns;
- ✎ explore the combination of whole words and parts of words to form other meanings, eg *smog* is a combination of ‘smoke’ and ‘fog’;
- ✎ explore the language of advertising and discuss why spelling is often changed to suit a purpose, eg *light – lite, easy – ezy*.

Grammar

In Stage 3, both literary and factual texts provide opportunities for students to explore and learn about ways of ordering ideas in texts.

Teachers should provide opportunities for students to:

- ✎ create flow charts that indicate word chains;
- ✎ create matrices that indicate synonyms and antonyms and explore ways of using these in their own writing;
- ✎ create flow charts that indicate reference links;
- ✎ create sculptures or fluid sculptures for the verbs or verb groups;
- ✎ create storyboards to explore the active/passive voice by drawing who does what to whom;
- ✎ construct cloze to explore the nouns, verbs, adjectives, conjunctions and connectives in a text;
- ✎ use role-play to explore patterns of modality;
- ✎ use Hot Seat activities to explore mood patterns of statement and question;
- ✎ use flow charts to indicate patterns of causality and agency.

Stage 3 Overview of Outcomes

Talking and Listening

Talking and Listening

TS3.1

Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.

Skills and Strategies

TS3.2

Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.

Context and Text

TS3.3

Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts.

Language Structures and Features

TS3.4

Evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features.

Reading

Reading and Viewing Texts

RS3.5

Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.

Skills and Strategies

RS3.6

Uses a comprehensive range of skills and strategies appropriate to the type of text being read.

Context and Text

RS3.7

Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.

Language Structures and Features

RS3.8

Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts.

Writing

Producing Texts

WS3.9

Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.

Skills and Strategies

Grammar and Punctuation

WS3.10

Uses knowledge of sentence structure, grammar and punctuation to edit own writing.

Spelling

WS31.11

Spells most common words accurately and uses a range of strategies to spell unfamiliar words.

Handwriting and Computer Technology

WS3.12

Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways.

Context and Text

WS3.13

Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.

Language Structures and Features

WS3.14

Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts.

Recount

General Features of Recount

Social Purpose

Recounts 'tell what happened'. The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of the literary or story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by the narrator about the events.

Structure

Recounts are organised to include:

- ✍ an orientation providing information about 'who', 'where' and 'when';
- ✍ a record of events usually recounted in chronological order;
- ✍ personal comments and/or evaluative remarks, which are interspersed throughout the record of events;
- ✍ a reorientation, which 'rounds off' the sequence of events.

Grammar

Common grammatical patterns of a recount include:

- ✍ use of nouns and pronouns to identify people, animals or things involved;
- ✍ use of action verbs to refer to events;
- ✍ use of past tense to locate events in relation to speaker's or writer's time;
- ✍ use of conjunctions and time connectives to sequence the events;
- ✍ use of adverbs and adverbial phrases to indicate place and time;
- ✍ use of adjectives to describe nouns.

Recount

Teaching Notes: Stage 3

In Stage 3, students should be encouraged to develop personal experience recounts that experiment with the ordering of events, eg *flashback technique*, but the main focus will be on factual recounts of greater length. Further development of research skills should be incorporated through using a range of print and technological resources that are supported by various guidelines and scaffolding techniques. Students should be using and understanding technical language appropriate for the content of their recount. Students should be encouraged to develop a critical orientation to the content of recounts by examining how language is used to describe people and events, particularly in historical, biographical and autobiographical recounts. Students should be encouraged to evaluate how helpful visual texts, such as maps and diagrams, are in understanding a recount. They should be encouraged to identify whether they add to the information in the text or whether they present new information.



Structure

Students should work with and construct extended recounts with well-developed orientation, record of events and reorientation stages. In factual recounts the orientation may need to include background information, which is essential to understanding the events, eg *the orientation of a recount about a journey of exploration in Antarctica should include information about why people thought it important to explore such places and about the climate in the area. A critical perspective may take account of how exploration can damage the environment.*





Content

The content will be mainly factual. Students will need to undertake extensive research using pro formas and charts for building up notes.

Links with Other Key Learning Areas






-  Science and Technology: investigating a particular technological innovation or scientific discovery, students write a recount as if they were the person.
-  Human Society and Its Environment: in a case study about a country in Asia or the Pacific, recount a day in the life of a person who lives in that country.

Grammar Focus

-  Use of clearly structured sentences with a focus on what information is included at the beginning, eg *the first journey to Antarctica ... , the second journey to Antarctica*
-  Complexity of sentence structure to construct complex meanings.
-  Use of longer noun groups to build description.
-  Use of a variety of action verbs, eg *synonyms, near synonyms, antonyms*, which form word chains.

Grammar Terminology

Students at this stage should be using terms such as:

-  word chains, eg *synonyms, antonyms, repetition, collocations*;
-  structure of sentence, eg *compound and complex*;
-  structure of clause: subject, verb, indirect object, object (syntax); doer, action, done-to, receiver (meaning);
-  theme of clause;
-  structure of noun group.

Spoken Recounts

Teachers can model ways of experimenting with the timeline of events in story recounts by reading examples to students. Students should be encouraged to plan spoken recounts of personal experience on the basis of such models. They can, for example, use a 'flashback' technique in planning a recount of personal experience. Spoken factual recounts need to be carefully planned. The same sequence of events can be told from different points of view when students have become very familiar with the events and the personalities of those involved in them.

Written Recounts





Students should be encouraged to write a wide range of factual recounts including biographical ones. Research skills should be further developed so students can research information independently. Students should include carefully selected visual texts and be able to comment on the role of such material in helping readers to better understand the recount. Written recounts of personal experience can also explore different time sequences for the events and be written from different points of view. Students may work in small groups or independently to create more complex recounts. Students should be encouraged to publish recounts that can be read by other classes. Students can ask readers to respond to their published texts. They can develop guideline questions for the responses.

Stage 2 and Stage 3



ESL Teaching Notes: Recount

Talking and Listening *Teaching points to consider*




ESL Scales levels: Oral Interaction 1, 2

-  Use shared experiences as basis for recounts initially.
-  Encourage students to recount orally a school experience.
-  Provide supportive questions to allow students to complete the recount.
-  Jointly construct oral recounts. Emphasise who, what, where and when. ESL students might need to listen only.

ESL Scales levels: Oral Interaction 3, 4, 5





-  Provide a structure for students to refer to for oral recounts, eg *a chart with questions, Who? What? When? Where?, Event 1, Event 2.*
-  Encourage students to give a recount about experiences that did not involve all class members. Ensure students have opportunities to practise beforehand and to ask for specific vocabulary items they will need to use.

ESL Scales levels: Oral Interaction 6, 7, 8

-  Provide criteria as guide for planning, delivery and evaluation of oral recount.
-  Allow for rehearsal time. Ensure ESL learners have a supportive group.
-  Explicitly teach appropriate opening and closing address for a variety of audiences, eg *sports report at assembly, accident report to the principal.*

Reading and Writing *Teaching points to consider*

ESL Scales levels: Reading and Responding 1, 2 Writing 1, 2

-  Encourage students to write recounts of shared experiences in their first language. If possible, have them translated to use for activities.
-  Construct cloze based on joint construction of a simple recount, deleting nouns (to focus on who or what was involved) or verbs (to focus on the action that took place).
-  Collate students' own recounts to provide reference of vocabulary and examples of text type.
-  Arrange for students to use a camera or video camera to document a school event, excursion, day in the life of. Use photographs or video to jointly construct a recount.

**ESL Scales levels: Reading and Responding 3, 4, 5
Writing 3, 4, 5**

- ✎ Practise building sentences for recounts, focusing on who, what, when and where.
- ✎ Use a recount of a known topic as the basis for a jumbled text. Ask students to reorder the text. Discuss language features that gave them clues, eg *time connectives*, *use of pronouns*, *topic knowledge*.
- ✎ Provide models of historical recounts for identifying grammatical features, eg *conjunctions of time*.
- ✎ Construct cloze to focus on common conjunctions, connectives and past tense verbs; a bank of these words can be built up through repeated recount events.
- ✎ Build up a bank of past and present tense verbs by collating students' recounts.

**ESL Scales levels: Reading and Responding 3, 4, 5
Writing 3, 4, 5**

- ✎ Practise building sentences for recounts, focusing on who, what, when and where.
- ✎ Use a recount of a known topic as the basis for a jumbled text. Ask students to reorder the text. Discuss language features that gave them clues, eg *time connectives*, *use of pronouns*, *topic knowledge*.
- ✎ Provide models of historical recounts for identifying linguistic features, eg *conjunctions of time*.
- ✎ Construct cloze to focus on common conjunctions, connectives and past tense verbs; a bank of these words can be built up through repeated recount events.
- ✎ Build up a bank of past and present tense verbs by collating students' recounts.

**ESL Scales levels: Reading and Responding 6, 7
Writing 6, 7**

- ✎ Use a historical recount as the basis for constructing a timeline of a person's life. Use the dates supplied in the text. Make explicit the different ways time can be represented.
- ✎ Jointly construct a checklist for editing a recount. Keep it displayed for students to refer to. Provide examples of each type of edit.
- ✎ Compare the orientation of two different historical recounts, locating the way in which the Who? What? When? and Where? information is provided in the texts.

Factual Recount: Stage 3

Text Structure

The History of Electronic Communication

Orientation introduces background information

In the past people used different ways to communicate over long distances, such as smoke signals, drums and flags. Inventions such as the telephone, radio and television made communication over greater distances possible.

Statement of significance

In 1837, Samuel Morse invented a system that transmitted sound pulses through a wire. These sounds were sent and received by an operator who knew the special Morse code. This allowed communication over long distances.

Record of events

On 10 March 1876, Alexander Graham Bell invented the first telephone. A human voice was sent along a wire using magnets and an electric current. He spoke to his friend and fellow inventor, Thomas Watson, who was in another room.

Guglielmo Marconi discovered a way of sending and receiving radio waves at the turn of the century. In 1901 he amazed the world by sending a radio message across the Atlantic Ocean. Radio became a vital part of world communication, especially for ships and planes.

In the 1930s the first televisions were built. This was the first time that sound and pictures were transmitted together. Colour television was developed in the 1950s.

During this century many more forms of technology have been invented that allow people to communicate over long distances and even keep a record of that communication. Fax machines send printed information anywhere in the world. In the future, new technology will continue to make long distance electronic communication even faster and more efficient.

Language Features

Use of word families and chains to build topic information, eg smoke signals, drums, telephone, radios

Use of adverbial phrases telling 'when' to sequence events in time, eg In 1837, on 10 March 1876; use of these as beginning focus (theme) of clauses

Use of technical terms, eg sound pulses

Use of action verbs, eg invented, sent

Use of passive voice, eg 'by an operator' is the doer of 'sent'

Use of noun groups, eg a human voice

Use of passive voice allows writer to omit 'doer' of action, eg These sounds were sent and received by an operator

Use of abstract words, eg television, communication, information

Stage 3

TALKING AND LISTENING

Recount

Outcomes

- TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.
- TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.
- TS3.3 Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts.
- TS3.4 Evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features.

Indicators

- *listens to and notes key ideas and information from a range of sustained recount texts on challenging ideas and topics*
- *prepares a spoken presentation considering the needs of a familiar audience such as predicting questions and planning answers*
- *rehearses and tells a recount to peers or younger children using approaches to engage the listener*
- *identifies and uses the main organisational structure and key language features of spoken recount*
- *focuses on biographical and autobiographical details.*

Learning Experiences

- Remind students about the different social purposes of literary and factual recounts.
- Have students retell succinctly events and incidents that are heard, seen or read, using recount organisational structure.
- Encourage students to use appropriate terminology for talking about recounts, eg *orientation, record of events*.
- Have students listen to a range of recounts, eg *peers or guest speakers describe a significant event; historical recounts of famous explorers; autobiographies of sportspeople*. Record information on pro formas, eg *who? when? what happened?*
- Ask students to use gesture, tone of voice, facial expressions, sound effects, music and other visual elements to enhance meaning in spoken recounts, eg *when recounting exciting or frightening events*.
- Ask students to prepare, rehearse and modify a presentation about a school activity, choosing events/items that would interest the audience and deleting those that may be seen as repetitive or unnecessary. Use photographs or other visual texts to enhance the presentation.
- Encourage students to recognise spoken recounts in a range of situations, eg *at assembly*. Identify the general purpose of recounts as retelling events, as well as the specific purpose of each type of recount.
- Have students recount a school experience to a variety of audiences, adjusting voice, body language and choice of words according to situation, eg *to peers, principal, parents and teacher*.
- Encourage students to research topics for imaginary and biographical recounts.
- Have students improvise a short drama based on a familiar recount.

Stage 3

READING

Recount

Outcomes

- RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.
- RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read.
- RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.
- RS3.8 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts.

Indicators

- *identifies how people from different minority groups, or people in particular roles are represented in texts and whether these representations are accurate or fair*
- *identifies and discusses how the reader is being influenced by the writer, eg use of bias, imagery, emotive language*
- *identifies language features specific to different types of recounts, eg historical, media, biographical*
- *extracts information from a media or written recount using key questions set by the teacher or self.*

Learning Experiences

- Read to students a variety of biographical and historical recounts.
- Read historical recounts and investigate roles of men and women. Identify gender stereotyping. Consider who is performing different tasks and who is included/excluded. Are recounts mainly by or about well-known people? Why might this be so? Is there a place for other authors?
- Ask students to use text clues, eg *patterns of dialogue, narrator's voice, positioning of reader*, to identify the narrator of a recount text. Consider the events from different points of view, eg *recollection of events in historical recount*.
- Have students read recounts and find examples of language that indicate point of view, eg *list evidence to support excursion recount written by a teacher and compare it with a recount written by a student*.
- Encourage students to form opinions about events/characters in a recount, and justify with reference to the text, eg *emotive language, exaggeration, excluded information, large time gap between events in biography*. Consider the author's purpose in using these strategies.
- Have students use knowledge of recount organisation language features to scan texts for information, eg *who, what, when and where in orientation, time connectives to indicate new events*.
- Ask students to compare recounts on the same topic by different authors. List similarities and differences, and consider possible reasons for this, eg *different publication date, different audience, inadequate research, cultural/social/gender stereotyping and bias*.
- Have students read a variety of recounts and identify purpose and possible audiences. Compile information into a table for use as a class reference.
- Identify information in recounts, eg *historical recounts — war propaganda, victor vs victim's perspective*.
- Have students critically examine recounts for use of visual texts. Does the visual text reinforce/extend/confuse meaning of recount? What additional visual resources would assist the text's purpose?
- Have students read an autobiography/biography of an author as part of an author study. Identify significant events in the author's life and discuss how these may have influenced the author's writing.
- Divide students into small groups and develop a timeline from a recount such as a newspaper article or autobiography. Discuss how some events are not given in time order in all recounts.

Stage 3

WRITING

Recount

Outcomes

- WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.
- WS3.10 Uses knowledge of structure, grammar and punctuation to edit own writing.
- WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.
- WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in variety of ways.
- WS3.13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.
- WS3.14 Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts.

Indicators

- responds to recounts in more varied ways, eg creating epilogues, prologues, book reviews/reports, character analysis
- writes detailed descriptions using imagery
- writes research accounts, eg historical, biographical, recording information from at least one source before writing.

Learning Experiences

- Research information for recounts with historical and biographical topics.
- Have students use a timeline as the basis for writing an historical recount, eg *an explorer's journey*.
- Have students write a recount in the form of a diary, after researching topic, eg *sea log of a journey to Australia*.
- Have students research and collect information from a variety of sources to construct a biographical recount, eg *sportsperson, explorer, artist*.
- Provide a pro forma for students to use to collect information about a series of events with questions such as, When did it happen? What happened? Ask students to use this to write a factual recount, eg *landing on the moon*.
- Jointly construct the change in a literary recount from first to third person, or third to first person. Discuss the effect these changes make to the reader's understanding of the events.
- Compile a class list/poster of all the different types of recounts that students encounter and the purpose for which they were written.
- Jointly construct a factual recount of a class excursion. Individual/small groups of students develop the recount by adding in words/phrases to describe people, events, locations, time, in more detail.
- Encourage students to identify information required for their intended audience when writing a recount. Discuss the different needs of other possible audiences, eg *a recount of a class performance for peers or school newsletter*.
- Divide students into small groups. Provide students with a set of five to ten events. Have students jointly construct a recount by sequencing the events and adding detail, eg *descriptive language for setting and characters and time connectives*. Compare and discuss the written recounts of each group.
- Point out the purposes of visual texts in recounts, eg *to provide additional information to show what something is like; a summary of information*. Have individual students identify the purpose of the visual text included in their own recounts.
- Have students select key events in a recount and create a visual text to enhance these.

Narrative

General Features of Narrative

Social Purpose

Narratives construct a pattern of events with a problematic and/or unexpected outcome that entertains and instructs the reader or listener. Narratives entertain because they deal with the unusual and unexpected development of events. They instruct because they teach readers and listeners that problems should be confronted, and attempts made to resolve them. Narratives incorporate patterns of behaviour that are generally highly valued.

Structure

Narratives are usually organised to include:

- ✎ Orientation — this stage ‘alerts’ the listener and/or reader to what is to follow, usually by introducing the main character/s in a setting of time and place.
- ✎ Complication — in this stage a sequence of events, which may begin in a usual pattern, is disrupted or changed in some way so that the pattern of events becomes a problem for one or more of the characters, eg *a visit to a deserted house becomes a serious problem for the narrator when he finds himself locked in a house where there is no handle to the door*. The events are evaluated by the character/s, thus making it clear to the reader/listener that a crisis has developed, eg *‘I was terrified when the door slammed shut. How was I going to get out? There was no handle on the inside and nobody knew where I was. My heart was racing and I felt sick with fear as I banged on the door’*.
- ✎ Resolution — the problems of the complication are resolved or attempted to be resolved in the resolution. A pattern of normalcy is restored to the events, but the main character/s has changed as a consequence of the experience.
- ✎ Coda — this stage is optional. It makes explicit how the character/s has changed and what has been learned from the experience.

Grammar

Common grammatical features of narrative texts include:

- ✎ use of particular nouns to refer to or describe the particular people, animals and things that the story is about;
- ✎ use of adjectives to build noun groups to describe the people, animals or things in the story;
- ✎ use of time connectives and conjunctions to sequence events through time;
- ✎ use of adverbs and adverbial phrases to locate the particular incidents or events;
- ✎ use of past tense action verbs to indicate the actions in a narrative;
- ✎ use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

Narrative

Teaching Notes: Stage 3

In Stage 3, students should be encouraged to explore the themes and issues that authors deal with through the content of narratives. This exploration should include narratives from other cultures. Students should become aware of how writers 'position' readers to regard issues and themes in particular ways through the language they use to portray characters and events. The way dialogue is constructed is crucial in developing the personalities of characters. Students should be encouraged to explore how 'point of view' is established in a narrative and how the narrative can be substantially changed by telling or writing it from the point of view of another character. These approaches will help students develop a critical orientation to narrative texts so that they are not taken at 'face value' but questioned and challenged by students. Students should also be encouraged to explore narrative writing for dramatic performance.



Structure

Students should be encouraged to read and develop longer, well-structured narratives. They should learn how writers 'position' readers through thinking and feeling verbs, and the use of evaluative language to 'read' issues and themes emerging from the content of a narrative. Students should be encouraged to experiment with different techniques for writing narratives, eg *changing point of view in different stages of the narrative; experimenting with different ways of organising the time sequence of events*. These approaches to narrative writing are challenging and students will be best assisted if they approach them first through models and jointly constructed texts that have been carefully planned and researched. Students should be encouraged to write familiar narratives as drama scripts for performance. Again, jointly constructed texts will help students to work successfully with this approach. Students should be encouraged to reflect on techniques they have used to achieve goals. Students should also be encouraged to assess their use of the narrative structure in their own writing.

Content

Students should be encouraged to read, view and write narratives in a range of fields. They should be encouraged to explore the fields of narratives from a range of cultures and to consider how they help us learn about the values of different cultures. Researching new content areas will still be an important aspect of preparation for narrative writing.

Links with Other Key Learning Areas

-  Human Society and Its Environment: narratives based on oral histories of people giving accounts of their migration to Australia.
-  Creative and Practical Arts: identifying the narrative structure applied in a piece of drama.

Grammar Focus

- ✎ Using word chains.
- ✎ Using conjunctions and connectives to reorder events and create causal relationships between events, eg *so, because, consequently*.
- ✎ Using the structure of the noun group to build descriptions, eg *She had long black hair; which reached halfway down her back*.
- ✎ Using metaphors, idiom and personification in descriptions, eg *She was a tower of strength (idiom); The warm rays of the sun stroked her face (personification)*.
- ✎ Using complex sentences to build relationships of time, place, reason, manner, condition between the events of clauses, eg *When she was alone in the house she heard a strange, creaking noise behind her; They decided to take shelter in the deserted house because the rain and hailstones were so heavy; If she could make somebody hear her by banging on the door she might have a chance of getting out of the room*.
- ✎ Changing the beginning focus of the clause, eg *Behind her she heard a strange creaking noise; She heard a strange creaking noise behind her*.

Grammar Terminology

Students at this stage should be using terms such as:

- ✎ word chains
- ✎ structure of sentence, eg *compound sentence, complex sentence*
- ✎ theme of the clause
- ✎ structure of clause, subject, verb, indirect object, object (syntax), doer, action, done to, receiver (meaning)
- ✎ structure of noun group
- ✎ metaphor
- ✎ idiom
- ✎ personification.

Spoken Narratives

Students should be encouraged to give dramatic readings of narratives they have written in script form or narratives written as plays. Students should be given ample time to rehearse presentations, which could be performed and/or recorded. Drawing on familiar experience, students may improvise spoken narratives about particular themes or issues.

Written Narratives







Students should be encouraged to experiment with narrative structure in prose writing and adapt written narratives for dramatic performance. Students need to read models of drama scripts before jointly constructing and independently writing such scripts. Students should be encouraged to write narratives that experiment with the ordering of events. They should also be encouraged to write about particular issues and themes in their narratives. Again, students should jointly construct narratives that make new demands on their writing abilities before writing them independently. Students should also be editing and assessing their work according to stated criteria. Students should be encouraged to publish narratives that can be read by other classes. Students can ask readers to make responses to the texts on the basis of guideline questions.

Stage 2 and Stage 3



ESL Teaching Notes: Narrative

Talking and Listening *Teaching points to consider*




ESL Scales levels: Oral Interaction 1, 2, 3

-  Use illustrated traditional fairy stories and well-known legends. Many of these will have universal appeal and will allow the students to utilise their cultural knowledge. Alternatively, use simple picture books with no text but that have a clear plot.
-  Match word orally to visual text of essential nouns in the narrative before reading or paraphrasing the narrative, eg *students might not know what a ballroom is*.
-  Paraphrase or simplify the narrative to a few basic sentences, some details can be omitted.
-  Transcribe the student's retelling of narrative, using as much as possible of the student's content words for reading and writing activities.
-  Act out narratives in small groups using props.
-  Use rhymes and chants with repetition and actions.

ESL Scales levels: Oral Interaction 3, 4, 5

-  Select predictable, visually well-supported narratives that are well within the student's understanding so oral discussion can move from meaning to the development of metalanguage (title, words, sentences, grammar, point of view).
-  Allow one-to-one situations for students to copy your intonation and pronunciation as they will now be attuned to the finer sounds of English.

ESL Scales levels: Oral Interaction 5, 6, 7, 8

-  Provide activities for small groups so students may 'try out' new vocabulary.
-  Focus on colloquialisms, metaphor and culturally specific humour in class discussion.
-  Provide activities focusing on building up noun groups orally, eg *a chair; an old chair; a rickety old chair*.

Reading and Writing *Teaching points to consider*

ESL Scales levels: Reading and Responding, Writing 1, 2, 3

- ✎ Use students' own transcripts of traditional stories and picture books. Often a student is not willing to read and write words they don't know orally. Use sequencing and cloze activities to focus on meaning (ie content words such as verbs and nouns only).
- ✎ Ask students to locate quoted speech in narratives. Show a range of ways quoted speech might be presented.
- ✎ Make up simple true and false (yes and no) statements based on their narratives, eg *The princess is a girl*.
- ✎ Make up simple phonological awareness activities based only on the words students know.
- ✎ Make speech bubbles next to characters, for students to recycle vocabulary.

ESL Scales levels: Reading and Responding, Writing 3, 4, 5

- ✎ After shared reading, involve students in a variety of oral activities; discussion is required before writing.
- ✎ Build word banks of synonyms expanding vocabulary; this is important as ESL students often only need one word to communicate a concept orally at school and then experience difficulty encountering synonyms in reading.
- ✎ Build word banks of action verbs and act out. Control amount of new vocabulary in a session (5 or 6 maximum), eg *ghostly verbs: tremble, shake, quake etc*.
- ✎ Focus on use of plurals.
- ✎ Highlight reference chains (who is speaking in a narrative, eg *he, Tom*) as ESL learners often have difficulty tracking the subject.

Narrative: Stage 3

Text Structure

The Fight

Language Features

Orientation gives a setting for events and introduces 'I' the narrator

Complication includes evaluation, eg I didn't mind this

Resolution

Coda

It all happened when I was walking home from school. Two kids from my class decided to pick on me. They started yelling stupid names like spazzo, pigface etc. I didn't mind this. I also didn't mind Kelly punching me in the shoulder. What I did mind was that Kelly kept me occupied while Matthew (better known as Roberts) rode my bike around the cul de sac of the street.

This was harmless. But, still riding, he kicked off my bag and jumped off the bike leaving it to fall. This made me sore. I gave in to my temper. When Matthew saw this he took off. So it was me and David Kelly to battle it out. I chased him around and around the street. When I finally caught up to him I threw punches galore.

Most of them missed. Kelly managed to escape and run home. I think I was the victor, but if I was, I don't think it was worth it.

Use of word chains to build topic information, eg pick on, yelling, punching, mind, didn't mind, chased, threw punches

Use of complex sentences, eg It all happened when I was walking home from school

Use of action verbs, eg walking, punching

Use of saying verbs, eg yelling

Use of thinking verbs, eg mind

Use of complex verbal group, eg started yelling

Use of conjunctions to build relations of time and cause between events, eg when, so

Use of past tense, eg chased, caught

Use of saying and thinking verbs to indicate what characters are thinking and feeling, an important aspect of narrative

Stage 3

TALKING AND LISTENING

Narrative

Outcomes

- TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.
- TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.
- TS3.3 Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts.
- TS3.4 Evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features.

Indicators

- *participates in group discussions dealing with more challenging issues in narrative texts*
- *signals a personal opinion about a narrative heard or read*
- *gives considered reasons for opinions and listens to those of others*
- *rehearses and tells a narrative to peers or younger children using approaches to engage the reader*
- *identifies and uses the main organisational structure and key language features of spoken narratives*
- *identifies themes in narratives such as good vs evil, strong vs weak*
- *identifies how the language of the text shapes attitudes to subject matter and character.*

Learning Experiences

- Have students research and discuss the purpose of narratives in different cultures. Discuss reasons for the importance of oral storytelling in cultures.
- Have students listen to stories from a variety of cultures and identify common themes. Discuss those themes that recur across cultural groups, and how they extend the purpose of narrative to include moral or cautionary elements.
- Discuss the effectiveness of a narrative's title after reading the text. Does the title reflect the story? Why might the author have chosen the title? What ideas does the title evoke? What effect does the title have on prospective audience for the text? Ask the students to suggest alternative titles.
- Identify the purposes of oral storytelling in different cultures and suggest possible reasons why some cultures value oral records more than others, eg *Aboriginal Dreaming stories*.
- After they have listened to oral narratives, have students discuss the effect of different saying verbs used by storytellers and authors. Identify information given by these verbs about characters, eg *I know the character didn't want to do it, because the author used the verb 'grumbled'*.
- Use oral cloze during shared reading or storytelling so that students may predict what might happen next in the story. Identify aspects of the story that have influenced predictions. After reading, consider how author is using or manipulating narrative organisation to create particular effects.
- Refer to narrative stages to provide assistance to peers planning an oral narrative, eg *'You need to include more detail about where the story takes place in your orientation.'*
- Invite authors to come and discuss/read their work. Have students identify the significant influences on the author, important beliefs, special interests and consider how these are reflected in their writing.
- Identify idioms used in narratives, eg *raining cats and dogs*, and brainstorm meanings. Discuss how the meaning and use of idioms vary between cultural and social groups.
- Retell narratives through drama, altering the mood of the story through voice, music and sound effects, eg *exaggerate a fairytale to have it appear as a melodrama*.
- Have students listen to repeated readings of a text to identify layers of meaning, eg *different character's point of view, language choices made to shape reader's opinions*.
- Have students improvise a short drama based on part of a familiar narrative. Give students time to practise their presentation.

Stage 3

READING

Narrative

Outcomes

- RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.
- RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read.
- RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.
- RS3.8 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts.

Indicators

- identifies ways in which texts appeal to certain readers and viewers
- compares the organisational structures of different types of narratives
- offers an opinion on aspects of narratives such as characters, ideas, themes, issues, setting, style and mood
- identifies language shaping the reader's attitude to subject matter and characters. Identifies metaphor, idiom, personification.

Learning Experiences

- Provide a variety of narratives, eg *science fiction, historical fiction*, for students to read in independent and shared and guided reading experiences. Discuss common themes and issues.
- Provide shared, guided and independent reading experiences for students to explore a variety of narratives.
- Read a variety of narratives including fables, myths, parables and consider the purpose of each text. Note that many narratives extend the purpose of entertainment to include moral or cautionary elements.
- Have students identify stereotypes and figures of authority or power in narratives. Have students examine strategies used by authors to create power in these characters, eg *descriptions of appearance and actions, use of symbols, reactions of other characters*.
- Have students investigate the organisation of time in narratives by creating a timeline for a narrative they have read. Discuss the effects of the author's choices, eg *flashback to explain a character's reactions, long periods of time summarised in a sentence or paragraph to keep story moving*.
- Point out narratives that manipulate the usual structure, eg *start with resolution, followed by flashback to events*. Discuss the effectiveness of different organisation.
- Have students compare the book and film versions of the same narrative by identifying similarities and differences in the setting, storyline and portrayal of characters. Identify different methods used to convey the story, eg *descriptive passages in book replaced with scary music, dim lighting in film*.
- Jointly construct a list of emotive language and exaggeration in a familiar narrative. Discuss the effects of these word choices, eg *elicit sympathy, increase tension, identify with a particular character*.
- In shared, guided and independent reading, have students read narratives that deviate from a simple narrative structure.
- Compare elements of the visual text such as cover, illustrations, title page in different versions of the same text, eg *old/new, different publishers*. Identify differences and discuss possible reasons for these, eg to update visual text, production cost. Justify the selection of the most effective version with reference to particular features of the visual text.
- Have students examine picture books in which the illustrations play a symbolic role or convey ideas not directly stated in the text. Discuss understandings of the story and interpretations of the images and identify how the visual text in picture books can allow for different levels of meaning.
- Give students a selection of picture story books to arrange in order of most realistic illustrations to least realistic illustrations. Encourage students to justify their choices and to discuss the effect of having highly realistic visuals in a picture book or how highly unrealistic visuals affect the meanings contained in a picture book.
- Have students, in small groups, read a short playscript and discuss interpretations. Small groups develop stage directions and descriptions of stage set, furniture and props needed. Have groups share interpretations and explain/justify choices by referring to script.
- Read a selection of Australian bush ballads and identify character similarities, eg *occupation, age, gender, nationality*. Discuss which groups are most/least represented and why.
- Encourage students to discuss the intended audiences for different narratives, eg *young children, boys, girls, teenagers*. Critically consider ways in which authors cater for intended audiences, eg *cute pictures/characters for young children, choice of subject matter for boys/girls*.

Stage 3

WRITING

Narrative

Outcomes

- WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.
- WS3.10 Uses knowledge of structure, grammar and punctuation to edit own writing.
- WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.
- WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in variety of ways.
- WS3.13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.
- WS3.14 Critically evaluates how own texts have been structured to achieve their purposes and discusses ways of related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts.

Indicators

- writes narratives that consider the interests and needs of potential readers such as avoiding terms that may be seen as sexist or racist
- experiments with usual structure
- uses a range of types of verbs, noun group.

Learning Experiences

- Encourage students to read a variety of narratives and discuss possible subjects for writing.
- Select a narrative to read to the class but do not read the resolution. Have students predict the outcomes for characters beyond the end of what they have heard. In pairs, students write the resolution for the narrative.
- Jointly construct sections of narratives to model how to achieve certain effects, or address identified areas of need, eg *incorporate dialogue, link narrative events to resolution, explore motivation of characters.*
- Have students in pairs locate verbs in a section of narrative text. Ask them to use different colours to highlight different kinds of verbs, eg *red-action verbs, green-thinking verbs, blue-saying verbs, yellow-relating verbs.* Discuss which kinds of verbs are used most frequently and the purpose of each group of verbs in narratives, eg *to tell what's happening, to tell what's going on in a character's mind.*
- Jointly construct an editing checklist for students' own narratives, eg *Does orientation include who/where? Do descriptions of characters/locations give a clear picture? Do all details enhance the narrative's purpose? Is dialogue included? Are characters' motivations explained?*
- Design a flow chart that illustrates the choices and decisions with which a character is faced in a particular narrative. Rewrite sections of the narrative that would change if the character had made different choices.
- Jointly construct narratives that deviate from a simple narrative structure so that there may be more than one orientation, complication or resolution.
- Have students locate connectives in excerpts from published narratives. Group connectives according to their purpose, eg *giving a cause, adding information, adding elements, making comparisons.* Use these to develop a class chart to be used as a writing resource.
- Jointly construct a narrative where the reader is positioned to regard the events and/or characters in particular ways.
- Have students jointly construct innovations on a short narrative. Ask them to change different aspects, eg *write a fairy tale in a modern setting, change age/gender/personality of character.* Provide opportunities for students to share these narratives with each other and encourage them to comment on the effect of the changes.
- Encourage students to consider potential audiences when planning a narrative, and include details that would appeal to, assist, interest these readers.
- Discuss the effect created by the visual text in narratives, eg *cover illustration, size and style of font for title.* Have students select different fonts, layout and graphics to publish their own narratives and describe the intended effects.
- Write a short narrative play for performance by small group, whole class. The script may be jointly constructed or written independently.

Procedure

General Features of Procedure

Social Purpose

Procedures tell how to do something. This might include instructions for how to carry out a task or play a game, directions for getting to a place, and rules of behaviour.

Structure

Procedures are usually organised to include:

- ✂ the goal of the activity;
- ✂ any materials needed to achieve the goal;
- ✂ steps to accomplish the goal.

Some procedures have optional stages such as explaining reasons for a step, providing alternative steps, giving cautions, or mentioning possible consequences. Directions, rules and spoken procedures will have a slightly different structure from those that give instructions to make something.

Grammar

Common grammatical patterns of a procedure include:

- ✂ the use of commands, eg *'put'*, *'don't mix'*;
- ✂ the use of action verbs, eg *'turn'*, *'pick up'*, *'don't run'*;
- ✂ the use of precise vocabulary, eg *'whisk'*, *'lukewarm'*;
- ✂ the use of adverbials to express details of time and place, manner, and so on, eg *'for five minutes'*, *'2 centimetres from the top'*, *'carefully'*.

Procedure

Teaching Notes: Stage 3

In Stage 3, students are often required to follow relatively difficult procedures. Not all will be able to do this without some explicit assistance in listening and reading for detail.

Structure

Students in Stage 3 will be dealing with more complex procedures, often involving more than one phase, eg *an investigation that requires a number of different stages to complete*. Some of the procedures will be quite lengthy, often with steps that include alternative steps, eg *'do this ... or this ...'*, or conditions, eg *'if you do this, this will happen'*. This requires students to make informed decisions. Some procedures will also contain optional stages such as background information, warnings, explanations, drawing of conclusions, eg *in a science investigation*.

Content

In Stage 3, many procedures will start to involve technical knowledge and abstract terms, eg *scientific investigations, instructions for using technology*.

Links with Other Key Learning Areas

- ✎ Personal Development, Health and Physical Education: eg instructions for constructing body charts, administering medication, handling appliances, chemicals and other household items.
- ✎ Creative and Practical Arts: eg instructions for doing silk screening.
- ✎ Science and Technology: eg instructions for carrying out own investigations such as procedures for organising a school assembly or class stall at a fete.
- ✎ Mathematics: eg instructions for doing a Mathematics task.
- ✎ Human Society and Its Environment: eg a simple management plan to care for a natural site of significance in the local area or Australia.

Grammar Focus

- ✎ Using the beginning of the clause to focus the readers' attention on important aspects, eg *actions, 'pull'; cautions, 'carefully'; points in time, 'after five minutes'*.
- ✎ The use of conditional forms to indicate potential problems or options in the procedure, eg *Tents are meant to be waterproof and if they aren't you should get some waterproof spray*.
- ✎ The inclusion of reasons for doing things, eg *The fly must be secure otherwise it might blow off, these loops are for putting the pegs in so that it stops the walls blowing in*.
- ✎ The use of various ways of giving a command, eg *The person standing should point out his arms level with his shoulders; When pitching a tent you must look for suitable ground; Will you look at me?*

Grammar Terminology

Students at this stage should be using terms such as:

- ✎ theme/beginning focus of clause;
- ✎ complex sentence, eg *two clauses related by conjunctions of condition, if ..., then ..., or purpose, so that ...* ;
- ✎ noun group (including adjectival phrases and adjectival/relative clauses for giving more detail);
- ✎ modality (including modal verbs).

Spoken Procedures

Students could role-play different scenarios in which different ways of giving commands would be used. When learning how to use computers and play computer games, students could discuss the usefulness of peer assistance, copying the actions of others, and drawing on prior knowledge when working out how to do an activity — at which point would they actually need to refer to instructions?

Written Procedures

Students could identify examples from model texts of the more demanding features of procedures outlined above. They could be asked which aspects of the text would cause difficulty for them in trying to carry out the procedure. Students might be asked to follow procedures that have been written poorly in order to emphasise the need to write clearly, concisely and in sufficient detail. Some students will still benefit from participating in joint constructions of procedures — either as a class or group. When writing their own procedures, they could anticipate points at which things could go wrong and include cautions for the reader.

Stage 2 and Stage 3

ESL Teaching Notes: Procedure

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2, 3

- ✎ Select objects to make that aid the development of basic vocabulary needed to communicate in the class, eg *making a kite involves cutting, gluing, ruling, tying and materials such as scissors, glue, ruler, string.*
- ✎ In a small group orally introduce the materials needed, then develop games around these materials, eg *picture bingo, concentration, what item is missing?*
- ✎ Develop a variety of oral-based games to introduce new verbs, eg *Simon/Simone Says.*
- ✎ Transcribe and scaffold the student's account of the procedure to use in reading and writing activities.
- ✎ Take note when a student starts to use prepositions in their talk as this indicates a readiness to focus on levels of English beyond basic content words. Prepositions are a feature of procedural text, eg *sit down, sit on the mat etc.*
- ✎ Use simple directions and instructions to which the student can respond physically.
- ✎ Provide support by using gestures, repetition and rephrasing of instructions.
- ✎ Encourage students to combine their instructions with gestures to communicate their meaning.

ESL Scales levels: Oral Interaction 3, 4, 5

- ✎ Focus students' attention on prepositions relevant to a particular procedure and act out the procedure.
- ✎ Play games where students have to follow increasingly difficult series of instructions. Focus students' attention on key words to listen for in a spoken text.
- ✎ Use short, routine instructions related to classroom procedure.
- ✎ Present instructions clearly, ie with clear steps, modelling of the task, logical sequencing of steps.
- ✎ Repeat instructions on a one-to-one basis as necessary.
- ✎ Explain the use of modality, eg *'could you ...?', 'would it be alright if ...?'* when asking for something to be done.

ESL Scales levels: Oral Interaction 5, 6, 7, 8

- ✎ When students are involved in procedures, ensure that they have some support in the physical context for them to refer to, eg *charts, other language models.*
- ✎ Set up activities where students have opportunities to use direction-giving and positional language.

Reading and Writing *Teaching points to consider***ESL Scales levels: Reading and Responding, Writing 1, 2, 3**

- ✎ Jointly construct a procedure. Develop cloze and sequencing activities focusing on content words, eg *nouns and verbs*, and ordinal numbers.
- ✎ Provide clear diagrams for students to construct a simple object and ask them to write the instructions in their own language under each diagram. Translate into English with the student.

ESL Scales levels: Reading and Responding, Writing 4, 5, 6, 7

- ✎ Avoid independent construction of procedures that involve complicated instructions and not clearly viable steps, eg *How to Play Monopoly*.
- ✎ Build verb banks that are linked to common procedural topics, eg *How to Make Spring Rolls, How to Play Handball*.
- ✎ Note that cooking and scientific procedures often involve precise measuring of materials. ESL learners need support and practice using nouns for countable and non-countable items, eg *sugar, flour, sand and rice are non-countable; apples and onions are countable. We say lots of sugar but many apples, 3 cups of sugar and 3 apples*.
- ✎ Discuss and build word banks of conventional grouping of words used to measure certain things, eg *pinch of salt, slice of bread, piece of cake, dash of sauce, drop of, a bit of ...*
- ✎ Investigate the range of action verbs used in specialised procedures. Create clusters of words to support students in recognising and using appropriate choices, eg *cut-slice-dice, sprinkle-spray-splatter* in procedural text.

Procedure: Stage 3

Text Structure

Goal

Materials

Steps

- in chronological order
- all necessary steps included

How to Catch a Wave

Here's some advice for kids who are just learning how to surf.

- Use a light, small, fibreglass board with a legrope and a wetsuit if it's cold.
- Find a safe, uncrowded spot on the beach. The water should be not too choppy so that you will get a clean ride.
- Don't go out too far if you haven't surfed before.
- Wait until you see a small wave then lie on your surfboard. When the wave is close, start paddling furiously.
- If you are more experienced, you could try kneeling on the board once you are on the wave.
- The most important thing is to keep your balance or else you will end up falling off the board!

Language Features

Use of detailed noun groups (including adjectival phrases) to provide compact information, eg a light, small fibreglass board with a legrope

Use of adverbial clauses to indicate conditions, eg If ...

Use of adverbial clauses to indicate reason, eg so that ..., in order to ...

Use of adverbial clauses of time, eg until ..., when ...

Use of adverbs to indicate manner, eg furiously

Use of different forms of modality to make meanings stronger or weaker, eg could, should

Use of the beginning of the sentence to focus the reader's attention, eg The most important ...

Use of adverbial clause to indicate result or reason, eg or else ..., otherwise ...

Stage 3

TALKING AND LISTENING

Procedure

Outcomes

- TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.
- TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.
- TS3.3 Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts.
- TS3.4 Evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features.

Indicators

- *identifies ways in which the listener can influence the speaker, eg ask questions to clarify meaning*
- *listens to and notes key ideas and information from a range of procedural texts such as directions, instruction manuals and safety procedures*
- *prepares a spoken presentation considering the needs of a familiar audience such as predicting and planning answers*
- *follows a series of spoken instructions.*

Learning Experiences

- Using a cassette recorder, have students record and listen to verbal directions to identify features of spoken procedures, eg *intonation, repetition, use of questions to clarify meaning.*
- Have students suggest ways in which listeners can take an active role in making meaning in procedures, eg *asking questions about how to complete an action; taking notice of gestures.*
- Have students listen to an oral procedure. Point out strategies used by teachers to modify the intensity of spoken instructions, eg *choice of words, tone of voice, use of eye contact.* Have students consider the effect of these strategies on an audience.
- Have students listen to and evaluate spoken procedures with reference to structure and language features, eg *'The speaker didn't give the steps in order'.*
- Jointly construct a list of examples of spoken instructions or procedures that students hear at home or school. Point out the variety of procedures and their purpose — to tell how/what to do.
- Point out the ways in which spoken instructions often address the audience specifically by name, eg *Sarah, put the equipment on the table.*
- Have students, in pairs, participate in barrier games. Have students discuss the difficulties encountered and adaptations needed to clarify understanding.
- Have students give an oral procedure to peers, eg *origami, recipe.* Encourage students in their presentations, to use diagrams and visual texts to support their instructions.
- Have students listen to and follow an oral procedure to complete a cooking or craft activity. Encourage them to discuss aspects of the oral procedure that were clear and easy to follow and aspects that were ambiguous. Ask them to suggest possible improvements to the text or presentation.
- Ask students to choose a simple procedure, such as a craft activity, to present orally to a younger child. Model how the instructions may need to be adapted beforehand. Have students present the oral procedure and evaluate its effectiveness.

Stage 3

READING

Procedure

Outcomes

- RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.
- RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read.
- RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.
- RS3.8 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts.

Indicators

- *identifies and discusses how information is organised and presented in a variety of texts related to the same topics*
- *recognises and discusses the purpose of organisational stages of different procedural texts*
- *explains how the structure of a text is related to its purpose.*

Learning Experiences

- During shared reading, read a variety of procedures. Point out the different stages of a procedure (ie goal, materials and sequenced steps).
- Encourage students to look for the stages of a procedure in their independent reading of procedures.
- Have students collect a variety of procedures from home or from school/local libraries. Provide opportunities for students to read and follow these procedures in small groups.
- Have students compare procedures to evaluate layout, eg *use of subheadings, indents, lists, different font types and styles*. Ask them to suggest why these features assist the reader and suit different purposes.
- In shared reading, identify adverbs and adverbial phrases representing time, place, or manner in procedures. Point out the location of these phrases within sentences, eg *beginning, middle, end*.
- Divide class into small groups. Give each group a step from a procedure cut up into individual words. Ask students to arrange the words in the best way, pointing out that the most important word must come first. Sequence these steps and have students follow the procedure.
- Have students read and compare instructions for a variety of board games. Ask them to identify instructions that are easy to follow and list features that assist the reader.
- Have students compare visual/media procedures with written procedures, eg *television cooking show and recipe book*. Brainstorm and list similarities or differences and consider prior knowledge and skills required of the viewer or reader by each text.
- Have students locate action verbs in procedural texts. Ask students to suggest why action verbs are usually used in first position in the sentence, eg *'add the cream to the milk' (active)* rather than *'the cream is added to the milk' (passive)*. Discuss how this assists the reader. Are there times when it would be helpful to use the passive to change the beginning focus?
- Locate technical language from procedures on the same topic, eg *computers*. Use these words to formulate individual or class spelling lists.
- In shared reading, point out the punctuation patterns that are specific to procedures, eg *instructions are usually in steps rather than sentence form and they may not require capital letters and full stops*.

Stage 3

WRITING

Procedure

Outcomes

- WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.
- WS3.10 Uses knowledge of structure, grammar and punctuation to edit own writing.
- WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.
- WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in variety of ways.
- WS3.13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.
- WS3.14 Critically evaluates how own texts have been structured to achieve their purposes and discusses ways of related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts.

Indicators

- prepares lists of words for a particular purpose
- attempts to rearrange sections of a text to improve organisation of ideas when necessary
- considers interests and needs of audience when writing their own procedures
- writes a set of explicit instructions that involve related steps, including visuals to assist the purpose.

Learning Experiences

- Have students order a list of related adverbs to indicate intensity or shades of meaning, eg *slowly, quickly, immediately*.
- Have students recall an activity or game learnt by the class. Jointly construct a procedure for the activity or game, changing language from past tense statements to commands.
- Jointly construct procedures that manipulate the purpose of a procedure (ie using a procedure to entertain, eg *how to have a perfect holiday, how to survive Year 6*).
- Have students use knowledge of language features and organisation of procedures to rewrite an unclear procedure.
- Have students find adverbs and adverbial phrases in a variety of procedures and create a class word bank as a resource for independent writing and spelling activities. Organise them into groups, eg *Where? When? How?*
- Ask students to select visual images for their own procedure, and arrange written and visual text on the page to assist the reader in following procedure. Label or number the visual images where relevant. Discuss the relationship between the text and the visual text and the role of each.
- Jointly construct conditional procedures (where the reader must make choices), eg *first aid procedures, instructions for computer programs*.
- Have students create a flow chart showing the path taken while using a CD-ROM or adventure game. Ask them to include the other choices that could have been made.
- Model how to refine instructions and procedures for brevity, without losing the goal, eg *writing telegrams, using Internet, CB radio*.
- Have students create a list of abbreviations commonly found in procedural texts such as recipes and map directions, eg *tsp, tbsp, SR flour, NW*, to be used in independent writing.
- In shared reading, read a recount such as 'My Day as a Firefighter' and highlight the language features and punctuation that would be unnecessary if written as a procedure. Rewrite as a procedure.
- Have students independently write, edit and publish their own procedures to be shared with other class members.

Information Report

General Features of Information Report

Social Purpose

Information reports are used to present information about something. They generally describe an entire class of things, whether natural or constructed: mammals, the planets, rocks, plants, computers, countries of the region, transport, and so on.

Structure

Information reports are usually organised to include:

- ✍ a general statement identifying the subject of the information report, perhaps defining and classifying it;
- ✍ description ('bundles' of information relating to, for example, features, behaviour or types).

Grammar

Common grammatical patterns of an information report include:

- ✍ use of general nouns, eg *hunting dogs*, rather than particular nouns, eg *our dog*;
- ✍ use of relating verbs to describe features, eg *Molecules are tiny particles*;
- ✍ some use of action verbs when describing behaviour, eg *Emus cannot fly*;
- ✍ use of timeless present tense to indicate usualness, eg *Tropical cyclones always begin over the sea*;
- ✍ use of technical terms, eg *Isobars are lines drawn on a weather map*;
- ✍ use of paragraphs with topic sentences to organise bundles of information;
- ✍ repeated naming of the topic as the beginning focus of the clause.

Information Report

Teaching Notes: Stage 3

In Stage 3, students will generally be writing relatively lengthy information reports that involve synthesising information from a number of sources. Information might be gathered from encyclopedias, reference books, the Internet, CD-ROMs, and the newspapers, as well as interviews with people who are knowledgeable in the area. The skills of skimming and scanning for relevant information might need to be taught. Students will also need to develop high levels of classification skills, identifying the basis for the classification.

Structure




At Stage 3, information reports will generally begin with an opening statement introducing the topic in question, and perhaps defining or classifying the class of things being studied. Students might draw on model texts to find effective ways of introducing the topic. The information will then be ordered in terms of paragraphs or sets of paragraphs, which elaborate on a particular aspect of the class of things, eg *What are its attributes/features? What is it made up of? What is the function of each different part? What different types are there? In what ways are they similar or different? What are some examples? What are some unusual facts about the class of things?* Where appropriate, the information report might include unexpected stages, eg *an explanation*. Students could explore models to see whether or not it is necessary to include a concluding stage. Students could be encouraged at this stage to experiment with presenting information in various clear, accessible ways.

Content

At this stage, students will be dealing with topics that are somewhat more distant from their personal interests, involving technical knowledge about a particular field and possibly some abstraction. Terminology will be precise, with unfamiliar terms defined where necessary. Various ways of defining might need to be modelled. Students will demonstrate a breadth of relevant knowledge related to the topic. Generally, the content will be dealt with in an objective, relatively impersonal manner, though not at the expense of students' engagement with the topic. Students should be conscious of the need to make the subject matter interesting to an audience, eg *by editing out irrelevant or unnecessary information*.

Links with Other Key Learning Areas

Information reports can be written as part of units in areas such as:

-  Science and Technology: the planets, the human skeleton system, the telephone system.
-  Human Society and Its Environment: different levels of government, endangered species. Students might write historical information reports dealing with things from past eras, eg Early Sydney Town.
-  Personal Development, Health and Physical Education: nutritional food, exercise.

Grammar Focus

- ✎ The use of clearly structured sentences, with attention to how the beginning of the sentences focuses the reader's attention on the topic, eg *The local government, The state government, The federal government.*
- ✎ The use of the passive voice when necessary to change the focus of information in the sentence, eg *meat, fruit and vegetables are brought to the markets,* rather than *people bring meat, fruit and vegetables to the markets.*
- ✎ The use of sentences with some complexity in the combination of clauses, eg *We can generate electricity by using water's natural force as it passes from one height to another, turning a water turbine on its way through; The earth could fit inside the sun one million times if the sun were hollow.*
- ✎ The use of 'hedging' language when needing to qualify a statement, eg *Dingoes on Fraser Island are generally tame; Although our sun seems very big, most scientists say there might be some stars bigger than the sun.*
- ✎ The use of the simple past tense (and other appropriate past tenses) in historical recounts, eg *When the master wanted to buy a new slave, he would bid for one at the market. The slaves were captured foreigners and may have had a high price if they were young and healthy.*
- ✎ The use of longer noun groups to build up a description, eg *Our sun looks like the biggest star in the galaxy.*
- ✎ The relationship between words, eg *word chains and word sets.*

Grammar Terminology

Students at this stage should be using terms such as:

- ✎ word chains
- ✎ word sets
- ✎ connectives
- ✎ compound and complex sentences
- ✎ theme of clause
- ✎ active and passive
- ✎ noun group (including adjectival phrases and adjectival/relative clauses)
- ✎ preposition, eg *in an adjectival phrase*
- ✎ relative pronoun, eg *in an adjectival/relative clause*
- ✎ technical terms
- ✎ word origin, eg *the Greek and Latin origins of many technical terms.*

Spoken Information Reports

It is not common to make long oral presentations involving information reports, due to the amount of factual material involved. Students might like to experiment presenting the information using resources such as a video, eg *a documentary on the local council,* poster presentations, an oral presentation scaffolded by reference to a poster that includes the main points, or overhead transparencies. Oral presentation skills, eg *audience awareness, voice projection, pacing of material, body language,* should be taught before the talks are given.

Written Information Reports



Students will write texts that demonstrate their understanding of the topic, not simply chunks copied from reference books. Students might develop and publish their information report using a computer, using a database program or a *HyperCard* presentation. Clear, attractive presentation and layout should be encouraged. There should be a close relationship between the text and the accompanying pictures and diagrams. Students at this stage should be using a bibliography.

Stage 2 and Stage 3


ESL Teaching Notes: Information Report and Description

Talking and Listening *Teaching points to consider*


ESL Scales levels: Oral Interaction 1, 2, 3

-  Incorporate daily routines that recycle descriptive language relevant to a particular field, eg *describing the weather, what a student has for lunch, responding to a set of pictures that are all animals or kinds of transport*. Descriptive sets of vocabulary are those of: size, colour, shape, texture, taste (common adjectives that teachers need to build up around particular contexts).
-  Play the commercial board game *Guess Who?*

ESL Scales levels: Oral Interaction 3, 4, 5



-  Work towards an information report on a specific thing, eg *animal, planet, plant*, that has been researched by the whole class. Build a series of orally based and visually supported activities to ensure success at the writing stage, eg *building familiarity with the more technical terms using bingo cards, drawing, oral cloze, oral true and false, picture talk, picture sequencing around relevant texts on that animal (or plant, planet etc)*.

ESL Scales levels: Oral Interaction 5, 6, 7, 8



-  Support information reports demanding a deep understanding of complex phenomena such as the galaxy or where many concepts are expressed as abstract ideas. Plan activities that allow talk in small groups to practise new vocabulary and concepts.

Reading and Writing *Teaching points to consider*




ESL Scales levels: Reading and Responding, Writing 1, 2, 3

-  Use an information text as the basis for a subject-specific word list. Ask students to locate all the words that name the animal, describe the animal, name the body parts etc.
-  Take photographs of students' friends in the class and jointly construct their characteristics; recycle text into cloze; cut up sentences, words.

ESL Scales levels: Reading and Responding, Writing 3, 4, 5

-  Jointly construct some or all paragraphs of an information report about an animal or a machine after students have had many opportunities in a small group to use new vocabulary.
-  Use this joint construction for reading and writing activities about information reports: re-ordering under correct headings, cloze on content words, completing half-sentences, highlighting theme words.

ESL Scales levels: Reading and Responding, Writing 5, 6, 7

-  Provide many opportunities for building up the field knowledge before writing.
-  Select for the students well-written information texts. Discuss new vocabulary.
-  Provide a clear pro forma chart with relevant headings suited to the topic for students to organise information.

Information Report: Stage 3

Text Structure

Paris Report

General statement identifies and classifies the subject of the report

The city of Paris is the capital of France, It is very old and is built either side of the river Seine. Paris is named after a Celtic tribe called the Parisii who lived on an island in the river. Paris is famous for its museums, galleries and is a leader of fashion in the world.

At the centre of the city is an island called Ile' de' la cite', crowned by the cathedral of Notre Dame. Many nobles were imprisoned on the islands Palais de Justice during the French Revolution.

Description: key places identified according to location; historical background given

The oldest bridge in Paris is called Pont Neuf (new bridge) although it is over 400 hundred years old!

The River Seine divides Paris into a right bank and left bank. Much of the city was rebuilt to a new plan in the 1800s.

On the hill behind the Louvre is the white church of Sacre Coeur and the artist's quarter of the Montmartre. On the left bank are the older, narrower streets of the student or Latin quarter and the Sorbonne University. Further down the river is the Eiffel Tower on Champs de Mars.

The Louvre was once a royal palace. Since the revolution it has been a museum. A huge glass prism stands in one courtyard. The Mona Lisa is a famous painting in the Louvre. People say she has a mysterious smile.

Another famous landmark is the Arc de Triomphe, which was built to celebrate Napoleon's victories. Twelve avenues lead from it in a star shape.

Language Features

Use of word families to build topic information, eg Paris, France, Seine

Use of present tense

Use of relating verbs to identify, eg The city of Paris is the capital of France, and to relate descriptions to the subject, eg it is very old

Use of noun groups to build descriptions, eg the oldest bridge in Paris

Uses the subject 'the city of Paris' and places in the city as the beginning focus of the clause, eg the oldest bridge in Paris, the river Seine, the Louvre. This pattern of choice of theme plays a part in the successful organisation of the text.

Stage 3

TALKING AND LISTENING

Information Report

Outcomes

- TS3.1 Communicates effectively for a range of purposes and with a variety of audiences, to express well-developed, well-organised ideas dealing with more challenging topics.
- TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.
- TS3.3 Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts.
- TS3.4 Evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features.

Indicators

- *listens to information reports with supporting graphics and summarises, noting key ideas and information*
- *prepares a spoken presentation of an information report with accompanying graphics, considering the needs of a familiar audience*
- *plans, rehearses and modifies a spoken information report before presenting it to peers, eg reorders descriptions, changes general statements.*

Learning Experiences

- Point out that the purpose of an information report is to classify and describe by encouraging students to ask questions about aspects of classification and description when listening to an information report.
- Conduct class brainstorming activities before researching a topic. Ask students to contribute to what is known and to jointly formulate questions to guide further research.
- Have students, in pairs, play barrier games to develop language for describing objects related to the topic currently being studied, eg *transport*. One student has a picture of a car, another student asks questions, eg *does it have four wheels?*
- Allow students to examine common objects, eg *a pet or plant*, and describe its features in detail using everyday language. Model the use of technical terms for students to use in their own descriptions.
- Have students brainstorm vocabulary related to a topic and distinguish between everyday language and topic-specific and technical terms.
- Have students present oral information reports with information organised into categories of description.
- Encourage students to use statements to preview organisation of a spoken information report to assist listening, eg *Today I'm going to talk about the three types of government.*
- Encourage students to use and refer to visual texts during an oral information report, eg *You can see the mountains on this map — they're shown in orange.*
- Have students listen to an information report with supporting graphics, eg *guest speaker, TV documentary, CD-ROM*. Provide students with a pro forma. Make a list of key words relating to the topic to assist their note taking.

Stage 3

READING

Information Report

Outcomes

- RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.
- RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read.
- RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.
- RS3.8 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts.

Indicators

- identifies the typical structure of an information report and explains how this is related to its purpose
- identifies similarities and differences between a variety of information reports related to the same topic
- selects resources using skimming techniques and scans selected texts to locate information.

Learning Experiences

- Read a variety of information reports in shared and guided reading experiences. Define technical terms to assist students' understanding.
- Record variations in how the information is presented, eg *grid, pronunciation guide, list, annotations to diagrams*.
- Divide students into groups and give each group an information report on the same topic from a different source, eg *children's information book, magazine article, advertisement*. Have students record the source, purpose, intended audience, factual information for each text, and consider similarities and differences between the information presented.
- Read a variety of information reports on the same topic. Point out the different terminology used in these texts to describe the same features.
- Use knowledge of a topic to identify whether and how a writer is using information to influence readers. Ask students to use their expertise to consider aspects of the topic included or excluded, eg *an information report on cars without information on pollution*.
- Cut up an information report. In small groups have students match paragraphs with their headings by using key words from the text as clues. Model how key words can be used to skim or scan.
- During shared reading, point out other text types located within information reports, eg *short explanation of the life cycle of an animal*.
- In shared reading, read publishing details in texts — name, date, location — and point out any effects this may have on information in the text, eg *How recent and up to date is the information?*
- Have students view documentaries such as nature/wildlife programs and compare how this information is organised and presented with information in written texts. Ask students to make a list of the subjective language used in documentary programs, eg *magnificent, wonderful, powerful*. Ask students to explain why this language has been used.
- After reading an information report, have students locate and highlight the reference chains and word chains used throughout the information report.
- Ask students to identify different relationships between words in an information report, eg *synonyms, antonyms, class/subclass, part/whole, collocation*.
- Have students, in groups, sort subjective information from objective information, eg *Planes are great. Most planes have two engines*.

Stage 3

WRITING

Information Report

Outcomes

- WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.
- WS3.10 Uses knowledge of structure, grammar and punctuation to edit own writing.
- WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.
- WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in variety of ways.
- WS3.13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.
- WS3.14 Critically evaluates how own texts have been structured to achieve their purposes and discusses ways of related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts.

Indicators

- writes an information report including detailed descriptions using graphics where relevant to text
- can record information from more than one source before writing
- considers an audience's likely knowledge of a topic and provides helpful explanation or definitions, eg glossary.

Learning Experiences

- Have students read a variety of information reports and point out how tables, graphs, diagrams, charts, maps and other visual texts can enhance information. Encourage students to use graphics where appropriate in their own information reports, eg *diagram of life cycle in information report about frogs*.
- Have students read and annotate an information report. Ask them to identify the features of an information report: classification followed by description, topic sentence in paragraphs, topic usually in first position of sentence.
- Jointly construct an information report on a current topic. Model how a variety of forms of the topic can be used to write the topic sentences in each paragraph, eg *China, The country, China's geography*.
- Cut an information report into strips. Have students sort information strips into categories on the same topic. Jointly construct topic sentences for each paragraph.
- Have students identify technical language in an information report and write a glossary to define the terms.
- Have students locate information from a variety of sources to write an independent information report and list these sources in a bibliography.
- Model how to edit sentences in information reports to build more complex descriptions, eg *They have fur. It is soft and grey* becomes *They have soft grey fur, which ...*
- Have students jointly construct or adapt a pro forma to organise information. Ask students to use this when independently writing an information report.
- Have small groups or pairs of students produce multimedia information reports on a topic of interest.

Explanation

General Features of Explanation

Social Purpose

Explanations tell how and why things occur in scientific and technical fields.

Structure

Explanations are organised to include:

- ✎ an identifying statement about what is to be explained — this stage is the ‘statement of phenomenon’.
- ✎ a series of events known as the ‘explanation sequence’ — the events may be related according to time or cause or according to both relationships;
- ✎ a ‘concluding statement’ (this stage is optional).

Explanations may include visual images, eg flow charts and diagrams, which need to be carefully examined.

Grammar

Common grammatical patterns in explanation include:

- ✎ general and abstract nouns, eg *wood chopping, earthquakes*;
- ✎ action verbs;
- ✎ simple present tense;
- ✎ passive voice;
- ✎ conjunctions of time and cause;
- ✎ noun groups, eg *the large cloud, the particles of gas and dust*;
- ✎ abstract nouns, eg *the temperature*;
- ✎ adverbial phrases;
- ✎ complex sentences;
- ✎ technical language.

Explanation

Teaching Notes: Stage 3

In Stage 3, students should be assisted to write explanations where causal relationships as well as sequential ones are developed in the explanation sequence. Causal explanations are used to explain natural phenomena such as earthquakes, stars, volcanos etc. Research skills should be well developed if students are to build up topic knowledge for explanations.

Structure

Students should be encouraged to focus on causal relationships between events as well as sequential ones. There should be a focus on including all the events essential for a complete explanation. Visual images should be included and referred to in the text, so readers can easily relate images to the appropriate part of the text.

Content

In Science and Technology and Human Society and Its Environment, focus on causal explanations as ways of explaining natural phenomena.

Links with Other Key Learning Areas





- ✎ Human Society and Its Environment: to explain causal reasons behind historical events or phenomenon that affects our society, eg impact of global warming, how government works.
- ✎ Science and Technology: explanation of a phenomenon, natural or constructed, eg Why do some frogs survive well in the desert? How does a telephone/TV work?

Grammar Focus

- ✎ Using action verbs to make meanings about cause, eg *cause, form, set off*. This usage is more common in well-written explanations than are conjunctions such as *because, so* etc.
- ✎ Building extensive technical word families, word chains about the topic.
- ✎ Focusing on how technical words are introduced to 'sum up' a description, eg *The point where the shockwaves reach the surface is called the epicentre.*
- ✎ Using complex sentences to build event sequences.
- ✎ Using the passive voice to manipulate choice of theme, eg *Earthquakes are caused by movements of the earth's plates.*

Grammar Terminology

Students at this stage should be using terms such as:

-  word chain
-  complex sentence
-  passive voice
-  theme of clause.

Spoken Explanations

Students should be encouraged to present spoken causal explanations they have researched in pairs and individually. Visual images and diagrams used in the presentation should distinguish causal and sequential relationships. Students should be encouraged to consider how scientific knowledge differs from ‘everyday’ knowledge and how the knowledge constructed in explanations could be used in the community.

Written Explanations

Written explanations should be researched in pairs and individually. Visual images accompanying the written text should indicate whether relationships between events depicted are sequential or causal. Students should also refer to the visual images in their written texts at the appropriate place so that text and images support each other. Students should use technical language appropriately and show they understand the technical terms they use. Students should consider the difference between the scientific knowledge of explanations and everyday knowledge. They should also consider how written explanations can be used in the community.

Stage 2 and Stage 3

ESL Teaching Notes: Explanation

Simple sequential explanations that can be visually supported are manageable for early ESL learners. Explanations where the student can answer questions such as *'What happens next ...?'* are much easier than explanations that rely on questions such as *'Why does ...?'* or *'How does ...?'*. More sophisticated explanations involve complex grammatical structures and ESL students need support building field knowledge and knowledge of the grammar through jointly constructed texts. Wherever possible, utilise students' first language to assist them to grasp more difficult concepts of cause and effect.

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2

- ✎ Select an explanation that can be clearly sequenced into steps that can be visually represented, eg *life cycles, volcanic eruption, rain cycle*. Then spend several lessons just recycling the content words and one simple connective such as 'then'.
- ✎ Allow simplification at this stage, eg *'fire comes out of the mountain'* rather than *'lava flowed from the crater'*.

ESL Scales levels: Oral Interaction 3, 4, 5

- ✎ Vocabulary activities might include: comparing illustrations (with a partner) of a process from two different textbooks, using pictures of a sequential explanation as the basis for an oral explanation.

Reading and Writing *Teaching points to consider*

ESL Scales levels: Reading and Responding, Writing 1, 2

- ✎ Scribe the students' explanations of the sequenced diagrams or model a simple text and select words (content words and a connective) to make into a cloze etc.
- ✎ Point out essential reading instructions (sequence, order, highlight, cut and paste) so that students can complete written tasks independently.

ESL Scales levels: Reading and Responding, Writing 3, 4, 5

- ✎ Highlight causal and time conjunctions in simple model texts and practise substituting different conjunctions.
- ✎ Provide pairs of connected ideas in the topic area and have students write them into sentences using a variety of connectives. (Encourage students to move from conjunctions they know such as *'then'* to *'as a result'* or *'therefore'*.)
- ✎ Provide cloze passages that focus on synonyms that are associated more with the written than spoken form, eg *form (make), connect (join), provide (give)*.
- ✎ Collate written exercises and flow charts in the topic area in students' books and around the room so that students may refer to and reuse them when they are contributing to a joint construction.

- ✎ Do not change the topic area if you want to develop a student's ability to write an independent explanation, eg *'How Mount St Helens erupted'* written as a joint construction could become a model for an independent construction on *'How Krakatoa erupted'*.
- ✎ Subject-specific vocabulary is not simply a matter of substituting students' need to have some expertise in an area before writing an explanation.
- ✎ Available texts will often be too difficult for students to comprehend themselves. Guided reading in small groups assists students to develop knowledge of the field and to assist students to move from everyday language to more technical language.
- ✎ Often texts can be rewritten to provide suitable reading material in which new vocabulary can be controlled.

ESL Scales levels: Reading and Responding, Writing 6, 7

- ✎ Building field knowledge is still essential, particularly as the topics become more technical. Many topics will not lend themselves to direct observation, eg *How cyclones occur*. Therefore, it is crucial for ESL students to make links between or among events (sequenced according to chronology, factors occurring simultaneously, consequential etc).
- ✎ Provide opportunities to practise the writing of complex sentences. This might include combining two simple sentences into one complex sentence.
- ✎ Have students match the technical terminology with its definition, matching verbs that have been turned into 'things', eg *eruption*, *air pollution*, with their more congruent forms (*The volcano erupts*; *The air is polluted with smoke that comes from factories*).
- ✎ Show examples of how cause and effect can be expressed by words other than conjunctions, eg *the effect* (noun), *this causes* (verb), *as a result* (prepositional phrase).

Explanation: Stage 3

Text Structure **How Do Floods Occur?**

Language Features

Statement of phenomenon

In winter there is snow on the mountains. When spring comes the sun comes out, it shines onto the snow. The snow melts. The melting snow turns into water and flows off the mountain and enters the rivers. The huge amount of water makes the water level rise.

Use of action verbs to build sequence of actions, eg comes, melts

Explanation sequence

If rocks and concreted areas surround rivers they can cause floods. If it rains the rain falls onto the rocks, nothing can soak up the water. The water flows down the rocks and into the river.

Use of action verbs to create causal relation, eg makes, cause of

Use of noun group to build detailed description of water, eg the huge amount of water

Use of classifying adjective, eg concreted areas

When it rains for a long time the huge amount of rain cannot soak into the soil. The water forms small streams. The streams all lead to the main river and feed it. As the water enters the river the water level rises. If there is not a dam on the bank of the river the river will flood.

Use of action verbs and nouns throughout explanation to build topic information and word chains, eg snow, mountains, melts, shines, water level rises

Background information (optional)

During spring while the rivers are still blocked by ice, floods occur in Siberia. The snow melts but the river is unable to flow because of the ice. The river stops and builds up. When it gets up as high as the ice, it is already so high that it causes a flood.

Use of complex sentences and causal conjunctions to construct cause and effect relationships, eg If ...

Use of time conjunctions, eg 'when', 'as', to sequence events; these conjunctions come first in the sentence, thus focusing the reader's attention on the time sequence

Though floods occur in most parts of the world they do not occur very often. In the past 250 years there were 150 major floods. The most flood-prone river is the Huang He River (also called the Yellow River and China's Sorrow) which is located in Northern China.

Use of adverbial phrases of time and place to tell where and when actions occurred, eg in most parts of the world, often

Use of action verb 'cause' to construct causal relationship

Stage 3	TALKING AND LISTENING	Explanation
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Outcomes

- TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.
- TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.
- TS3.3 Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts.
- TS3.4 Evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features.

Indicators

- *listens to demanding explanations (sequential and causal) with supporting graphics and can note key ideas and information*
- *rehearses and modifies an explanation before presenting it to peers or the class*
- *identifies and uses the organisational structure and key language features of spoken explanations*
- *gives explanations with accompanying graphics*
- *explains familiar phenomena with more technical terminology and complex ideas.*

Learning Experiences

- Have students create a wall chart outlining the stages and features of explanations to use as a guide when giving their oral explanations.
- Revise social purpose of explanation through stages on wall chart.
- Brainstorm questions at the beginning of a unit of work that focus on 'how' and 'why'. Use these questions as the basis for research and further investigation.
- Ask students to contribute to the development of a concept map related to a particular topic or question, eg *digestion, electricity*. Use this to build up vocabulary. Add to this as students develop their field knowledge of the topic.
- Display an object, eg *umbrella, can opener, zipper*. Ask students to explain how it works. Encourage students to use precise, descriptive vocabulary to name the parts rather than pointing and saying 'this', 'here' or 'it'. Use a cassette recorder to record explanations and replay for students to evaluate. Ask them to decide if the explanation is still clear without the object to look at.
- Provide visual texts such as flow charts, life cycles with the written text removed. Ask students to explain to a partner or small group what the diagrams represent. Encourage listeners to ask questions to clarify meaning if necessary.
- Ask students to retell scientific explanations that have been read to them. Ask them to identify stages in the explanation.
- Ask small groups to create an imaginative machine to satisfy a particular design brief, eg *robot, vehicle, household appliance*. Have students make a model or draw a diagram, label parts and explain how their machine works. Ask students to evaluate which explanations were clear and well-sequenced and define any new terminology.
- Provide students with a set of cards with general nouns related to a topic written on them. Encourage students to build noun groups by adding adjectives or adjectival phrases, eg *winds — strong south-westerly sea winds*.
- After they have listened to an oral explanation, encourage students to ask questions and seek clarification by rephrasing statements.
- Prepare and present an explanation for a specific audience, eg *younger children*, using key words, diagrams, charts, models or dioramas to support the presentation and assist audience understanding.
- Identify differences between spoken and written explanations, eg *use of gestures to demonstrate meaning, use of objects, modules, opportunity to respond to audience questions*. Consider which mode is easier for presenter (writer or speaker) and receiver (reader or listener).

Stage 3

READING

Explanation

Outcomes

- RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.
- RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read.
- RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.
- RS3.8 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts.

Indicators

- *recognises and discusses the purpose of organisational stages of explanations*
- *comprehends, interprets, uses and responds to a range of printed explanations*
- *adjusts reading strategies by scanning information in explanation, looking for keys or symbols when reading a diagram, examining pictures*
- *interprets causal explanations, eg floods, famines, volcanoes, electric circuit*
- *compares how information is organised and presented in a variety of explanations related to the same topic.*

Learning Experiences

- In shared reading, have students read a variety of explanations from a variety of sources, eg *books, videos, CD-ROMS, the Internet*. Point out how the layout affects the meaning of the text, and how the visual text is referred to, eg *as in the table, see Figure 1*. Discuss social purpose and how stages achieve social purpose.
- Have students read and discuss a range of explanations on the same topic. Ask students to suggest features that make some explanations clearer than others, eg *vocabulary, graphics, structure, detailed sequence of explanation*.
- In shared reading, point out methods used by authors that assist understanding of an explanation, eg *defining technical terms, appropriate organisation of events, including only relevant information*. Discuss how these strategies could be used by students in their own writing.
- In shared reading, point out words that link cause and effect, eg *because, due to, however, consequently*. Note that cause can be expressed through verbs, eg *Movements in the earth's surface cause ...*
- During shared reading of an explanation, ask students to list any unfamiliar vocabulary or technical language and to suggest what these words mean. Check with a dictionary and then jointly construct a glossary.
- Have students read a short explanation of a familiar phenomenon and draw a diagram or flow chart that represents the written text. Share the diagram with a partner to check that there have been no omissions.
- In shared reading, read scientific explanations and point out the descriptive and explanatory sequence stages. Discuss the purpose of each stage and the grammatical features, such as connectives and conjunctions, noun groups and action verbs, used to indicate cause and effect. Point out scientific/technical terminology used.
- In shared reading, read an explanation. Ask students to suggest what type of explanation it is, sequential or causal or both. Ask students to locate and list words that indicate sequence in time, eg *next, then*, or cause and effect, eg *because, so, consequently*, or action verbs, eg *cause*.
- Prepare a pro forma to enable students to understand a causal explanation, such as for 'how a torch works':

Object/Part	Time Conjunction	Action	Effect
Switch	When	Pushed	A metal strip touches bulb

- Cut an explanation into three sections — general statement, explanation sequence and concluding statement. Distribute these sections to small groups of students. Have students discuss the purpose of each piece of text and sequence them in the correct structure.
- In shared, guided and independent reading, read explanations of natural phenomena from other cultures, eg *Aboriginal Dreamtime stories — 'The First Sunrise'*. Ask students to suggest how these explanations originated.
- Examine how verbs are turned into nouns and use back referencing to unpack the meaning, eg *... the seed will begin to germinate or sprout. Germination begins ...* Note that the purpose of turning verbs into nouns is to compact information, and provide a resource to describe a process.
- In shared reading, ask students to identify nouns/noun groups in sample explanations. Ask students to track the development/changes in the noun through the explanation, eg *how a television works — light, electric signals, radio waves, red, blue, green light, picture*.
- View a documentary film that provides an explanation of a scientific phenomenon. After an initial viewing, ask students to list questions they have about the phenomenon. Following a second viewing, students may need to seek other sources of information to answer their questions.
- Provide questions that focus on the sequence of events to assist students to comprehend an explanation presented on video. Students may find it helpful to watch the video first without attempting to answer the questions, to get a general understanding.
- Ask students to label a diagram or series of diagrams after reading an explanation, to consolidate understanding of the topic.

Stage 3

WRITING

Explanation

Outcomes

- WS3.9 Produces a wide range of well-structured and well-presented factual texts for a wide variety of purposes and audiences, using increasingly challenging topics, ideas, issues and written language features.
- WS3.10 Uses knowledge of structure, grammar and punctuation to edit own writing.
- WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.
- WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in variety of ways.
- WS3.13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.
- WS3.14 Critically evaluates how own texts have been structured to achieve their purposes and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts.

Indicators

- writes explanations that are sequential, causal
- demonstrates the importance of being well informed on a topic when writing, doing extra research if necessary, especially if the purpose is to explain events in a plausible way
- considers an audience's likely knowledge of a topic and provides helpful explanations or definitions, eg glossary
- records information from at least one source before writing an explanation
- chooses appropriate graphics by using diagrams, charts, maps, graphs, illustrations where relevant to text.

Learning Experiences

- Revise social purpose of explanation and the stages that achieve the social purpose.
- Jointly construct a glossary of technical terms relating to a current topic, to use when jointly or independently constructing written explanations.
- Ask students to consider who would read/write explanations on a current unit of work to highlight the social purpose of explanations, eg *water cycle — farmers, weather forecasters, water supply organisations*.
- Use flow chart pro formas to assist students to organise information in preparation for writing an explanation.
- Focus on the purpose of explanations — to tell how or why something occurs — by providing a list of titles on similar topics that reflect a range of text types, eg *Explanation — How Earthquakes Occur; Information Report — Earthquakes*.
- View a video or television program that includes an explanation, eg *How clouds are formed*. Ask students to note carefully the types of visual text used, and how they assist in conveying meaning. Often simulations or moving parts are used to demonstrate. Discuss how this information could be conveyed in written form.
- Use a word processor to improve the layout of a written explanation through the use of tables, graphs and diagrams to support the written text.
- Provide students with a research guide to help gather and select information from a variety of sources. Headings could include *Phenomenon, Event 1, Event 2* etc.
- Consider visual features when writing an explanation that will assist audience understanding of the phenomenon, eg *separate paragraphs for each section, use of bold or italics to highlight technical terms, including diagrams for each stage*.
- Include mini explanations within other texts when appropriate, eg *paragraph on life cycle in an animal/insect report*.
- Identify verbs that have been changed into nouns in sample explanations, eg *condense, condensation, transmit, transmission*. Investigate how this change allows a much greater range of meanings in sentences. Practise matching verbs with nouns, and then rewriting sample sentences.
- Consider jointly constructing more difficult sections of an explanation within a current unit of work and ask students to independently construct the easier sections, eg *jointly construct events with complex causes, students independently construct more simple events*.
- Provide opportunities for students to demonstrate their understanding of the topic and knowledge about the organisation of explanations by asking them to sequence a jointly constructed explanation in a current unit of work.
- Assess understanding of a current topic by asking students to illustrate and label diagrams for each stage in a jointly constructed explanation.
- Focus on the use of present tense in explanations by asking students to edit an explanation that includes deliberate errors with tense by including past tense. Demonstrate the purpose of the use of continuous present tense, ie to make the process generally rather than specifically relevant.
- Demonstrate how to change sentences from active to passive voice in joint constructions, eg *The metal strip moves forward and completes the circuit (active); The circuit is completed by the metal strip moving forward (passive)*. Discuss the different effects on meaning by using active and passive voice.

Discussion

General Features of Discussion

Social Purpose

Discussions are used to look at more than one side of an issue. Discussions allow us to explore various perspectives before coming to an informed decision.

Structure

Discussions are usually organised to include:

- ✎ a statement outlining the issue, often accompanied by some background information about the issue;
- ✎ arguments for and against, including evidence for different points of view;
- ✎ a conclusion, which might sum up both sides or might recommend in favour of one particular side.

Grammar

Common grammatical patterns of a discussion include:

- ✎ use of general nouns to make statements about categories, eg *uniforms, alcohol*;
- ✎ use of relating verbs to provide information about the issue, eg *smoking is harmful*;
- ✎ use of thinking verbs to express the writer's personal view, eg *feel, believe, hope*;
- ✎ use of additive, contrastive and causal connectives to link arguments, eg *similarly, on the other hand, however*;
- ✎ use of detailed noun groups to provide information in a compact way, eg *the dumping of unwanted kittens*;
- ✎ use of varying degrees of modality, eg *perhaps, must, should, might*;
- ✎ use of adverbials of manner, eg *deliberately, hopefully*.

Discussion

Teaching Notes: Stage 3

At this stage, students should be given opportunities to participate in formal debates on familiar and unfamiliar issues. Students should be encouraged to research topics and gather evidence from a variety of sources in order to support different positions of an issue. Teachers should focus on how statements of attitude and opinion are implicitly conveyed, for example, through tone of voice, facial expressions and body language in oral discussions, and through choice of vocabulary. Students should work towards joint and independent construction with graphic organisers as a support for writing.

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Structure

At Stage 3, oral discussions may take the form of impromptu, relatively unstructured sharing of viewpoints on an issue, or they might be highly structured using formal debating procedures. Written discussions will have a clear statement of the issue, often with some relevant background information, eg *historical or political context*. The issue statement is followed by a number of arguments both for and against the issue with solid evidence supporting each argument. The conclusion functions to summarise and weigh up the different points of view, generally finishing with a recommendation for action, a summary or a judgement about the merits of one particular side.




Content

At this stage, students will be dealing with issues that are somewhat more distant from their personal interests, often involving the need for some research, eg *interviews, library books, the Internet, surveys*. Issues might require some technical knowledge about a particular field and possibly some abstraction. Students will demonstrate a breadth of relevant vocabulary related to the issue.

Links with Other Key Learning Areas

-  Human Society and Its Environment: to explore ideas, eg an environmental issue, outlining either the negative or positive consequences of people's interaction with a particular environment. Languages: eg following vocabulary development, play a barrier game involving description of an object or scene.
-  Science and Technology: to explore social aspects of a current topic, eg how a student-designed model of a holiday park caters for families.

Grammar Focus

-  Using clearly structured sentences, with attention to how the beginning of a sentence (theme of clause) focuses the reader's attention on the topic, eg *The State Government ..., Loggers ..., The conservation movement ...*
-  Using the passive voice when necessary to change the focus of information in the sentence, eg *Old-growth forests are threatened by logging interests* rather than *Logging interests threaten old-growth forests*.
-  Using sentences with some complexity in the combination of clauses, eg *While the case for logging is convincing, we need to consider ...*

- ✎ Using 'hedging' language when needing to qualify a statement, eg *Although there appears to be strong evidence for ..., Environmentalists generally believe that ..., Many in the community ...*
- ✎ Using stronger and weaker forms of modality where appropriate, eg *We might need to take into account ..., The government must definitely act now.*
- ✎ Using evaluative language, eg *Numbers of this endangered species continue to plummet dramatically.*
- ✎ Using abstract nouns, eg *issue, concept, evidence, results, advantages.*
- ✎ Using longer noun groups to compact an argument, eg *The most compelling evidence supporting the opposition's claims ...*
- ✎ Using adverbials, particularly those indicating manner ('how'), eg *responsibly, without proper precautions, forcefully.*
- ✎ Understanding the relationship between words, eg *word chains and word sets (antonyms, synonyms, collocation, repetition for rhetorical effect).*

Grammar Terminology

Students at this stage should be using terms such as:

- ✎ connective
- ✎ different types of clause
- ✎ compound/complex sentence
- ✎ theme of clause
- ✎ active and passive
- ✎ noun group
- ✎ different types of adverbials, eg *adverbs and adverbial phrases of place, time, manner etc*
- ✎ preposition, eg *in an adverbial phrase*
- ✎ abstract terms
- ✎ strong and weak modality
- ✎ word chain
- ✎ word set.

Spoken Discussions

As well as free-flowing class and group discussions of issues, students might be introduced to the conventions of formal debating, eg *teams for the affirmative and negative, roles of the various team members, adjudicator*. While relatively unstructured class discussions provide opportunities for spontaneity and quick thinking, more formal debate develops skills in preparation, disciplined and sustained argumentation and oral presentation, eg *audience awareness, voice projection, pacing of material, body language*.

Written Discussions

At this stage, written discussions should be well-structured and balanced, using language that is not overly emotive but is convincing in its presentation of the arguments.





Paragraphing and connectives should guide the reader through the stages of the discussion. Students should be starting to develop control over features of more mature writing, eg *compactness, use of abstraction, revision and editing*. Poor spelling and handwriting should not distract the reader's attention in the final draft.

Stage 2 and Stage 3







ESL Teaching Notes: Discussion

Talking and Listening *Teaching points to consider*




ESL Scales levels: Oral Interaction 1, 2

-  Avoid questions/discussions demanding justification (why ..., because ...) as they can be difficult to answer.
-  Start with visually identifiable topics to discuss that require only a simple response. Students can group their opinions under headings: 'I like/I don't like', 'I think/I don't think', 'I know/I don't know'. Topics could be: games played at school, colours, canteen food, books pictures.
-  Extend the above activity into one where students ask others questions such as 'Do you like playing soccer?'
-  Encourage students to ask for, as well as give, opinions in small groups.

ESL Scales levels: Oral Interaction 3, 4, 5

-  Arguing in English may seem quite combative to some cultures, and students need models and discussion about when and where it is considered appropriate to give frank argument or disagreement with the speaker.
-  Be explicit in telling students that in Australia giving opinions and being able to argue a case is a valued form of communication that will be expected of them throughout their education.
-  Take care that students have enough field knowledge and cultural knowledge to be able to participate in a particular discussion. Understanding visiting speakers is likely to be challenging.
-  Model and drill use of causal connectives, starting with 'because'. Then move on to model other ways of justifying an argument or adding an elaboration.
-  Model a simple exposition or discussion orally several times, one you have jointly discussed, then write it down and allow students to memorise it before asking them to present it to a small group.
-  Practise replacing a selection of words that alter modality to change the effect in a given sentence, eg 'It might cause pollution', 'It will cause pollution', 'It must cause pollution', 'It must always cause pollution'.

ESL Scales levels: Oral Interaction 5, 6, 7, 8

-  Tape relevant excerpts from debates on TV programs or radio broadcasts. Ask students to take notes related to specific areas. Provide pro formas where possible. The tapes allow the students to replay the text to check and revise their notes.
-  Tape two spoken texts: one a discussion and the other an exposition. Tell students to listen for the clues that will identify which is which. Replay after students have identified particular 'markers'. Some features will be comparative, eg *discussion might use low modality while exposition uses high modality choices*, while others might be present in only one text, eg *perhaps ordinals to name each argument*. This allows students to check their listening skills.
-  Give students opportunities to answer questions from class members about an issue the class has been discussing. This supports students in developing both listening skills and thinking 'on the spot'.

- ✎ Identify implied meanings from spoken language. Listen to taped spoken texts and ask students to listen for innuendo/racist attitudes/sexist attitudes. Transcribe examples and link back to the sociocultural context in which the text was produced, as well as identifying the ‘gaps’ — what the speaker did not actually say in words. Implied meanings are very culture specific and can often be missed by ESL learners.

Reading and Writing *Teaching points to consider*

ESL Scales levels: Reading and Responding, Writing 1, 2

- ✎ Have students make a book of class opinions on the simple topics they have orally discussed, eg ‘*What sports do 4N like? John and Maria like soccer; Tuva and Jenny don’t like soccer*’ etc. It is important that their work can be integrated and shared by the rest of the class as much as possible.

ESL Scales levels: Reading and Responding, Writing 3, 4, 5

- ✎ When discussing and reading a model text, ensure that the content words are well understood before asking students to focus on the structure and grammatical features of the text.
- ✎ Where the students understand the topic being discussed but cannot express themselves in English, encourage them to write or talk about their ideas in their first language and then they can try to translate it after they have clarified their ideas.
- ✎ Use sentence drills so students may practise using a particular new connective, technical language or abstract nouns in the topic area.

ESL Scales levels: Reading and Responding, Writing 6, 7, 8

- ✎ Compare written expositions and discussions on the same topic. Find explicit clues relating the language features, eg *high modality choices, more emotive vocabulary choices in exposition*, to the difference in the purpose of the texts.
- ✎ Use a media text as a basis for identifying ‘words with attitude’. Chart the words in a way that gives the students visual access to the positive or negative way the information has been presented. Use the positive and negative coding to decide, as a group, the world view of the author.
- ✎ Ask students to write an exposition on the same topic for two different audiences, such as the school principal and for classmates. Compare texts, focusing on level of formality and modality choices.

Discussion: Stage 3

<i>Text Structure</i>	Should Automatic and Semi-automatic Guns be Banned?	<i>Language features</i>
Case for argument	<p>First I'll state my points on why they should be banned.</p> <p>Automatic and semi-automatic guns are military weapons. The automatic guns fires continuously for about 20 seconds firing a magazine of hundreds of bullets until the trigger is released. Although they are military weapons they are sold to the public and are found from urbanised areas to the country farms.</p>	<p>Use of connectives to order the argument, eg First</p> <p>Use of word chains to build topic information, eg guns, military weapons</p>
argument	<p>People buy them for keeping them at the house in case of a break-in but in that case you wouldn't need a giant weapon to fend off a robber and with children they can be fatal.</p>	<p>Use of conjunctions to build point and counterpoint, eg but, however</p>
argument	<p>Also people with psychiatric disorders should not be allowed to own or use a weapon like an automatic firearm or people with great emotional difficulties otherwise there might be another Strathfield massacre.</p>	<p>Use of noun groups, eg people with psychiatric disorders</p>
argument	<p>If the gun also falls into the wrong hands (like they usually do) it will result in murder, robbery, and other crimes. If the gun is banned the rate of murder will go dramatically down.</p>	<p>Use of beginning of sentence to focus reader's/listener's attention, eg In this next section</p>
Case against argument	<p>In this next section I'm going to talk about why they shouldn't be banned.</p> <p>Farmers sometimes need these rifles not as weapons but maybe to put down a cow with broken legs or spinal cord as it is the quickest way to kill an animal without it feeling a long period of pain.</p>	<p>Use of varying degrees of modality (from strong to weak), eg shouldn't, maybe</p>
argument	<p>Also people who shoot game for a sport will lose the privilege of having a gun that they can shoot a bullet immediately one after the other instead of losing sight of the animal.</p>	<p>Use of noun groups to compact information, eg people who shoot game for a sport</p>
Conclusion/recommendation	<p>Well as you can see I have more points for getting rid of the weapons than against, so from this you obviously can see what must be done. Not only to make things safer but to bring humanity to parts of our society. I don't think that automatic or semi-automatic weapons should be distributed throughout the community in urbanised areas because they are just another excuse for trouble.</p>	<p>Use of higher modality to convince listeners in conclusion, eg must</p> <p>Use of abstract words, eg community, urbanised</p>

Stage 3

TALKING AND LISTENING

Discussion

Outcomes

- TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.
- TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.
- TS3.3 Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts.
- TS3.4 Evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features.

Indicators

- *listens to and notes key ideas and information from discussions involving more than one point of view*
- *listens and responds constructively to alternative ideas, different points of view and expresses own ideas and opinions*
- *recognises when an opinion is being offered as opposed to fact and can signal a personal opinion*
- *identifies the main ideas and supporting details of a spoken discussion and summarises it for others.*

Learning Experiences

- Provide students with charts to support oral discussions, eg *structure of a typical discussion; roles of speakers in a formal debate; 'A good persuasive speaker considers eye contact, use of humour ...'*.
- Organise a discussion about an issue that students have researched, eg *mining in Kakadu National Park*. Have students role-play people most likely to be involved, eg *indigenous people, mining companies, tourism workers, environmental scientists, politicians and bushwalkers etc.*
- Plan a class discussion on a relevant issue. Provide each student with a set number of tokens. Students hand in a token as they make a contribution to the discussion. Use a tape recorder to record the discussion to recall the points made for and against the issue. This can be used later for joint construction writing activities.
- Brainstorm pluses and minuses in relation to a particular issue as preparation for a discussion or debate.
- Conduct informal discussions/debates where opinions 'for' and 'against' are presented alternately. Link this to the purpose of a discussion: to present differing points of view.
- Interview other students, staff, parents or community members to gauge opinions about a school or community issue. Jointly construct questions, tape responses, collate results and present findings at assembly.
- View a video recording of a television debate, current affairs program or news item in which an issue is discussed. Focus on the use of modality and persuasive language. Consider how these language features influenced the listener.
- Investigate options for expressing modality *'It is unlikely/likely that ...'*, *'It seems as if ...'*, *'There is a tendency ...'*.
- Have students, in groups of three, role-play an interview with one student being the interviewer, another arguing for the issue being discussed and the other student arguing against the issue being discussed. Have students listen to both sides and make a considered judgement based on the evidence presented.
- Organise formal debates relating to a current unit of work or topical issue in which students select, sequence and organise subject matter to argue a case for or against the issue. Provide the audience with a checklist to guide critical listening and encourage constructive criticism.
- Have students observe and listen to a prepared debate. Ask students to discuss how they felt about the issue beforehand and whether the points given were convincing and well informed. Encourage students to identify how the speakers used gesture and voice to involve the audience. Ask students to describe the degree to which the speaker's manner may have influenced the audience's judgement of the issues. Encourage students to respond to the arguments offered by others using questions and counter-arguments.
- Use themes or issues raised in narratives topics for a polarised debate. Students should be encouraged to support their opinions with arguments or assist other students with arguments.
- Prepare students for a debate by practising rebuttals. List a range of responses to refute arguments for or against a familiar issue, and practise responding to points by using some of the listed responses.
- Rehearse the structure of a formal debate by adapting a jointly constructed written discussion to an oral class debate. Have students work in teams of 'Affirmative' (For) and 'Negative' (Against). Team members select arguments to use and then develop supporting points and elaborations. Conduct the debates and then discuss with students some of the features of oral discussions, eg *spontaneity which allows for rebuttal; role of voice, gesture, humour, dramatic elements; potential to appeal directly to an audience*. Ask students to identify any information excluded by any group or any arguments ignored by either side.
- Demonstrate ways of distancing the listener or viewer from an opinion, eg *'It seems that ...'*, *'It can be argued that ...'*, *'The reality is ...'*. Consider the effects these phrases have on listeners.

Stage 3

READING

Discussion

Outcomes

- RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.
- RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read.
- RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.
- RS3.8 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts.

Indicators

- *recognises and discusses the purpose of organisational stages of discussions*
- *explains how the structure of a discussion is related to its purpose*
- *discusses and justifies their own opinion after reading a discussion, referring to text details and their own knowledge and experience*
- *recognises and discusses how the reader is being influenced by the writer.*

Learning Experiences

- Encourage students to collect discussion texts for classroom use, eg *debates, political or public speeches, current affairs programs, pamphlets, talkback radio, newspaper and magazine articles*. In shared and guided reading and viewing experiences, have students compare and contrast text organisation, structure and features.
- Summarise a discussion using a pro forma with sections to record the 'issue', 'arguments for', 'arguments against' and 'recommendation'.
- Sequence a discussion text cut into strips. Justify the order by referring to knowledge of text organisation, prior knowledge and reading for meaning.
- Investigate how writers try to persuade a reader to a particular point of view, eg *Are the same number of arguments presented for each side? Are the arguments for each side developed to the same extent? Are experts quoted? Is emotive language used? Are technical terms included? Is research data included?* Ask students to suggest how these strategies persuade readers.
- Prior to reading a discussion on a particular issue, list the different groups who would be affected by an issue covered by a discussion. Which group's views have been omitted? Why were these viewpoints excluded? What is the effect on the reader?
- Compare the presentation of different discussions. Contrast visual features such as layout, font styles and sizes, use of bold/italics etc. How do these features assist the writer to influence the readers' opinion?
- Identify strategies used by writers to persuade others, eg *use of emotive language, use of technical language, inclusion of research data, referring to higher authority*. Discuss the effects of these strategies on readers.
- Identify the relationship established between the writer and reader. Is it a relationship of expert/novice, friend, informed guide? What strategies does the writer use to signal this relationship? How does this affect the reader's response?
- View a current affairs segment where different opinions are being discussed. Identify the issue. Watch the segment a second time with the sound turned down and ask students to identify the body language used by speakers to convey their message more persuasively.
- Read a variety of discussion texts and identify possible audiences for each, considering factors like the interest level of the issue, assumed background knowledge, use of technical language.
- Evaluate the effectiveness of a discussion with reference to a range of features, eg *organisation, use of main points with elaborations, appropriate level of modality, use of persuasive language, addressing concerns of a variety of groups*.

Stage 3

WRITING

Discussion

Outcomes

- WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.
- WS3.10 Uses knowledge of structure, grammar and punctuation to edit own writing.
- WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.
- WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in variety of ways.
- WS3.13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.
- WS3.14 Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts.

Indicators

- *discusses in writing some pros and cons of a topical issue, attempting to relate these to one another*
- *demonstrates the importance of being well informed on a topic when writing, doing extra research if necessary, especially if the purpose is to persuade others*
- *writes sustained discussions supported with evidence*
- *explains ways that certain words connect ideas.*

Learning Experiences

- Develop knowledge around a topic to assist students to formulate arguments for and against an issue.
- Jointly construct a concluding statement or recommendation as an editorial after reading a collection of letters to the editor and identifying the main opinions.
- Use a pro forma to analyse the structure of a sample discussion. Include sections to define the issue, to record each argument and any supporting points or elaborations, and to state the final recommendation. The same pro forma could be used by students to plan their own discussion.
- Consider target audiences when planning a discussion. Anticipate opinions they would hold in relation to the issue being discussed. Include points to directly address these opinions to increase the effectiveness of the discussion.
- Access a variety of sources for information when writing discussions. As issues are often current, students may need to approach politicians, activists, lobby groups. Consider which opinion different groups will hold and state reasons for this. Analyse resources and information with this knowledge in mind.
- Demonstrate how to include references for sources of information and support for views expressed, eg *The Prime Minister stated ...*
- Identify modal adverbs in sample texts and discuss their effect in modifying statements or opinions. Develop a list for students to use as a resource in their own writing. Attempt to order the adverbs according to degree from 'most likely' to 'least likely'.
- Group arguments that have a common focus and develop a name for the group, eg *Safety*. Use this to write a topic sentence or main point, eg *Safety is a major concern when toys are brought to school*. The arguments can then follow as elaboration for the main point.
- Experiment with modality by redrafting sentences from sample discussion, eg *Everyone should/could/may/might plant more trees*. Discuss the reaction each sentence evokes in the reader.

Exposition

General Features of Exposition

Social Purpose

Expositions are used to argue a case for or against a particular position or point of view.

Structure

Expositions are organised to include a 'statement of position', 'arguments' and a 'reinforcement of position statement'. The number of arguments may vary in expositions. The statement of position stage usually includes a 'preview of arguments'. Each argument stage consists of a 'point and elaboration'. In the elaboration the argument is supported by evidence. Arguments are ordered according to the writer's choice, usually according to criteria of strong and weak arguments. The reinforcement of the statement of position restates the position more forcefully in the light of the arguments presented.

Grammar

Common grammatical patterns in exposition include:

- ✎ general nouns, eg *ears, zoos*;
- ✎ abstract nouns, eg *policy, government*;
- ✎ technical words, eg *species of animals*;
- ✎ relating verbs, eg *It is important ...*;
- ✎ action verbs, eg *We must save ...*;
- ✎ thinking verbs, eg *Many people believe ...*;
- ✎ modal verbs, eg *We must preserve ...*;
- ✎ modal adverbs, eg *Certainly we must try ...*;
- ✎ connectives, eg *firstly, secondly ...*;
- ✎ evaluative language, eg *important, significant, valuable*.

Exposition

Teaching Notes: Stage 3

In Stage 3, students should work with a wide range of community and key learning area issues, particularly focusing on undertaking extensive research in order to develop argument stages effectively. Students should also focus on how issues leading to exposition texts can be worded. Thus far students have addressed questions in writing exposition, eg *Should school canteens sell 'junk food'?* They should also be introduced to issues worded as statements, eg *All children should attend school.* Point out to the students that a question 'Do you agree?' can follow the statement, which makes it clear that they are being asked to take up a negative or positive position in relation to this statement.



Structure

Students should be able to effectively handle the structure statement of position, argument, reinforcement of statement of position. The emphasis should be on the information/evidence used to develop the argument stage, whether students are reading, speaking or writing expositions. By this stage they should be aware of the need 'to interrogate' evidence and information in expectations. They should be able to identify vague and unsupported claims, and possibly misleading or incomplete statistics, and evaluate language used to attempt to position the believer/reader/viewer in a particular way. In other words, their critical literacy skills should come to the fore in this stage of their literacy development.








Content

Students will work with community and key learning area issues in exposition. Research skills need to be further developed so that students can speak or write at length in convincing and persuasive ways when developing expositions. For example, the issue of people being allowed to build new houses in known bushfire areas would require intensive research into local and state law and investigation of the views of bushfire fighting authorities, the CSIRO and other specialist bodies, as well as local residents in those areas.

Links with Other Key Learning Areas








-  Science and Technology: to explore issues, eg Should we recycle?
-  Human Society and Its Environment: to explore how we can contribute to the decision-making process, eg develop a particular interest group.

Grammar Focus

-  Using word chains and word sets.
-  Using a range of connectives, eg *firstly, secondly, similarly, however.*
-  Using complex sentences.
-  Changing the beginning focus of the clause (theme), eg *Pollution has been caused by ... (passive), Lead in petrol causes serious pollution (active).*
-  Using abstract nouns, eg *pollution.*
-  Using general nouns, eg *cars, bushfires.*
-  Making nouns from verbs, eg *pollute — pollution, destroy — destruction.*

Grammar Terminology

Students at this stage should be using terms such as:

-  word chain
-  word set
-  complex sentence
-  theme of clause
-  active
-  passive
-  abstract noun.

Spoken Expositions

Students should develop spoken expositions to present to their own and other classes. Individuals or groups should be encouraged to take different positions on the same issue and listeners should be encouraged to note key points in their arguments so they can question speakers when they have finished. Students should listen carefully to what is presented rather than prejudge the speaker's position because it differs from their own. Students can devise assessment sheets for spoken and written expositions that focus on the nature of the evidence presented and how its accuracy can be checked.

Written Expositions





Students should focus on writing clear and forceful statements of position followed by a succinct preview of arguments. The point part of the elaboration should be clear and concise and it should be supported by substantial evidence to give the argument as much force as possible. Students should be encouraged to participate in community issues through written expositions, which may take the form of letter writing. This type of participation is crucial for students to develop an awareness of the opportunities that exist for influencing the outcomes of important issues.

Stage 2 and Stage 3







ESL Teaching Notes: Exposition

Talking and Listening *Teaching points to consider*




ESL Scales levels: Oral Interaction 1, 2

-  Avoid questions/discussions demanding justification (why ..., because ...) as they can be difficult to answer.
-  Start with visually identifiable topics to discuss that require only a simple response. Students can group their opinions under headings: 'I like/I don't like', 'I think/I don't think', 'I know/I don't know'. Topics could be: games played at school, colours, canteen food, books, pictures.
-  Extend the above activity into one where students ask others questions such as 'Do you like playing soccer?'
-  Encourage students to ask for, as well as give, opinions in small groups.

ESL Scales levels: Oral Interaction 3, 4, 5

-  Arguing in English may seem quite combative to some cultures and students need models and discussion about when and where it is considered appropriate to give frank argument or disagreement with the speaker.
-  Be explicit in telling students that in Australia giving opinions and being able to argue a case is a valued form of communication that will be expected of them throughout their education.
-  Take care that students have enough field knowledge and cultural knowledge to be able to participate in a particular discussion. Understanding visiting speakers is likely to be challenging.
-  Model and drill use of causal connectives, starting with 'because'. Then move on to model other ways of justifying an argument or adding an elaboration.
-  Model a simple exposition or discussion orally several times, one you have jointly discussed, then write it down and allow students to memorise it before asking them to present it to a small group.
-  Practise replacing a selection of words that alter modality to change the effect in a given sentence, eg 'It might cause pollution', 'It will cause pollution', 'It must cause pollution', 'It must always cause pollution'.

ESL Scales levels: Oral Interaction 5, 6, 7, 8

-  Tape relevant excerpts from debates on TV programs or radio broadcasts. Ask students to take notes related to specific areas. Provide pro formas where possible. The tapes allow the students to replay the text to check and revise their notes.
-  Tape two spoken texts: one a discussion and the other an exposition. Tell students to listen for the clues that will identify which is which. Replay after students have identified particular 'markers'. Some features will be comparative, eg *discussion might use low modality while exposition uses high modality choices*, while others might be present in only one text, eg *perhaps ordinals to name each argument*. This allows students to check their listening skills.
-  Give students opportunities to answer questions from class members about an issue the class has been discussing. This supports students in developing both listening skills and thinking 'on the spot'.

- ✎ Identify implied meanings from spoken language. Listen to taped spoken texts and ask students to listen for innuendo/racist attitudes/sexist attitudes. Transcribe examples and link back to the sociocultural context in which the text was produced, as well as identifying the 'gaps' — what the speaker did not actually say in words. Implied meanings are very culture-specific and can often be missed by ESL learners.

Reading and Writing *Teaching points to consider*

ESL Scales levels: Reading and Responding, Writing 1, 2

- ✎ Have students make a book of class opinions on the simple topics they have orally discussed, eg 'What sports do 4N like? John and Maria like soccer; Tuva and Jenny don't like soccer' etc. It is important that their work can be integrated and shared by the rest of the class as much as possible.

ESL Scales levels: Reading and Responding, Writing 3, 4, 5

- ✎ When discussing and reading a model text, ensure that the content words are well understood before asking students to focus on the structure and grammatical features of the text.
- ✎ Where the students understand the topic being discussed but cannot express themselves in English, encourage them to write or talk about their ideas in their first language and then they can try to translate it after they have clarified their ideas.
- ✎ Use sentence drills so students may practise using a particular new connective, technical language or abstract nouns in the topic area.

ESL Scales levels: Reading and Responding, Writing 6, 7, 8

- ✎ Compare written expositions and discussions on the same topic. Find explicit clues relating the language features, eg *high modality choices, more emotive vocabulary choices in exposition*, to the difference in the purpose of the texts.
- ✎ Use a media text as a basis for identifying 'words with attitude'. Chart the words in a way that gives the students visual access to the positive or negative way the information has been presented. Use the positive and negative coding to decide, as a group, the world view of the author.
- ✎ Ask students to write an exposition on the same topic for two different audiences, such as the school principal and for classmates. Compare texts, focusing on level of formality and modality choices.

Exposition: Stage 3

Text Structure

Ned Kelly — Guilty or Innocent?

Language Features

Background information
Statement of position

This project has been based on a computer program about the trial of Ned Kelly which gave us the evidence used in the original trial. After examining a number of incidents, we came to the conclusion that Ned Kelly was treated unfairly as he only committed half the crimes he was accused of.

Use of abstract nouns, eg conclusion, predicting how the argument will be structured (ie in terms of the incidents)

Argument 1
background information
point
elaboration
elaboration

In the Fitzpatrick incident, Ned was charged with the attempted murder of Constable Fitzpatrick. We believe that Ned was not guilty as Fitzpatrick's story is not believable because (i) he contradicted himself; (ii) he had just been to the pub and we think that the wounds he had on his arm were not from bullet shots (which Fitzpatrick claimed) but from a broken glass which he might have been drinking his brandy in; (iii) and finally, he was kicked out of the police force later on because of his reputation for lying.

Use of the beginning of the sentence to focus the reader's attention, eg In the Fitzpatrick incident ...

Use of clauses linked by conjunctions to show reasoning, eg We believe that Ned was not guilty as Fitzpatrick's story is not believable because ...

Argument 2
background information
point
elaboration
point
elaboration

In the Stringybark Creek incident, Ned was charged with the wilful murder of Constables Lonigan, Scanlon and Kennedy. Ned resisted arrest and had to shoot Lonigan three times. Kelly says that it was not murder but self defence and he gave Lonigan a chance to surrender. We feel that McIntyre's evidence is weak. He said that the bullets came from the back and not from the front. Dr Nicholson finds the opposite, stating that Lonigan stood his ground and met Ned on equal terms.

Use of text connectives to structure argument, eg finally

Use of passive form to maintain focus, eg he was kicked out of ...

Argument 3
background information
point
elaboration

The Glenrowan incident was probably the most bold battle of the Kelly gang. The police sent up a special train to Glenrowan. The Kelly gang set up their base in the Jones' hotel. Although this was a gallant battle it was also a fatal battle it was also a fatal battle as Joe Byrne, Dan Kelly and Steve Hart died as a cause of it. Ned was taken prisoner and taken to the trial. We believe that Ned is guilty on the charge of holding hostages, endangering the community, and the shooting of police troopers and hostages.

Use of evaluative language to persuade reader, eg wilful murder, evidence is weak

Use of saying verbs when quoting someone, eg said, stating

Use of modality, eg probably

Use of clauses combined in various ways

Reinforcement of position statement

In our opinion, we say that Ned is guilty for half the things he did but he received an unfair trial. He shouldn't have been hung publicly but given a long imprisonment.

Use of thinking verbs to express opinion, eg believe

Use of modality in conclusion, eg should

[extract from final draft: joint researched exposition]

Stage 3

TALKING AND LISTENING

Exposition

Outcomes

- TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.
- TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.
- TS3.3 Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts.
- TS3.4 Evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features.

Indicators

- *listens to sustained arguments and supporting evidence*
- *recognises when an opinion is being offered as opposed to fact*
- *identifies the main idea and supporting details of a spoken argument and summarises it for others*
- *presents a point of view on an issue and argues a case.*

Learning Experiences

- Brainstorm the channels of communication that people use to express their opinions about an issue — record responses on a class chart, eg *letters to the editor, talkback radio, public forums, rallies*. Discuss which groups in the community would use these forms of exposition.
- Have students participate in role-plays of moral dilemmas to highlight how emotion and personal bias play a part in shaping opinions. Have some students observe and discuss the language and nonverbal cues used when opinions were expressed.
- Have students view a speech to identify nonverbal techniques such as gestures, facial expression and movement around the room, that are used when presenting an exposition and how they can enhance the meaning of the speech. Encourage students to use these techniques when presenting oral expositions.
- Discuss how the values and attitudes of speakers may affect not only what they say but also how it is said and analyse oral expositions to identify examples of this.
- After viewing a documentary on a topical issue, ask students how the narrator's point of view was expressed. Use questions to help identify bias, eg *Would the writer agree with the statement ...?*
- Invite guest speakers, eg *community members, parliamentarians, local councillors*, to speak about a school/local issue. Have students take notes about the points raised and ask questions for clarification.
- Jointly construct a chart outlining the stages of an exposition for students to use as a scaffold when presenting oral expositions.
- Encourage students to use visual texts such as pictures, diagrams, tables, overheads, as well as sound effects to support an oral exposition.
- Identify different groups of people who would have an opinion for or against an issue. Develop arguments that might be used for each side of the issue. Students need to research topics to develop effective arguments. Role-play representatives from each group, putting forward their point using the structure of exposition.
- Ask students to present a point of view opposite to their own in relation to a particular issue. Experiment with ways of minimising or increasing the persuasiveness of the presentation. Do all people who present a particular point of view necessarily hold that opinion? eg *student council representatives, politicians, businesspeople*.
- Consider changes in content and delivery that could be required when presenting an exposition to different audiences, eg *exposition about the need for a bike track delivered to peers, and delivered to the principal or School Council*.
- Have students select statements as the basis for expositions and practise turning them into questions to state the position, as well as engage audience attention, eg *Computers should replace teachers: have you ever thought of explaining to a computer why your homework isn't done?*

Stage 3

READING

Exposition

Outcomes

- RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.
- RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read.
- RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.
- RS3.8 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts.

Indicators

- identifies how information is organised and presented in a variety of texts related to the same topic
- recognises and discusses how the reader is being influenced by the writer
- identifies similarities and differences between arguments constructed by different people on the same or similar themes.

Learning Experiences

- Annotate an enlarged copy of an exposition text. Have students assist by identifying position statement, arguments, point and elaboration, and reinforcement of position. Use different coloured highlighters for each section.
- In shared reading, read a variety of expositions. Point out how the purpose affects structure, eg *an editorial may provide background information and give evidence; a brochure may have an opening statement to attract attention but contain little evidence*. How can the accuracy of evidence be assessed?
- Ask students to collect and read a selection of articles and letters to the editor about the same issue. In pairs, have students sort the articles and letters according to the point of view of the writer. Remind students that the point of view of the writer is found in the statement of position of the exposition. Ask students to summarise the main points and to locate any conflicting information.
- Have students collect a variety of letters to the editor on the same topic. Ask students to identify persuasive language such as emotive words and exaggeration and the use of modality by writer.
- In shared reading, read expositions and point out text features that may help readers distinguish fact from opinion, such as references to sources of information used by the writer to support viewpoint, eg *experts quoted, studies showed*. Have students evaluate this information from different sources.
- Identify any technical terms used in an exposition. Does the writer/presenter assume readers/viewers will understand? Are there attempts to support readers/listeners in learning about the technical terms? Note the effect on the text's purpose.
- After viewing a documentary that presents a contentious issue, have students discuss how the writer's or presenter's point of view is expressed. Encourage students to identify possible bias by referring to the use of emotive language, the visual text, exaggeration, omission of facts.
- During shared and guided reading, have students identify words that link point and elaboration. Jointly construct a list of conjunctions for students to use in their independent writing.

Stage 3

WRITING

Exposition

Outcomes

- WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences, using increasingly challenging topics, ideas, issues and written language features.
- WS3.10 Uses knowledge of structure, grammar and punctuation to edit own writing.
- WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.
- WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in variety of ways.
- WS3.13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.
- WS3.14 Critically evaluates how own texts have been structured to achieve their purposes and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts.

Indicators

- writes letters to present a point of view, persuade or criticise
- demonstrates the importance of being well informed on a topic when writing, doing extra research if necessary, especially if the purpose is to persuade others in a plausible way
- argues in writing a position or point of view, raising a few related points to support view.

Learning Experiences

- Jointly select a school/community issue. Construct an exposition in the form of a letter to the principal/student representative council. Include a position statement and several arguments to support the position. Research will be required to gather evidence to develop effective arguments. In small groups, have students design posters that express the same point of view.
- Display a large chart with an outline of an exposition's structure and organisation for students to use when editing their own expositions.
- Brainstorm and list emotive, descriptive and attitudinal language that can be used to write about a particular issue, eg *dead serious, important, significant*.
- Have students increase the persuasiveness of expositions by editing to build up noun groups. Select words that will influence the reader's emotions, eg '*Trees*' becomes '*Rare and endangered native trees ...*'
- Brainstorm and list conjunctions that show cause and effect relationships, eg *however, unless, results in ...*
- Focus on distancing opinions and views from personal statements in joint constructions, eg '*in my view ...*', '*my belief is that ...*', or impersonal, eg '*it could be said that ...*', '*it is commonly accepted ...*', or an external source could be quoted, eg '*most students agree ...*', '*authorities claim ...*'.
- Help students to recognise and define a problem either at school or in the wider community. Have them conduct research by jointly constructing questions for surveys/interviews, note-taking from written texts. Organise the collected data to use in jointly and independently constructed expositions.
- Provide students with recommendations and reasons for a particular issue cut into separate strips. Have students order these reasons from most important to least important. Use this as the framework for independent writing.
- Have students design posters to persuade somebody else to do something they would not normally want to do, eg *clean their bedroom, do their homework*. Encourage students to use features of an exposition text (ie statement of position and some supporting arguments).
- Have students construct a visual text to support a written exposition. Graphs, diagrams and tables can be used. Consider colours and images used to ensure maximum influence on the audience.
- Develop continuums to demonstrate modality. Locate words in sample texts that indicate viewpoint, eg *definitely, might, should, must*. Order these to indicate degree of certainty, and display as a reference for student writing.

Description

General Features of Description

Social Purpose

Descriptions focus our attention on the characteristic features of a particular thing, eg *Toby the Mongrel* (as opposed to information reports, which deal with a general class of things, eg *hunting dogs*). The subject might be a person, eg *Grandpa*, a place, eg *our house*, or a thing, eg *my favourite toy*. It might be imaginative/impressionistic, eg *a description as a poem or part of a narrative*, or an objective description, eg *a robbery suspect*.

While descriptions can occur as ‘stand alone’ texts, they are often part of a longer text, such as the description of a character or setting in a story or biography. Although they might not always be seen as a distinct text type, it is felt that the ability to describe someone or something in detail is an important skill that can contribute to a number of different text types.

Structure

Descriptions are usually organised to include:

- ✎ an introduction to the subject of the description;
- ✎ characteristic features of the subject, eg *physical appearance, qualities, habitual behaviour, significant attributes*.

There may also be some optional evaluation interspersed through the text and an optional concluding comment.

Grammar

Common grammatical patterns of a description include:

- ✎ use of particular nouns, eg *my teacher, the Opera House, our cubby*;
- ✎ use of detailed noun groups to provide information about the subject, eg *It was a large open rowboat with a tall front and a tall back (like a Viking boat of old), and it was of such a shining sparkling glistening pink colour*;
- ✎ use of a variety of types of adjectives, eg *opinion, factual, numbering, classifying*;
- ✎ use of relating verbs to provide information about the subject, eg *My mum is really cool*;
- ✎ use of thinking and feeling verbs to express the writer’s personal view about the subject, eg *Police believe the suspect is armed*, or to give an insight into the subject’s thoughts and feelings, eg *My friend Amanda adores chocolate ice-cream*;
- ✎ use of action verbs to describe the subject’s behaviour, eg *Our new puppy nips at our heels and wrestles with our slippers*;
- ✎ use of adverbials to provide more information about this behaviour, eg *Our new puppy always nips playfully at our heels*;
- ✎ use of similes, metaphors and other types of figurative language, particularly in literary descriptions, eg *But Mulga Bill, as white as chalk, sat tight ...; that two-wheeled outlaw (Mulga Bill’s Bicycle).*

Description

Teaching Notes: Stage 3

At this stage, students should be developing considerable skill in describing particular persons, places or objects. Their range of descriptive vocabulary should be extensive. They should be learning not to rely too heavily on adjectives and adverbs to bring life to a description, but should also be using vivid and unusual nouns and verbs to evoke a particular image or mood. Students will use descriptions embedded in other text types and recognise descriptions that are part of longer texts. Descriptions are an excellent vehicle for developing depth and complexity in students' writing and speaking. To achieve this, students will continue to benefit from many opportunities to build field knowledge and vocabulary through research, reading, talking and listening.




Structure

If students are producing written descriptions as a 'stand alone' text then the structure of (a) identifying the subject and (b) describing characteristic features and behaviour might be expected. If the description is embedded in another text type, particularly a literary one, then it is more a matter of identifying appropriate places where the description, eg *of setting or characters*, might be woven into the larger text.

Content

By this stage, students should be able to understand and produce texts that range from detailed, objective descriptions of familiar and unfamiliar subjects through to quite literary, evocative sketches of people, places and things.

Links with Other Key Learning Areas

-  Human Society and Its Environment: eg write a description of a significant figure in history.
-  Science and Technology: to study space, eg write a description of the Earth's atmosphere.
-  Creative and Practical Arts — Visual Arts: study a famous painting and give a detailed description of one of the subjects in it, eg include supported, factually detailed, impressions you get and imagined details about the subject. Music: have students listen to music and describe what type of character it might represent. Have students listen to and compare theme music from different television shows and films. Discuss how this music 'sets the scene' and describes the characters, setting or theme.

Grammar Focus

- ✎ Using more complex noun groups — noun groups that include adjectival phrases, eg *the old man with the droopy eyelids* and adjectival clauses, eg *This clever backpack has a detachable cooler bag designed to keep food and drinks cold for hours.*
- ✎ Using figurative language — personification, eg *The old grey horse with his honest ways was a mate to me in the droving days*; simile, eg *he looked like an overfed frog*; *as full as a hog*; metaphor, eg *my eyelids are suddenly anchors*; alliteration, eg *an elf with wispy white hair.*
- ✎ Playing around with language to create an effect — placing adjectives after nouns, eg *there were spiders huge and horrible sitting in the branches [The Hobbit]*; repetition, eg *he was a tiny man with tiny hands and feet and a tiny round face [Danny the Champion of the World]*; made-up words, eg *Snackle! and Gunkle! It's only my uncle — He makes a terrible sound. Griggle! and Snoggle! My ears really boggle. I'd rather he wasn't around [That Smell is my Brother]*; unexpected combinations: *a gift-wrapped spider.*
- ✎ Noticing how a description is developed through a text by tracing the word chains relating to the subject or by drawing up a semantic map, eg *My first mini hi-fi system — just like Mum's and Dad's — a sure-fire hit — colourful and appealing — ear-pleasing chime — a great gift idea — hours of educational pleasure.*

Grammar Terminology

Students at this stage will be using terms such as:

- ✎ adjectival phrase (including prepositions)
- ✎ adjectival clause
- ✎ personification
- ✎ simile
- ✎ metaphor
- ✎ alliteration
- ✎ word chain.

Spoken Descriptions

In class and group discussions, students should be encouraged to use descriptive language that goes beyond the general 'stockwords' such as *good, boring, okay*. Get them to listen to descriptive texts and build up a bank of words to be used in their own speaking and writing. Help them to appreciate the aesthetic value of descriptive texts, eg *by listening to recordings of songs with descriptive lyrics or by learning and reciting poems that stimulate the senses.*

Written Descriptions



By Stage 3, students should be learning to critically evaluate descriptions encountered in their reading of school magazine articles, poems, advertisements, mail order catalogues, textbooks, and stories. Their own written descriptions should demonstrate careful reflection on the choice of vocabulary items and the structuring of sentences and text to have a particular effect on the reader. Students should be encouraged to playfully manipulate the language and to be creative in their description. Thought should be given to the interrelationship between text and illustration.

Stage 2 and Stage 3


ESL Teaching Notes: Description

Talking and Listening *Teaching points to consider*


ESL Scales levels: Oral Interaction 1, 2, 3

-  Incorporate daily routines that recycle descriptive language relevant to a particular field, eg *describing the weather, what a student has for lunch, responding to a set of pictures that are all animals or kinds of transport*. Descriptive sets of vocabulary are those of: size, colour, shape, texture, taste (common adjectives that teachers need to build up around particular contexts).
-  Play the commercial board game *Guess Who?*

ESL Scales levels: Oral Interaction 3, 4, 5




-  Work towards an information report on a specific thing, eg *animal, planet, plant*, that has been researched by the whole class. Build a series of orally based and visually supported activities to ensure success at the writing stage, eg *building familiarity with the more technical terms using bingo cards, drawing, oral cloze, oral true and false, picture talk, picture sequencing around relevant texts on that animal (or plant, planet etc)*.

ESL Scales levels: Oral Interaction 5, 6, 7, 8



-  Support information reports demanding a deep understanding of complex phenomena such as the galaxy or where many concepts are expressed as abstract ideas. Plan activities that allow talk in small groups to practise new vocabulary and concepts.

Reading and Writing *Teaching points to consider*




ESL Scales levels: Reading and Responding, Writing 1, 2, 3

-  Use an information text as the basis for a subject-specific word list. Ask student, to locate all the words that name the animal, describe the animal, name the body parts etc.
-  Cut up magazines to support oral descriptions, eg *Cut out pictures of animals with fur, transport with motors etc*.
-  Take photographs of students' friends in the class and jointly scribe their characteristics, recycle text into cloze, cut up sentences, words.

ESL Scales levels: Reading and Responding, Writing 3, 4, 5

-  Jointly construct some or all paragraphs of an information report on an animal after students have had many opportunities in a small group to use new vocabulary.
-  Use this joint construction for reading and writing activities about information reports: re-ordering under correct headings, cloze on content words, completing half-sentences, highlighting theme words.

ESL Scales levels: Reading and Responding, Writing 5, 6, 7

-  Provide many opportunities for building up the field knowledge before writing.
-  Select for the students well-written information texts. Discuss new vocabulary.
-  Provide a clear pro forma chart with relevant headings suited to the topic for students to gather information.

Description (Factual): Stage 3

<i>Text Structure</i>	Henry Ford and his Ford Motor Company	<i>Language Features</i>
Subject Description, eg: – contextual information	<p>Henry Ford was a famous American engineer and car manufacturer. He was born on a farm in Dearborn in Michigan in 1863.</p> <p>Why Henry Ford was famous</p> <p>He was the first man to mass produce cars at a price which people could afford. Although at first, like other car companies, he made automobiles that only well-to-do people could afford, he wanted to build a car that was cheap enough for most families to own and in 1903 he succeeded.</p> <p>How Henry Ford set up his company</p> <p>Ford was very interested in horseless carriages. He decided to build one himself. He began to experiment with engines until his first car was made in 1893. Night after night he would work on it like a madman. At last in 1896 the vehicle was ready for a trial run. He then ran it round the block. It went well. Finally, in 1903, the Ford Motor Company was founded.</p> <p>What made his company famous?</p> <p>The employees were happy to work for him because he reduced their hours from 9 to 8 per day and paid them \$5 per day, whereas the average company paid a skilled worker \$2.50.</p> <p>The thing that made his company famous was his mass production line. Instead of having each person build the entire motor car, he had one person doing their own small job.</p> <p>Because this saved a lot of time and money, Ford could offer more cars to the American public at a lower price than anyone before him.</p> <p>In the past, other companies that did not have mass production lines wasted more time and money and produced cars one by one.</p>	<p>Use of synonyms, eg cars, automobiles</p> <p>Use of noun groups which include adjectival clauses, eg automobiles that only well-to-do people could afford</p> <p>Use of feeling verbs, eg wanted</p> <p>Use of relating verbs, eg Ford was very interested</p> <p>Use of thinking verbs, eg decided</p> <p>Use of variety of adverbs, eg: time: in 1896 purpose: for a trial run place: round the block manner: well</p> <p>Use of sentences that contain two or more clauses combined in complex ways, eg The employees were very happy to work for him because he reduced their hours from 9 to 8 per day and paid them ...</p>
– significance in history	– important episode in life	
– description and significance of company		

[At Stage 3, topics may need researching. Description becomes an important element in Biographies.]

Description (Literary): Stage 3

Text Structure **Hunger**

Subject

Description, eg:

– before

When I get hungry ...

**my throat turns dry, as dry as a desert
waiting to be drenched with torrential rains.
My stomach is a deep empty well longing
to be filled, grumbling and growling
as all the animals in the well die for food.
My whole body becomes a ghost town
without any life or colour.**

– after

**But then the welcome sign of the big
restaurant loom on the horizon. Is it a
mirage?
My body lurches towards the oasis.
I dive for a drink and slam it down
into my mouth. The desert turns into
lush green pastures and the ghost town
turns into a thriving city.**

[Collaboratively written text: groups asked to create extended metaphors in response to prompt 'When I get hungry ...']

Language Features

Use of poetic repetition, eg dry

Use of similes, eg as a desert

Use of metaphor, eg my stomach is a deep empty well

Use of personification, eg well grumbling

Use of alliteration, eg grumbling, growling

Use of word chains (eg desert words: dry, desert, empty well, die for food, ghost town, golden humps, horizon, mirage, oasis)

Use of question to involve reader, eg Is it a mirage?

Use of action verbs, eg lurches, turns

Use of antonyms, eg desert, green pastures

Stage 3	TALKING AND LISTENING	Description
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Outcomes

- TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.
- TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.
- TS3.3 Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts.
- TS3.4 Evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features.

Indicators

- *listens to and reads aloud detailed descriptions of a range of settings, people, animals and objects*
- *notes aspects of language use, such as vocabulary, rhythm, similes, idioms, proverbs, metaphors and personification, and how they enhance the meaning of spoken descriptions*
- *describes a range of experiences in detail.*

Learning Experiences

- Use portraits and pictures as a stimulus for discussion, eg *have students describe the person as if it were someone they knew well; describe a place as if they have been there.*
- Have students describe what they have in a 'surprise box', without telling the audience what it is, eg *what country it comes from, its use, what it is made from.*
- Discuss two completely different scenes, eg *idyllic country picture and picture of a war scene*, and compile lists of words/phrases that might be used to describe these two different scenes.
- Organise a food-tasting session where students are asked to focus on the taste, texture and smell in order to describe the food in detail.
- Place a 'mystery object' in a box or bag, and have students describe what they feel, eg *materials possibly used, surfaces and textures.*
- Have students read aloud examples of effective, descriptive passages from literature. Ask students to listen to the rhythm and sound of the language and identify what features make the description effective.
- View two photographs of a person, animal or object — first a close-up of particular detail and then a long shot. Brainstorm words and phrases to describe each one, then compare and discuss similarities and differences.
- Play the *Who am I?* game in which students give descriptive clues about a character from a familiar novel and others have to try to guess the identity.
- Read two different descriptive passages to students, eg *about different subjects, different types of description or using different writing styles, where the writer has strong feelings about the subject or is writing as if they have no strong opinion about it.* Have students identify and explain why they, personally, prefer one passage to the other.
- Encourage students to listen for examples of description in daily conversations, and name the purpose and audience for the description.

Stage 3

READING

Description

Outcomes

- RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.
- RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read.
- RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.
- RS3.8 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts.

Indicators

- *comprehends, interprets and responds to a range of detailed printed descriptions*
- *identifies typical language features used in different descriptions*
- *discusses how information is organised and presented in a variety of descriptions produced by different people on the same topic.*

Learning Experiences

- In shared, guided and independent reading, have students read descriptions of settings from different narratives and compare these, eg *How does the author bring us into the setting? Is the author describing the setting favourably or unfavourably?*
- Encourage students, when reading aloud descriptive passages, to use pitch, pause, intonation, volume and emphasis to enhance the meaning.
- Read descriptions to the class and ask students to suggest how the author may feel about what is being described and how the author brings this to the writing.
- Use a class chart when reading a description in shared or guided reading to note down different language features, eg:

Adjectives/ adjectival phrases	Adverbs/ adverbial phrases	Similes	Metaphors
--------------------------------------	----------------------------------	---------	-----------
- Collect and read a variety of poems, ballads and songs and identify the use of figurative language such as similes and metaphors. Discuss why writers use these, eg *to squeeze lots of information and emotion into a few words, to find new ways to say old things.*
- Identify descriptive passages in a biography and discuss why the author included these details and excluded others.
- Encourage students to collect samples of descriptions or descriptive writing. Encourage students to identify the sense or senses used by the writers in gathering their information (ie smell, taste, feeling, hearing, sight, intuition).
- Have students read descriptive passages and poems to identify chains of meaning, eg *look for synonyms and antonyms, highlight all descriptive references to the subject.*
- Provide students with descriptions from art exhibition catalogues or real estate magazines. Also provide students with the catalogues and magazines from which the descriptions have been taken. Ask students to match the descriptions with the correct photograph or painting in the catalogue or magazine.
- In groups, have students read two or three examples of a descriptive passage from the same text and a passage from a different text. Have them match the passages from the same text, studying the literary style and language choices of the writer to find reasons to justify their answers.
- Investigate the creation of mood in films and television programs through photography and directing techniques, eg *how suspense is created by using sound and visuals to describe the setting.*
- Compare the same scene in film and book versions. Ask students to compare how the written description has been translated into a visual text. Have them consider aspects such as camera angle, lighting, composition of the shot.
- Have students list and critically evaluate descriptive details given about a product in an advertisement. Ask them which aspects are described and which aspects are not described and how this relates to the purpose of the advertisements and the intended audience.
- Have students identify different ways in which the subject of a description is introduced to the reader.
- Trace through significant developments in a character's appearance or personality at different points in a story, eg *in terms of what the character does, says, thinks, feels or looks like.*

Stage 3	WRITING	Description
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Outcomes

- WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences, using increasingly challenging topics, ideas and written language features.
- WS3.10 Uses knowledge of structure, grammar and punctuation to edit own work.
- WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.
- WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in variety of ways.
- WS3.13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.
- WS3.14 Critically evaluates how own texts have been structured to achieve their purposes and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts.

Indicators

- writes a detailed description of a person, place, animal or object, selecting details that develop an overall image of what is being described
- prepares lists of words for a particular purpose, eg to be used in detailed description
- responds to the writing of others with specific and constructive comments about the organisation of descriptions.

Learning Experiences

- When they describe a character or setting in a story, get students to think about how the description relates to the development of story, eg *certain character traits might become important to the plot*.
- Provide students with description starters that they can turn into richly detailed paragraphs by answering the implicit question with each starter, eg *There was something eerie about the ... sky/visitor/room/house (What made it eerie?)*.
- Ask different groups of students to describe a setting, eg *kitchen, shopping centre*, using only one sense, eg *sight, smell, sound*.
- Provide opportunities for students to view segments of television programs, commercials or music video clips without sound and have them describe what is happening.
- Model how to use a thesaurus in writing descriptions.
- Ask students to create posters displaying alternatives to clichés and hackneyed phrases, eg *instead of quick as a flash — as quick as a calculator; as quick as an Olympic runner*.
- Assist students to write simple descriptive poems, eg *provide a subject (Blue is ...) and get each student to contribute one line to a collaborative poem (Blue is the flash of a splendid wren)*.
- Have students write a description of a familiar setting, eg *my bedroom*, for different audiences, eg *someone who is visually impaired, their parents, a pen pal*.
- Use personification as the basis for writing by giving a non-living thing characteristics such as independent movement, behaviour and personality, eg *cars, supermarket trolleys, computers, washing machines*.
- Provide students with a theme, eg *mystery on a cruise ship*. Have students in groups devise a character that may be part of this theme and write a description. Share descriptions as a class and use these as the basis for writing a narrative.
- Cover the text in a picture book, and have students use the pictures as the basis for writing a literary description.
- Have students write descriptions from different perspectives, eg *teacher and student describe playground incident*. Discuss how different authors have different points of view and select different details to include or exclude.
- Have students read their own writing aloud to a teacher or peers as an editing technique. Focus on the inclusion of relevant, specific details and the deletion of irrelevant information.

Poetry

General Features of Poetry

Social Purpose

Poetry is a channel of communication that is used to achieve a range of social purposes.

Poetry expresses feelings and reflections on experience, people and events. Poetry is an aesthetic experience that works mainly through our emotions, sensory experiences and imaginative perceptions. A poem may focus on the individual feelings and reflections of the poet, or it may tell a story, or describe people, places and things in distinctive and sometimes unusual ways.

Poetry is often written with the expectation that it will be read aloud. In poetic language, sound patterns and rhythmic qualities are an important part of the meaning. Some poems may make use of regular patterns of rhyme and rhythm, while others make use of free verse form. The sound qualities in poems are emphasised by devices such as rhythm, alliteration, assonance and onomatopoeia.

Poetic texts often contain images that are expressed in striking ways. These images may be presented through different kinds of techniques such as simile, metaphor and personification.

The main purpose for teaching poetry should be to provide for students' enjoyment and appreciation of ideas and language in poetry lessons. Poetry includes a range of text types such as narrative, recount and description. It is a channel of communication for different text types.

Structure

Each poem could be approached as a series of steps or moves. These steps are generally signalled in the stanza or verse structures.

There is a vast range of devices that poets draw upon to shape their poems such as alliteration, assonance, simile, metaphor. In all poetry, rhythm is a constant feature.

As Samuel Taylor Coleridge states, 'Poetry is the best words in the best order'. When considering poetry, it is useful to focus on the poet's choices of words and order of words and how this enhances meaning in the poem.

Grammar


















Grammatical patterns in poetry vary enormously. Poetry tends to rely on features of textual cohesion such as word chains based on such things as repetition, synonym and antonym.

Poetry that tells a story is likely to use the grammatical features of story texts such as action verbs, noun groups, adverbs and adverbial phrases.

Poetry

Teaching Notes: Stage 3

Teaching Points to Consider

-  Keep your own personal anthology and share your favourites with the class.
-  Have a treasury of verse available in the classroom and read at least one poem a day, eg *before/after lunch, before going home*.
-  Read all poems more than once.
-  Focus on enjoyment and personal response.
-  Remember that enjoyment does not depend on understanding every word.
-  Aim to extend the students' range of response to poetry and to make their experience of it more perceptive. This does not depend on acquiring information about technical devices and figures of speech but on reading aloud, on discussing and exchanging opinions, and on learning to pay close attention to the language used.
-  Include a range of poetry anthologies in class libraries.
-  Celebrate poetry with special days and events, poet of the month.
-  Read poems by Indigenous Australians.
-  Incorporate relevant poetry into school events — Book Week, Education Week, National Aboriginal Week, Anzac Day.
-  When using a text reconstruction activity, select poems that have some logical or chronological sequence and varying degrees of difficulty (language, imagery, rhyme, free verse). A box of these can be kept in the classroom and students encouraged to 'solve' one when they have a free moment.
-  Encourage students to perform poems.
-  When using a cloze activity make sure that the words you delete focus the students' interest on rhyme, rhythm, imagery or on that particular arrangement of language that distinguishes poetry from prose. Allow the students a range of options and emphasise that there is no 'right' word. Talk about how choice of word makes meaning.
-  Encourage students to identify story poems as recount or narrative and give reasons for their identification.
-  Focus on descriptive language in poems through build up of noun groups.
-  Focus on unusual, unexpected descriptions and comparisons where language is used in creative, playful ways.
-  Focus on Australian traditions in poetry and their historical origins. Invite Australian poets to talk to students about why they write poetry.

Links with Other Key Learning Areas

Select poetry in relation to the subject matter being studied.

Stage 2 and Stage 3

ESL Teaching Notes: Poetry

Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2

- ✎ Adapt the Early Stage 1 and Stage 1 learning experiences that focus on developing rhythm and assist with rhyme.
- ✎ Choose a poem that is either fairly easy or has an easy chorus verse. Cut the poem into lines and give one line to every student in the class. Give the easy or repeated lines to the early ESL students. Each student recites their line in sequence.
- ✎ Jointly construct tongue twisters for students to practise, concentrating on single sounds, blends or word endings they are experiencing difficulty with.

ESL Scales levels: Oral Interaction 3, 4, 5, 6

- ✎ Bearing in mind the above teaching points, most students at these levels can be integrated into general class activities.

Reading and Writing *Teaching points to consider*

ESL Scales levels: Reading and Responding, Writing 1, 2

- ✎ Make up catalogue-style poems with pictures to build up vocabulary, eg *One sunny Sunday I went to the shop and bought a McDonald's hamburger — yummy, hot chips — yummy, a can of coke — yummy, a chocolate doughnut — yummy, and a box of fish food — not so yummy dummy!* OR *When I was a baby I ... etc.*
- ✎ Use jazz chants that incorporate everyday English into rhythmic form.
- ✎ Build some very simple word clines. Display for students to refer to and use as stimulus for shape poems, eg *(the cline) huge, big, little, tiny; (the sentences) The school is huge, the class is big, the boy is little and the boy's toe is tiny (each line becoming smaller and smaller).* OR *(the cline) very long, long, short, very short; (the sentences) The skipping rope is very long etc.*

ESL Scales levels: Reading and Responding, Writing 3, 4, 5

- ✎ Provide structures for simple poems where students can add in their own phrases. Brainstorm a selection of phrases after selecting topics that allow for their own experience to be expressed, eg *Happiness is running away, Happiness is knowing peace, Happiness is the sun rising every morning, Happiness is singing a song, Happiness is ...* OR *Sadness is ... Anger is ... Love is ... etc.*
- ✎ Use a known poem to make a cloze of words that could be replaced by common synonyms. Teach students how to use a thesaurus to fill it in and then have students compare poems.
- ✎ Most poetry writing activities can be accomplished where a set structure, or stem sentences and a bank of useful vocabulary, is first modelled.

Stage 3

TALKING AND LISTENING

Poetry

Outcomes

- TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.
- TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.
- TS3.3 Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts.
- TS3.4 Evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features.

Indicators

- enjoys a greater range of poems read aloud
- joins in group and individual recitations of a variety of familiar and new poems (including students' own poems)
- speaks with clarity and uses appropriate intonation, volume and pauses when presenting
- uses gesture, posture, facial expression, tone of voice, pace of speaking to engage the interest of an audience, as culturally appropriate
- evaluates own oral presentation in terms of such features as tone, volume, intonation, body language.

Learning Experiences

- Have students recite poems and rhymes individually, in chorus and in multi-voice recitations, eg *'Jabberwocky'* by Lewis Carroll, *'I'm the Youngest in Our House'* by Michael Rosen.
- Have students retell and innovate on poetry heard and read, eg *add stanzas, jointly construct a parody of a nursery rhyme.*
- Have students discuss how illustrators interpret poetry, eg *'The Highwayman'*, illustrator Charles Keeping; *'Man from Snowy River'*, illustrator Annette Macarthur-Onslow; *'The Dragons are Singing Tonight'*, illustrator Peter Sis.
- Encourage students to use appropriate terminology to talk about different technical devices, eg *simile, metaphor, alliteration and assonance.* Display and exemplify these terms in the classroom.
- Encourage students to explore patterns of rhythm in poetry, patterns of strong and weak stresses on words. The teacher's exaggerated reading can help students identify patterns. Students can decide on their own marks to indicate strong and weak stresses. Assist them to note regular patterns of strong and weak stresses in lines.
- Encourage students to use visual elements such as gesture and facial expression to communicate meaning when presenting or reading a poem aloud.
- In small groups, have students dramatise a poem such as *'The Man from Ironbark'* by Banjo Paterson.
- Select popular and folk songs to play to students to highlight rhythms, sound, tone and feeling, eg *'Click Go the Shears'*, *'The Wild Colonial Boy'*, Julian Lennon's *'Saltwater'*.
- Have students prepare and present a group performance of a favourite poem.
- Encourage students to use appropriate pitch, pace, pause and emphasis when presenting poetry as a performance.
- After listening to a poem, encourage students to discuss striking and unusual features in the poet's use of language.
- Invite poets to come and read and/or present their poetry to the class.
- Provide opportunities for students to compare two poems by the same poet or poems on a similar theme and discuss reasons for similarities and differences.
- Listen to tapes of poets reading their own work, eg *Spike Milligan, Bill Scott, Michael Dugan and Doug MacLeod.*
- Have students select music that reflects rhythms, sounds and ideas of particular poems, and that can accompany oral readings.

Stage 3

READING

Poetry

Outcomes

- RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.
- RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read.
- RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.
- RS3.8 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts.

Indicators

- discusses how ideas are presented in a variety of poems related to the same topic
- identifies typical structures and techniques used in poetry, eg patterns of rhyme, rhythm, organisation of some poems into stanzas
- comments on different interpretations of a poem, referring to details in the poem and their own knowledge and experience
- identifies imagery such as simile and metaphor and how these contribute to the meaning of a poem
- reads poetry for own pleasure and interest.

Learning Experiences

- In shared reading, read a variety of poems and encourage students to find similarities and differences in the ways poets express personal experiences.
- In small groups, have students prepare and perform a Readers Theatre for a poem.
- Encourage students to read a range of poems written by children.
- Read poets' selections of their favourite poems and other poets' works, eg *Max Fatchen and Colin Thiele 'Tea for Three'* and *Michael Dugan and Doug MacLeod 'Out to Lunch'*.
- Encourage students to use effective pause and emphasis when reading poetry aloud.
- Provide a variety of poems in a particular form, eg *ballads, descriptive, humorous*, for students to read in independent reading.
- In shared reading experiences, read dialogue poems, eg *Lewis Carroll's 'The Walrus and the Carpenter'* or *Shel Silverstein's 'The Oak and The Rose'* or *'Biami' by Oodgeroo Noonuccal*. Invite individual students or pairs to read one of the parts in the poem.
- In shared reading, read poems that explore feelings and poems that puzzle by incorporating complex ideas, eg *'The Hippopotamus's Birthday'* by *E V Rieu*.
- Select extended images from poems to share with the class. Have students use this imagery to create a visual text or have them select a piece of music to play while the image is read from a poem.
- Encourage students to collect poems on a particular theme. Include these in the class library for students to read in independent reading.
- Read a poem to the class without showing them the title. Ask students to suggest an appropriate title and provide reasons. List these suggestions and compare them with the title used by the poet.
- Focus on word chains in poems. Write these on wall charts for students to refer to when writing poetry.

Stage 3

WRITING

Poetry

Outcomes

- WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.
- WS3.10 Uses knowledge of structure, grammar and punctuation to edit own writing.
- WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.
- WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in variety of ways.
- WS3.13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.
- WS3.14 Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts.

Indicators

- writes a variety of poems of various lengths
- uses a thesaurus to find synonyms when writing
- discusses how metaphor, idiom and/or personification enhance own poems
- uses patterns of rhyme and rhythm in poetry writing.

Learning Experiences

- Have students develop a 'What is Poetry?' wall poster listing personal definitions of poetry. Encourage students to revisit their definitions after reading a variety of poetry.
- Ask students to construct a list of titles and authors of poems for peers to refer to.
- Jointly construct a variety of poems, eg *nonsense, descriptive, narrative*, on the basis of models that students have read.
- Jointly construct poems using pictures as stimulus. Brainstorm and list thoughts and feelings related to the pictures, eg *Aboriginal paintings and works by colonial Australian artists*.
- Have students write poems in free verse about personal experiences/feelings — birthdays, school, parents. They could be given the first line, eg *'It makes me furious when ...'*, *'One day I'm going to ...'*
- Jointly construct a nonsense poem using unlikely people/situations and invented language. Use models of Roald Dahl, Lewis Carroll, Spike Milligan, Jack Prelutsky and Michael Rosen.
- Cut up a poem into lines or stanzas. Have students reconstruct the poem and compare it with the original text. Use a wide range of poems from simple to complex: rhyming and free verse.
- Have students independently construct poems using joint constructions of poems as models.
- Have students create a visual text to convey understanding of a poem's meaning.
- Encourage students to use a variety of styles to emphasise or highlight parts of the text when publishing poetry, eg *bold, underlining, headings, italics, and use of capitals*.
- Model how to redraft, revise, edit, proofread and publish when writing poetry. Encourage students to engage in these processes when independently writing poetry.

Response

General Features of Response

Social Purpose

Responses are used to summarise, analyse and respond to literary texts. They may be a personal response or a review.

Structure (Personal Response)

- ✍ Context – this gives background information on the text.
- ✍ Opinion/Reaction – this explores the qualities and effectiveness of the text, expressing personal feelings.

Structure (Review)

- ✍ Context — this gives background information, eg *author, type of work, setting and brief synopsis*.
- ✍ Text description — this describes the main characters and the pattern of their relationships. It also deals with some key incidents selected because they may give further insight into characters and the theme of the text.
- ✍ Judgement — this is where the writer or speaker evaluates the work by giving an opinion or making a recommendation.

Grammar

Common grammatical patterns in review texts include:

- ✍ relating verbs, action verbs, saying verbs, thinking verbs, noun groups describing characters;
- ✍ present tense — changes to past tense if text has a historical setting;
- ✍ temporal sequence of events only when key events are summarised;
- ✍ persuasive language used in judgement;
- ✍ clause or sentence themes that are often the title of the book, name of author etc. These choices clearly locate the reader in a response text.

Note: Students are encouraged to speak and write personal responses in Stage 1. By Stages 2 and 3, students should be speaking and writing reviews.

Response

Teaching Notes: Stage 3

By this stage, students should have a wide range of experiences with a variety of text types including spoken, visual and written. This prior knowledge provides opportunities for teachers to compare and contrast elements of texts read, and begin to investigate common themes and issues.

Students should be encouraged to evaluate critically in their responses, rather than simply provide an opinion. The development of critical literacy skills through understanding text structure and how language and visual images are used to create characters is important in discussions about texts. This will help form the basis of critical and interpretive responses in later stages.

During shared and guided reading sessions, students should be given the opportunity to read reviews written by others, eg newspaper literary or film reviews, and discuss how the writers' opinion influences what is written.

Structure

- ✎ Context — includes information about author, title, other works, themes the author works with.
- ✎ Text description — main characters introduced, key incidents summarised (not necessarily in sequential order). Readers are positioned to view characters and events in particular ways.
- ✎ Judgement — evaluation/recommendation.

Content

Students should be encouraged to respond to a range of visual and written literary texts to be able to articulate their own responses with minimal teacher guidance and intervention. Responses should include justification of opinions with reference to the text. Students should construct well-developed context, text description and judgement stages.

Grammar Focus

- ✎ Usually using present tense but changing to past if text has an historical setting.
- ✎ Using relating verbs, eg '*Fred is madly jealous of Susan ...*', action, saying and thinking verbs.
- ✎ Using complex noun groups.
- ✎ Using complex sentences.
- ✎ Using language to evaluate, eg *enjoyable, fascinating, challenging*.
- ✎ Considering choice of theme for information focus at beginning of sentence.

Grammar Terminology

At this stage students should use terms such as:

- | | |
|------------------------------------|---------------------------------|
| ✎ evaluative language; | ✎ theme of clause and sentence; |
| ✎ nouns, structure of noun groups; | ✎ tense; |
| ✎ sentences, compound and complex; | ✎ verbs. |

Links with Other Key Learning Areas

- ✎ Creative and Practical Arts — Visual Arts, Drama, Music.

Spoken Responses

Spoken responses will focus on sharing texts with peers and discussing texts by responding to open-ended questions. Students can give oral reviews to the class, to the school assembly.

Written Responses

Students should give complex written reviews that include book knowledge, critical orientation to events and character development. They should make a recommendation based on these. In both spoken and written reviews, students should focus on the point from which the story is told and on the role of visual images that accompany written texts.

Stage 2 and Stage 3

ESL Teaching Notes: Response

ESL students need to have a high degree of familiarity with literary texts in order to respond to them effectively. Therefore, teachers need to have engaged their students in focused studies of a range of narratives and poetry before introducing the notion of a response.



ESL students focus their attention on the *meaning* of the text. Response requires personal opinion and justification that draws on a wider vocabulary. The ability to respond to open-ended questions of *Why?* and *How?* is particularly difficult for the ESL learner.

Students working at about level 4 in the ESL scales are beginning to use English to express opinions about literature and are starting to describe literary features. It is important that ESL students understand that formulating personal opinion and critical thinking are highly valued and essential skills required in the Australian education system.

It is essential that the text to which an ESL student is being asked to respond is fully understood by that student and that the text is at an appropriate reading level. Ensure that the vocabulary and content of the text have been studied. ESL students are able to successfully respond to texts when supported by model texts with sentence beginnings and by discussion at the student's instructional level.



Talking and Listening *Teaching points to consider*

ESL Scales levels: Oral Interaction 1, 2






-  Use ESL teaching notes for Narrative (p 300). It is essential for students to be familiar with the text to which they are responding.
-  Use simple questions, accompanied by clues from the text, to ask students about their response to the text.

Reading and Writing *Teaching points to consider*

ESL Scales levels: Reading and Responding, Writing 1, 2

-  The focus at these levels is on activities that teach the vocabulary in the text rather than about the text. Retelling would be the first aspect of response that would be attempted. The retellings produced by students at these levels usually use the vocabulary they have just learnt. Summarising, using new vocabulary is too demanding linguistically for students working at levels 1 and 2.
-  Ask students to locate words or word groups in the text related to particular aspects such as names of characters, setting etc.

ESL Scales levels: Reading and Responding, Writing 3, 4, 5

-  Students who are literate in their first language may have sophisticated responses to texts they read in their first language. These texts will be at a more suitable cognitive level than texts the student will be able to read confidently in English. Use a pro forma with simple questions for the student to respond to in their first language and then ask the student if they can transfer some of the responses into English. The teacher could rephrase and scribe the responses.
-  Try to use books that students can relate to their own experiences, including other literary experiences.
-  Review a story that students have jointly constructed, or a shared book experience.
-  Have students jointly construct several simple reviews before they attempt independent writing.
-  Provide models with sentence beginnings to guide independent writing.

Stage 3

TALKING AND LISTENING

Response

Outcomes

- TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.
- TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.
- TS3.3 Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts.
- TS3.4 Evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features.

Indicators

- *listens to and responds to key ideas and information from a range of sustained and challenging ideas and topics*
- *explores ideas and topics for personal response in a group set up by teacher or peer*
- *gives considered reasons for opinions in oral reviews and responses and listens to those of others*
- *listens and responds constructively to alternative ideas, different points of view and expresses own ideas and opinions without dominating discussions*
- *reads reviews of literary texts*
- *identifies words that may help readers to distinguish fact from opinion*
- *talks about the role of visual images in constructing texts. Do they complement or add new information to the text?*

Learning Experiences

- Have students work in pairs to interview a character from a familiar literary text. Select a character, and decide who will fill the roles of interviewer and interviewee. Prepare the interview by developing open-ended questions. Provide time to practise the interview. Each pair then presents the interview to the whole class.
- When viewing a film or documentary, pause at intervals to analyse techniques used by cinematographers to manipulate or influence the viewer's perspective, such as use of colour, symbols, camera angles, eg *close-ups, mid-shots*. Discuss how the viewer may interpret or see the film from a different perspective.
- Have each student present an oral book review to the class based upon a text read independently. Suggest that they enhance the presentation by reading a section of the text aloud, eg *a humorous, exciting or suspenseful incident*. Focus on using text structure knowledge to talk about a book.
- Use topic cards as starting points for discussion about a shared written or visual text. Shuffle and distribute cards so that students are encouraged to focus on one aspect of the text, eg *characters, plot, setting, themes, issues*, and give a personal response to it.
- After the shared reading of a section or chapter from a narrative, have groups of students improvise character conversations that may have occurred between events in the story.
- Have groups of students prepare Readers Theatre scripts based on shared literary texts. Students rehearse and present in front of an audience.
- Choose two newspapers that regularly review books, and chart what types of books are reviewed over a few weeks. Compile a chart or table and discuss what makes a book popular. Discuss when it is/is not acceptable just to give a personal opinion about a book.

Stage 3	READING	Response
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Outcomes

- RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.
- RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read.
- RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.
- RS3.8 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts.

Indicators

- reads reviews of literary texts
- identifies words that may help readers to distinguish fact from opinion
- identifies evaluative language
- makes judgements about the reviewer's position in relation to events and characters in texts.

Learning Experiences

- During shared and guided reading, have students consider the ways in which various groups of people, eg *males, females, cultures, age groups*, may be presented in texts and encourage them to use this as part of their criteria when reviewing a text.
- After shared or guided reading of a narrative, have students compare and contrast two major characters, eg *personality, appearance, actions, beliefs*.
- Examine character development at various stages in a novel by constructing a sociogram depicting all the characters and the interrelationships between them. Represent each character with a circle and use connecting lines to indicate the relationships/interactions between them and the other characters. Write a few words on each line that summarises the relationships.
- After shared reading, create a text structure profile by identifying the key incidents in a narrative and plotting them on grid or graph paper related in terms of level of excitement. Change the criteria to suit the story, eg *level of humour, sadness, believability*.
- Read a picture book to the whole class without showing the pictures. Ask students to illustrate a section of the text, eg *most exciting incident, favourite part, funniest part, one of the characters*. Compare with original illustrations.
- Conduct an author study by assigning small groups different books written by the same author. Ask each group to read their book and prepare a short review using guiding questions about setting, plot, theme and illustrations. Have each group give an oral presentation of their review to the whole class. Discuss similarities and differences between the books.
- Divide the class into two groups. Give one half the text only of a picture book to read, discuss and review. Give the other half of the class the book with the text covered over to discuss and review the visuals. Share responses as a whole class and make recommendations as to what parts of the text could be changed/improved.
- Review a selection of narratives with a similar theme, eg *relationships, loneliness, peer pressure, bullying*. Analyse the texts in terms of how the message is conveyed through text and illustrations and make recommendations based on how the book deals with the theme.
- Read a review of a written or visual text, eg *book or movie review from a magazine or newspaper*, with the whole class. Decide whether the reviewer likes the book/film and identify the words that convey this.
- Encourage students to discuss features of literary texts and poems read and viewed, eg *stereotypes, recurring themes, use of time sequence and flashback, use of parallel plots*. Have students refer to these in their reviews.
- Using questions to guide them, have students analyse a written interpretation of a text by finding the writer's evaluation of the main purpose of the text, eg *'What message has the writer identified as the main purpose of the text?'*, the synopsis the writer has provided of the text, eg *'Can you find a summary of the original text in this review?'*, *'Where does it start?'*, *'Where does it end?'*, and the reaffirmation of the writer's original evaluation of the text, eg *'Has the writer added anything here to the original evaluation?'*, *'Has the writer provided justification from the text for their point of view?'*

Stage 3

WRITING

Response

Outcomes

- WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.
- WS3.10 Uses knowledge of structure, grammar and punctuation to edit own writing.
- WS3.11 Spells most common words accurately and uses a range of strategies to spell unfamiliar words.
- WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in variety of ways.
- WS3.13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.
- WS3.14 Critically evaluates how own texts have been structured to achieve their purposes and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts.

Indicators

- *responds to the writing of others with specific and constructive comments about the organisational patterns in the text*
- *writes basic reviews of television programs, movies, children's novels, performances*
- *responds to literary texts in more varied ways.*

Learning Experiences

- Have students assume the role of a literary critic and write a short persuasive sentence to promote a shared book. Use examples on the back covers of 'best sellers' as a model.
- Introduce models of reviews before asking students to write reviews (which can be published in class and school publications).
- Select a provocative or controversial quote from a shared book or media article and ask students to use this as the basis for a response.
- Focus on students articulating themes and messages in texts and on how writers maintain the reader's/viewer's interest.
- Have students describe or retell events in a narrative from a particular character's point of view.
- Jointly construct with students a review of a short children's film/drama viewed by class, using a diagram of possible components of a film review, eg *title, characters, setting, scriptwriter, cinematographer, scene, scenery, special effects, dialogue, music, script, similarities/differences to other films by same director/cinematographer/scriptwriter*, as a basis for planning and organising ideas.
- Independently construct a review using a pro forma with the headings 'Context', 'Text Description' and 'Judgement'.