

WALKING TALKING TEXTS:
COLUMN PLANNER
for
Early Childhood/Primary Unit of Work

Title:

Year/Class group:

Date:

WALKING TALKING TEXTS

PLANNING an EAL/D Unit of WORK linked to Knowledge and Skills in the Australian Curriculum.

- **Choose a book** from your school's recommended lists for your class group, taking into account the previous language assessment of the students and their English-Additional-Language/Dialect (EAL/D)¹ levels. (The language in the text needs to be just above the highest level of ESL assessed in your class group).
- **Analyse the text for the language items** (pages 3 & 4)
- **Evaluate the book's suitability** for the class, given what you now know about the language in the book as well as the assessment data on the learner group. If the language is too hard or too easy for the students' ESL Levels, begin the process again with another book.
- **Decide on two or three of the grammatical/language items to teach** explicitly within the activities and exercises. These will become language outcomes - locate linguistic outcomes in the *NT ESL Levels under Linguistic Structures and Features*.²
- Brainstorm/make a list of activities you could do with students for the **Rich Learning Activity (RLA)** in the integrated curriculum areas (Activities 27-30). *The purpose of the RLA is to explore concepts and knowledge through AC Learning Areas that facilitate students' deeper knowledge or understanding of the concepts in the text.*
- Categorise your brainstormed activities into **curriculum areas** (and/or culture areas where WTT is used for the L1 program).
- Locate **age-grade**³ **Knowledge and Skills** statements from Learning Areas in the Australian Curriculum for this unit of work according to the year level of the students.
- Locate curriculum statements for each of the activities you have identified which link to the year of schooling of the students in your class.
- Work through the Framework for Developing Rich Learning Activities using these curriculum statements (DO-TALK-RECORD)
- In the petal or column planner, add the learning/assessment tasks for the integrated curriculum areas (Activities 27-30)
- Proceed to plan the rest of the activities and exercises in the petal, column planner

¹ EAL/D is the Australian Curriculum acronym for students previously identified as English-Second-Language (ESL) learners

² Other jurisdictions may have special ESL documents for reference

³ Locate the knowledge and skills from the grade that matches students' ages i.e. cognitive ability, not perceived level of English

LANGUAGE ANALYSIS

The grammatical items are those that need to be explicitly taught at this level.

Reference pages listed are from: Derewianka.B. A New Grammar Companion. e:lit. April 2011

Text:

Class Group

<div>Tense Examples: T</div>			
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WALKING TALKING TEXTS

INDEPENDENT WRITING	EXPLORING THE TEXT Activities		EXPLOITING THE TEXT Exercises
Expressions of quantity (p.48)	Time markers/temporal words (p76)	Possessive forms (p 51, p 32)	Conjunctions/Connectors (p 96, 153-154, 194)
Nouns (p. 36-45)		Genre (Reference pages: Deriwianka B. Exploring How Texts Work. PETA 1990, reprint 1999)	

LANGUAGE ANALYSIS reference pages from: Derewianka.B. A New Grammar Companion. e.lit. April 2011

Decide on **two or three of the grammar items 'boxes' to teach**, to focus on, for this unit of work.
 This choice will be made on the assessment evidence of the learner group.
 For example, which grammatical items of English present problems for most of your learner group currently?
 Does this text provide a rich source of these parts of grammar?

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INDEPENDENT WRITING	EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
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Inter-disciplinary AUSTRALIAN CURRICULUM KNOWLEDGE AND SKILLS

Not all curriculum areas will be appropriate as RICH LEARNING ACTIVITIES for each text.

Decide to use the curriculum area that has an obvious link to the DEEPENING OF concepts and subject matter of the text and, which clearly links to a learning area for the **year level of the learner group**.

THE CHOICE OF TEXT IS **BASED ON:**

- **THE LANGUAGE** IN THE TEXT.
- THE COMPLEXITY OF THE LANGUAGE AND ITS APPROPRIATENESS FOR THE GROUP OF STUDENTS AS DETERMINED BY PREVIOUS STUDENT ASSESSMENT.

TEXTS SHOULD NOT BE CHOSEN FOR THEIR CURRICULUM 'COVERAGE' OR LINKS' FIRST, BUT RATHER **AFTER THE CHOICE HAS BEEN MADE ON LANGUAGE TEACHING RELEVANCE**.

CHOOSE A TEXT IN WHICH THE LANGUAGE IS SLIGHTLY HIGHER THAN THAT WHICH THE HIGHEST ACHIEVING LEARNER IN THE GROUP CAN ACCESS INDEPENDENTLY.

ESL Levels	<p>Range of current LEVELS within the group e.g. <i>Listening Level 1 Progressing/Solid – Level 3 Progressing/Solid</i></p> <p><i>This group</i> LISTENING to SPEAKING to READING to WRITING to</p> <p>Teaching targets: the level from which teaching is planned and delivered i.e. within the ZPD of the highest achieving student levels e.g. using the levels above e.g. from the example above, <i>Listening Level 4 Progressing/Beginning</i></p> <p><i>For this group</i> LISTENING SPEAKING READING WRITING</p> <p>Goals for student achievement by the end of the current year e.g. from the example above, within the range of <i>Listening Level 2 progressing/solid – Level 4 Progressing/Beginning</i>. <i>For this group</i></p>
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INDEPENDENT WRITING		EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
	LISTENING to SPEAKING to READING to WRITING to		
ENGLISH SUBJECT:	AGE/GRADE YEAR LEVEL Curriculum statement/s for English skills only for this unit NB: knowledge of and about English depends on student's ESL levels		
RICH LEARNING ACTIVITY: CURRICULUM LEARNING AREAS			
<input type="checkbox"/> SCIENCE: AGE/GRADE YEAR LEVEL Curriculum statement/s for knowledge and skills for this unit			
OR			
<input type="checkbox"/> MATHS: AGE/GRADE YEAR LEVEL Curriculum statement/s for knowledge and skills for this unit			
OR			
<input type="checkbox"/> HEALTH/PHYSICAL EDUCATION: AGE/GRADE YEAR LEVEL Curriculum statement/s for knowledge and skills for this unit			
OR			
HASS: AGE/GRADE YEAR LEVEL <input type="checkbox"/> GEOGRAPHY Curriculum statement/s for knowledge and skills for this unit			
or			
<input type="checkbox"/> HISTORY Curriculum statement/s for knowledge and skills for this unit			
or			
<input type="checkbox"/> CIVICS and CITIZENSHIP Curriculum statement/s for knowledge and skills for this unit			

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INDEPENDENT WRITING	EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
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OR

☐ THE ARTS: AGE/GRADE YEAR LEVEL

Curriculum statement/s for knowledge and skills for this unit

OR

☐ TECHNOLOGIES: AGE/GRADE YEAR LEVEL

Curriculum statement/s for knowledge and skills for this unit

FRAMEWORK FOR DEVELOPING **RICH LEARNING ACTIVITIES (RLA)** FOR THE LEARNING AREA STUDIES SECTION (Activities 27/28/29 and 30)

1.	Select knowledge and skills from the Learning Area/Subject in the AUSTRALIAN CURRICULUM (Write in code and page numbers):	What do I want the students to learn?
2.	List the key words found in the Achievement Standard which will give the degree of 'levelness' for each of the Learning Area statements selected:	
3.	List the main skills and processes that students will need to demonstrate the achievement listed above, e.g. Evaluate – students will need to make judgements, justify their opinions, compare options, identify advantages and disadvantages	
4.	Write the concepts/knowledge in the book that needs to be explicitly taught, as the students may not be familiar with it and this knowledge and the skills are important for full comprehension of the text. Link these to one/two General Capabilities in the AC	Why do I want them to learn this?
5.	Brainstorm a range of activities you <u>could</u> undertake to enable your learners to work towards/practise/develop their knowledge and skills in this content area	How will I know when they have learned?
6.	Outline a Rich Learning Activity that will allow learners to demonstrate their understandings/abilities of the knowledge and skills at Grade Level. If possible break this RLA into a series of smaller items which together allow the bigger task to be completed. (E.g. a research task may involve developing an information retrieval chart from library/www texts, an interview, an oral presentation as well as a final report.) DO: The students will <i>(use verbs from the curriculum statement + the process and product)</i> TALK: Students will use English to/for <i>(functions of English language that will be needed for the activity e.g. explain, describe, debate)</i>	

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INDEPENDENT WRITING	EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
	They will make A RECORD of the Learning process or product by/as they:	
7.	<p>Optional Outline a Rich Learning Activity that will allow learners to demonstrate their understandings/abilities of the knowledge and skills at Grade Level. If possible break this RLA into a series of smaller items which together allow the bigger task to be completed. (E.g. a research task may involve developing an information retrieval chart from library/www texts, an interview, an oral presentation as well as a final report.) DO: The students will <i>(use verbs from the curriculum statement + the process and product)</i></p> <p>TALK: Students will use English to/for <i>(functions of English language that will be needed for the activity e.g. explain, describe, debate)</i></p> <p>They will make A RECORD of the Learning process or product by/as they:</p>	What evidence can I use for reporting purposes?
8.	<p>Optional Outline a Rich Learning Activity that will allow learners to demonstrate their understandings/abilities of the knowledge and skills at Grade Level. If possible break this RLA into a series of smaller items which together allow the bigger task to be completed. (E.g. a research task may involve developing an information retrieval chart from library/www texts, an interview, an oral presentation as well as a final report.) DO: The students will <i>(use verbs from the curriculum statement + the process and product)</i></p> <p>TALK: Students will use English to/for <i>(functions of English language that will be needed for the activity e.g. explain, describe, debate)</i></p> <p>They will make A RECORD of the Learning process or product by/as they:</p>	
9.	List the main criteria you will use to assess each student's abilities: Make sure this criteria links back to the curriculum statements selected (focus on the key words/verbs of the outcome)	
10.	Prepare a context sheet with the assessment task and rubric to give to the students.	
11.	Insert the planned Learning Area tasks using the DO TALK RECORD section of this planner at Activities 27 to30.	How can I help the students learn?

WALKING TALKING TEXTS

INDEPENDENT WRITING		EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
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This unit of work will take weeks of Term

Proceed to the beginning of the column planner and fill in details for each activity and exercise.

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INDEPENDENT WRITING	EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
<p>THE LEFT-HAND COLUMN. INDEPENDENT WRITING The following guide is helpful in planning for development in the students' independent writing. Students need at least half an hour a day to develop independent writing skills.</p> <p>For students who are not yet independent writers, follow the Scaffolding Independent Writing methodology.</p> <p>Follow the sequence below for each genre of writing begun by the students who can begin writing independently.</p> <ol style="list-style-type: none"> A. Have a meeting to brainstorm, talk about and list possible topics or aspects of the writing. B. Students begin first draft and continue writing this daily C. Teacher talks with individual students about their writing D. Teacher leads a class/group meeting to discuss the writing so far E. Students begin to redraft and continue writing each day F. Teachers talks with individual students about their writing G. Continue until this piece is complete (final copy) or it is time to introduce a new writing task. 	<p style="text-align: center;">THE CENTRAL COLUMN LEARNING ORAL ENGLISH FOR COMMUNICATIVE AND ACADEMIC PURPOSES</p> <p>Teacher and students will need to spend from one half, up to two hours per day engaged with whole text activities:</p> <ul style="list-style-type: none"> • COMPOSING, and • CONSTRUCTING ORAL TEXTS through • INTERACTION IN SHARED LEARNING EXPERIENCES leading to • THE CONSTRUCTION of teacher-led GROUP-NEGOTIATED, JOINTLY -CONSTRUCTED WRITTEN TEXTS to • TEACH STUDENTS ABOUT CONSTRUCTING WRITING IN ENGLISH FROM ORAL LANGUAGE and for • STUDENTS TO USE as a RESOURCE in INDEPENDENT SPEAKING and WRITING TASKS 	<p>THE RIGHT-HAND COLUMN PRACTISING LITERACY EXERCISES Learning and sharing information about reading and writing, using parts of the text.</p> <p>Teacher and students go on a Print-Walk. Read SOME OF the original story/text and all the texts generated from the activities each day. Display these texts prominently around the room.</p> <p>In examining the texts produced in the unit of work, tell the students about the conventions of reading and writing.</p> <p>Use the texts as a basis for exercises to further develop students' skills in English.</p> <p>The language exercises in this column allow for practice by students in constructing and deconstructing parts of texts for themselves.</p> <p>The teacher scaffolds each activity first, explaining the process to the students.</p> <p>After this, the students practise the activities independently.</p>

INDEPENDENT WRITING	EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
Day	<p>1. Discover the Text <i>Negotiating the field of knowledge; setting students up for prediction.</i></p> <p>Talk about the contents of the text. Discuss and record (video/audio/notes) what the learners already know about the topic and theme of the text. Represent this in the form of a semantic web or notes on a retrieval chart. Use information from the title, chapter headings, introduction and the summary of the text to discuss what the text might cover/be about (prediction).</p> <p>Read the text to/with the students.</p> <p>Talk about:</p>	<p>For students just beginning literacy in English, the teaching and learning of the English sounds (phonemes) and letter names (grapho-phonics) needs to be organised in conjunction with the following exercises.</p>
Day	<p>Assessment Choice</p>	<p>Once these exercises have been introduced in the order they occur in the planner, they need to be timetabled regularly into the students' daily work requirements to practise the developing literacy skills.</p> <p>A shaping exercise</p> <p>2. Complete oral cloze exercises <i>Checking the students' linguistic accessibility to the text.</i></p> <p>a) Teacher and student together</p> <p>b) individual student (one to one) with teacher.</p> <p><u>Teacher makes anecdotal notes on targeted learners' abilities, keep in folio.</u></p>
Day	<p>3. Confirming predictions, checking understanding, re-setting predictions.</p> <p>Teacher (as a language model and scaffolder of learners' English) together with the students</p>	<p></p>

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INDEPENDENT WRITING		EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
	Day	<p>a) discuss whether the section of the text so far was as predicted b) what may happen subsequently in the text – further prediction based on content so far c) exchange ideas, opinions and feelings about the content of the text.</p> <p>4. Further accessing the semantics of the text through physical engagement/enactment of concepts, English world meaning of words etc.</p> <p>Read the text to/with the students. Encourage students to read along. Explore the text by planning together to role play aspects of the characters, the contexts, the issues, the solutions, etc</p> <p>Type of role play/ Participants</p> <p>5. Linking cross-cultural knowledge to the experiences/similarities in students' world experiences.</p> <p>Read the text. Discuss the development of the plot together with the students as the text is read. Make links between the written text and the real-world experiences of the students. Talk about similarities and differences. Talk about/discuss.....</p> <p>Day</p> <p>A shaping exercise</p> <p>6. Deconstructing the text; genres are social and cultural constructs that meet cultural needs. What is the purpose of this genre? Teacher discusses the genre of the text with the students. Deconstruct the text so students learn how different authors use different styles for effect. Discuss/demonstrate how the author has structured the text and how the different parts make up the whole.</p> <p>Day</p> <p>7. Assessment Choice</p> <p>Assessing students' uptake of the language, sequence and concepts of the text so far.</p>	<p><i>Learning English and Learning Through Spoken English for Interpersonal (2) and Aesthetic Use (5)</i></p> <p><i>Learning through Spoken and written English Interpersonal Use (1,2)</i></p>

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INDEPENDENT WRITING		EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
<div data-bbox="197 879 824 1174"> <p>TEACHER AND STUDENTS GO ON A PRINT WALK AROUND THE CLASSROOM.</p> </div>		<p>Students retell the storyline/plot so far, in small groups of two or three, stating what they like/don't like and why. Students may be given different sections to retell and comment on e.g. chapters. Make use of audio-recorders to keep records for assessment.</p>	
	Day		<p>A shaping exercise</p> <p>8. These words make up the basis of the word study program – spelling program. Words from the text will be frequently encountered by the students in a variety of written context through the unit thus providing a context for use. Teacher and students make a list of words which fit certain categories linked to the study of the text e.g. words which describe the characters, words which describe feelings/emotion linked to the plot/storyline, words which carry specific meanings etc. Display this list and continue to add to the lists as the unit of work develops. Develop semantic webs using these words.</p>
	Day		<p>A shaping exercise</p> <p>9. Students need alphabetical knowledge and ordering skills for research and independence in literacy and learning. Organise this list and other words from the text in alphabetical order to in a visual display.</p> <p>For students who are beginning literacy, do Exercise 10...</p>
<ul style="list-style-type: none"> Read the print Discuss the text, concepts of print, graphophonic relationships, words, used, use of punctuation etc 	Day		<p>A shaping exercise</p> <p>10. The 26 letters of the alphabet need to be linked to the 43 sounds used in SAE and 'chunks of sounds' – multiple letters & diphthongs, syllables - represented in the English spelling system. For students who are beginning literacy and/or are from an oral cultural background, introduce the English alphabet and display along a wall.</p>

- Recall the activity in which each text was written.
- Discuss what else may be written and displayed in this unit of work

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INDEPENDENT WRITING		EXPLORING THE TEXT Activities		EXPLOITING THE TEXT Exercises	
				<p>Teach the English sound and letter names and patterns (single sounds, blends, word endings, irregular letter/sound patterns etc.)</p> <p>List words from the text under the appropriate letter name.</p> <p><i>A focusing exercise</i></p> <p>For students who are continuing to develop literacy in English, use these words to develop a wall dictionary (words with meanings) or semantic webs.</p> <p>Continue to add to this visual display as unfamiliar words are encountered in the text. Use the lists from no. 8.</p> <p><i>(Using dictionaries and other language references; understanding how dictionaries work is a literacy tool to support further learning in the additional language English)</i></p> <p>Teach the students how to use this as a resource for their personal writing. Use the growing list of words on these wall resources for the study of words including spelling, rules and irregularities in rules. For example, students, in pairs discuss and sort the words on cards into categories:</p> <ul style="list-style-type: none">- word families- same endings/beginnings- sound patterns- letter patterns- rhyming words- plurals etc.	
Day		11. Reconstructing the Text. Demonstrating how to write. Teaching aspects of writing in a modelled situation.			
		Read the text to/with the students. Teacher and students write a group negotiated text of the original (a written retelling). Display this prominently in the classroom.			
		Students may illustrate the text. Sequence the pages and display these as a wall story. (Reconstructing the text)		<div>Learning Spoken and Written English and Learning about Written English for Interpersonal (2) and Informational use (4)</div>	

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INDEPENDENT WRITING		EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
	Day	<p>The genre of this text is:</p>	<p>A shaping exercise</p> <p>12. Vocabulary expansion/vocabulary building: essential for second/additional language learners. We can expect second/additional language learners to give back some/most of what has been taught – input received.</p> <p>Create/develop a wall thesaurus. Begin with the words from the list in Exercise 10. Add to the thesaurus as new and unfamiliar words are encountered in the text (vocabulary expansion). Teach students to use these words in their personal writing.</p>
<p>13. ASSESSMENT PIECE</p> <p><i>Students are required to attempt independent writing only after they have been part of group-negotiated writing on a topic they have learned about; after they have seen a model of what the final product might look like and have learned about aspects of its construction in the group-writing process.</i></p> <p>Teacher organises for the students to begin writing.</p> <ol style="list-style-type: none"> Have a meeting to brainstorm, discuss and list possible ways to write about the text. Students begin their first draft and continue writing this daily Teacher talks with individual students about their writing so far Teacher leads a class meeting to discuss the writing so far and to make suggestions which individuals may take up as they continue their writing. Students review their writing so far, based on teacher input and revise as necessary Students continue to write as a part of the Walking Texts session each day 	Day	<p>RELATED TEXTS TO READ TO/WITH THE STUDENTS EACH DAY:</p>	

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INDEPENDENT WRITING	EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
<p>g) Teacher continues about their writing on a rotational basis</p> <p>Repeat d) through to g) until the writing is complete.</p> <p><u>Students maintain folio of all their writing, dated.</u></p>	<div data-bbox="562 459 1211 1264"> <div>Day</div> <div>Day</div> <div> <p>TEACHER AND STUDENTS GO ON A PRINT WALK AROUND THE CLASSROOM.</p> </div> </div>	<p>A shaping exercise</p> <p>14. <i>Reading comprehension activity which utilises graphophonic, syntactic and semantic cues.</i> Sort scrambled text, use longer chunks of text such as paragraphs/ the contents of a page.</p> <ul style="list-style-type: none"> a) whole group with teacher b) cooperatively in groups of two or three c) individually <p><u>Keep individual sample for student folio</u></p> <div data-bbox="1261 818 1588 869"> <p>Assessment Choice</p> </div> <p>A shaping exercise</p> <p><i>Deconstruction of the text; text structure represented visually – another pathway to understanding how English texts are constructed, sequenced.</i></p> <p>15. Teacher and students produce a visual representation that summarises the structure of the genre of the text or the main events/time sequence/actions in the text – a story map or graph is a helpful medium here.</p>

WALKING TALKING TEXTS

INDEPENDENT WRITING		EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
	Day	<ul style="list-style-type: none"> ● Read the print ● Discuss the text, concepts of print, graphophonic relationships, words, used, use of punctuation etc ● Recall the activity in which each text was written. ● Discuss what else may be written and displayed in this unit of work 	<p>A shaping exercise</p> <p>16. Reading comprehension activity which utilises graphophonic, syntactic and semantic cues.</p> <ul style="list-style-type: none"> a) Sort scrambled paragraphs into a paragraph into a page of meaningful text. b) Whole group with teacher c) cooperatively in groups of two or three d) individually e) Sort scrambled sentences into appropriately structured paragraphs. f) whole group with teacher g) cooperatively in groups of two or three h) individually i) Sort scrambled words into appropriately structured sentences: j) Whole group with teacher k) cooperatively in groups of two or three l) individually <p>Keep individual work for student folio</p>

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INDEPENDENT WRITING		EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
	Day		<p>17. A shaping exercise Use new words, phrases learned (exercise 12) to manipulate/construct new English sentences which mean the same as the original to teach how the same meaning can be constructed differently in English. Create alternative endings and beginnings for sentences and larger chunks of text.</p> <ul style="list-style-type: none"> - whole group with teacher - cooperatively in groups of two or three - individually <p><u>Keep individual work for student folio</u></p>
	Day		<p>18. A shaping exercise Reading comprehension activity which utilises graphophonic, syntactic and semantic cues. Complete written cloze exercises using text created within the unit of work so far:</p> <ul style="list-style-type: none"> - whole group with teacher - cooperatively in groups of two or three - individually <p><u>Keep individual work for student folio</u></p>
	Day	<div data-bbox="705 1117 1008 1173" data-label="Section-Header"> <h2>Assessment Choice</h2> </div>	<p>19. Linking concepts from the text to musical/poetic lyrics enables the internalising of 'chunks of language' and allows learners another pathway into learning new language and concepts in English, and is fun. Explore the themes of the text through poetry/song/music. Identify and list known poems/songs/music linked to the themes of the text. Learn/recite/sing/dance/mime as a response to the text as appropriate.</p> <div data-bbox="1478 1141 1691 1356" data-label="Text"> <p><i>Learning Spoken and Written English and Learning About Written English for Informational Use (4)</i></p> </div>

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		<p>Names of identified songs/poems/music...</p> <p>Known New</p> <p>Day 20. Opportunity for learners to contribute to the reconstruction of a written text making use of the predictability of internalised English language learned from the poetry/songs. Teacher, together with the students, creates/writes/ produces a new poem/song/piece of music in response to the themes of the text. Students may illustrate, sequence the pages and display.</p> <p>Day RELATED TEXTS TO READ TO/WITH THE STUDENTS EACH DAY</p>	<p>21. Assessment Choice</p> <p>Learning to hear the sounds in English that are different to the sounds in the students' L1 and learning to hear the sounds that may be the same as those in L1, but used in different formations, using the 43 sounds (phonemes) of SAE.</p> <p><i>Practise listening skills.</i> <i>Once these listening exercises have been introduced, do some of them for 10 minutes every day.</i> <i>Many other listening exercises can be chosen from resource books.</i> <i>Listening exercises should cover the areas of stress, intonation and rhythm and pronunciation of English.</i></p> <p>Following are some examples: Focusing exercises:</p> <ul style="list-style-type: none"> - Listen for specific words, phrases, sounds in spoken texts. Choose a group of words, a word, a sound that the students need to listen to and learn to pronounce. When the students hear the target sound/word they indicate in some way. (NB. it is much more difficult to differentiate sounds of another language in songs). - Read a part of any of the texts with which the students are familiar substituting incorrect words. Allow the students to correct the words and supply the appropriate ones - Choose target sounds from the text. Play games which require the students to discriminate between the sounds

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INDEPENDENT WRITING		EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
			<ul style="list-style-type: none"> - Play alliteration games by adding onto a list words said previously that begin with the same sound pattern; play rhyming games by finding new words that sound the same; work out words where the beginning and end sounds have been reversed... <p>A shaping exercise Choose a repetitive part of the text to use as a chant, while the students follow the rhythm and stress of the language using body movements, musical instruments etc.</p> <p>List the listening activities chosen for this unit of work...</p> <ul style="list-style-type: none"> - whole group with teacher - cooperatively in groups of two or three - individually <p><u>Keep individual work for student folio.</u></p>
<p>22. <i>Students are required to attempt independent writing only after they have been part of group-negotiated writing on a topic they have learned about; after they have seen a model of what the final product might look like and have learned about aspects of its construction in the group-writing process.</i></p> <p>Teacher organises for the students to begin writing a poem/song .</p> <ol style="list-style-type: none"> have a meeting to brainstorm, discuss and list possible structures for the poem/song Students begin their first draft and continue writing this daily Teacher talks with individual students about their writing so far Teacher leads a class meeting to discuss the writing so far and to make suggestions that individuals may take up as they continue their writing. 	Day		

WALKING TALKING TEXTS

INDEPENDENT WRITING	EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
<p>e) Students review their writing so far, based on teacher input and revise as necessary</p> <p>f) Students continue to add to their writing each day</p> <p>g) Teacher continues to talk with individual students about their writing on a rotational basis</p> <p>Repeat d) through to g) until the song/poetry writing is complete.</p> <p><u>Students maintain folio of their writing, dated.</u></p>	<div data-bbox="566 694 622 726">Day</div> <div data-bbox="745 694 1046 758">Assessment Choice</div> <p>23. Visual arts activity Engaging in the physical production of visual arts linked to the themes of the text, creates the context for the teaching of and use of procedural and descriptive language as well as decision-making and collaborative learning processes and language. At the same time, abstract cross-cultural concepts can be further explored/comprehended through another medium.</p> <p>Explore the concepts/ideas of the text through visual arts processes and products. Brainstorm ideas for processes and products —video production, mural making, 3D art forms, installations, painting, potting, constructing etc. Teacher and students together, produce the art products; teacher scaffolding the processes, the English language used in the process and the production.</p> <p>Do:</p> <p>Talk:</p> <p>Record:</p> <div data-bbox="1496 707 1715 1010"> <i>Learning Spoken English and Learning Through Spoken English for Interpersonal (2), Informational (3a) and Aesthetic Use (6)</i> </div>	

WALKING TALKING TEXTS

INDEPENDENT WRITING	EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
	<p>Day 24. Opportunity for learners to contribute to the reconstruction of a written text making use of the English language learned orally from the context of visual arts production.</p> <p>Teacher, together with the students, write a jointly constructed text linked to the art work (procedural, descriptive, explanatory....)</p> <p>e.g. for a procedural text, talk about:</p> <ul style="list-style-type: none"> - what we made - what we needed - the sequence of making - how we made the product - what the product represents <p>Make notes about:</p> <p>Construct the whole text:</p> <div data-bbox="593 1005 1220 1300"> <p>TEACHER AND STUDENTS GO ON A PRINT WALK AROUND THE CLASSROOM.</p> </div> <div data-bbox="1164 1244 1720 1524"> <ul style="list-style-type: none"> ● Read the print ● Discuss the text, concepts of print, graphophonic relationships, words, used, use of punctuation etc. ● Recall the activity in which each text was written. ● Discuss what else may be written and displayed in this unit of work. </div> <div data-bbox="1489 223 1713 454"> <p><i>Learning Spoken and Written English and Learning About Written English for Informational Use (4)</i></p> </div>	

WALKING TALKING TEXTS

INDEPENDENT WRITING		EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
<p>25. <i>Students are required to attempt independent writing only after they have been part of group-negotiated writing on a topic they have learned about; after they have seen a model of what the final product might look like and have learned about aspects of its construction in the group-writing process.</i> Teacher organises for the students to begin writing a text based on the art/craft work.</p> <p>(Follow sequence outlined in Activities 13 and 22)</p> <p><u>Students maintain folio of all their writing, dated.</u></p>	<p>Day</p>		
	<p>Day</p>	<p>Assessment Choice</p>	<p>26. Assessment Choice (As well as learning to hear the sounds of English in the context of English words, second/additional language learners need to be taught explicitly how to pronounce some English sounds that will not be part of their sound repertoire from L1. Teachers needs to have knowledge about the sound system of the learners' L1 so that the pronunciation of sounds that exist in English but not in L1, or in the combinations used in L1, can be taught) A focusing exercise Practise English pronunciation. Use any of the texts from this unit of work to concentrate on particular aspects of English pronunciation. Include sounds, words, phrases, whole sentences incorporating intonation and rhythm. Use audio records in and keep in students' e-folios.</p> <ul style="list-style-type: none"> - whole group with teacher - cooperatively in groups of two or three - individually

WALKING TALKING TEXTS

INDEPENDENT WRITING

EXPLORING THE TEXT

Activities

EXPLOITING THE TEXT

Exercises

27A RICH LEARNING ACTIVITY

LEARNING AREA (Integrated) STUDIES: Learning Across the Curriculum.

Now that learners have spent time building up both the content knowledge and the English language to express knowledge and concepts in that field, they have enough English on the topic to begin to **use English to learn – learn through English**. The Language learnt now needs to be transferable to further learning in other areas of the curriculum.

Explore and address other curriculum knowledge and skills that broaden students' general/academic knowledge about the ideas/concepts/knowledge of the text.

Identify the Learning area: Science ☐ Maths ☐
HASS ☐ Technology ☐ Health/Physical Education ☐

Do (teacher with students):

Talk (teacher with students):

Record (teacher with students):

Assessment Choice

Day

27B LEARNING AREA STUDIES (Writing Across the Curriculum)

Opportunity for learners to contribute to the reconstruction of a written text to learn how learning area-based texts are constructed and how English is used in academic forms for certain tasks e.g. a procedure, a factual report, an explanation etc.

Teacher and students write a **group-negotiated/jointly constructed text** that **records** the Learning Area activities. This could be functional, expository, procedural, report, explanatory etc. Students **illustrate** the group-constructed text, **sequence** the completed parts and **display**.

Type of text (genre):

Title of text:

Learning Through Spoken and Written English for Informational Use (3a, 3b)

Learning Written English and Learning About Written English for Interpersonal (2) and Informational Use (4)

WALKING TALKING TEXTS

INDEPENDENT WRITING		EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
<p>27C <i>Students are required to attempt independent writing only after they have been part of group-negotiated writing on a topic they have learned about; after they have seen a model of what the final product might look like and have learned about aspects of its construction in the group-writing process.</i></p> <p>Teacher organises for the students to begin writing an Expository text based on the Learning Area studies. Continue until this piece of writing is complete.</p> <p>Follow writing guidelines from activities 13, 22, and 25</p> <p><u>Students maintain folio of their writing, dated.</u></p>	Day	<p>Structure of the genre:</p>	
	Day	<div>Assessment Choice</div> <p>28A RICH LEARNING ACTIVITY LEARNING AREA (Integrated)STUDIES: Learning Across the Curriculum. <i>Now that learners have spent time building up both the field knowledge and the English language to express knowledge and concepts in that field, they have enough English on the topic to being to use English to learn –</i></p>	

OPTIONAL: FOLLOW THE GUIDELINES BELOW IF A SECOND RICH LEARNING ACTIVITY (LEARNING AREA STUDY IS RELEVANT/REQUIRED)

WALKING TALKING TEXTS

INDEPENDENT WRITING		EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
<p>28 C</p> <p>LEARNING AREA STUDIES</p>	Day	<p>learn through English. The Language learnt now needs to be transferable to further learning in other areas of the curriculum.</p> <p>Explore and address other curriculum knowledge and skills that broaden students' general/academic knowledge about the ideas/concepts/knowledge of the text.</p> <p>Identify the Learning area: Science <input type="checkbox"/> Maths <input type="checkbox"/> HASS <input type="checkbox"/> Technology <input type="checkbox"/> Health/Physical Education <input type="checkbox"/></p> <p>Do (teacher with students):</p> <p>Talk (teacher with students):</p> <p>Record (teacher with students):</p> <div data-bbox="667 683 967 753"> <p>Assessment Choice</p> </div> <p>28B LEARNING AREA STUDIES (Academic Writing Across the Curriculum)</p> <p>Opportunity for learners to contribute to the reconstruction of a written text to learn how learning area based text are constructed and how English is used in specific ways for certain tasks e.g. a procedure, a factual report etc.</p> <p>Teacher together with the students write a group-negotiated/jointly constructed text that records the Learning Area activities. This could be functional, expository, procedural, report, explanatory etc. Students illustrate the text, sequence the completed parts and display.</p> <p>Type of text (genre):</p> <p>Title of text:</p> <p>Structure of the genre:</p>	
	Day		

Learning Through Spoken and Written English for Informational Use (3a, 3b)

Learning Written English and Learning About Written English for Interpersonal (2) and Informational Use (4)

WALKING TALKING TEXTS

INDEPENDENT WRITING	EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
<p><i>Students are required to attempt independent writing only after they have been part of group-negotiated writing on a topic they have learned about; after they have seen a model of what the final product might look like and have learned about aspects of its construction in the group-writing process.</i></p> <p>Teacher organises for the students to begin writing an Expository text based on the Learning Area studies. Continue to provide some time each day until this piece of writing is complete.</p> <p>Follow writing guidelines used for activities 13, 22, and 25</p> <p><u>Students maintain folio of all their writing, dated.</u></p>		
<p>OPTIONAL: FOLLOW THE GUIDELINES BELOW IF A <i>THIRD RICH LEARNING ACTIVITY</i> (LEARNING AREA STUDY IS RELEVANT/REQUIRED)</p>		
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Assessment Choice </div> <p>29 A LEARNING AREA STUDIES (Learning Across the Curriculum)</p> <p>Now that learners have spent time building up both the field knowledge and the English language to express knowledge and concepts in that field, they have enough English on the topic to being to use English to learn – learn through English. The Language learnt now needs to be transferable to further learning in other areas of the curriculum.</p> <p>Explore and address other curriculum outcomes that broaden students' general/academic knowledge about the themes of the text</p> <p>Identify the Learning area: Science <input type="checkbox"/> Maths <input type="checkbox"/> HASS <input type="checkbox"/> Technology <input type="checkbox"/> Health/Physical Education <input type="checkbox"/></p> <div style="border: 1px solid black; border-radius: 10px; padding: 10px; width: fit-content; margin-top: 20px;"> <i>Learning Through Spoken and Written English for Informational Use (3a, 3b)</i> </div>	

WALKING TALKING TEXTS

INDEPENDENT WRITING	EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
<p>29 C LEARNING AREA STUDIES <i>Students are required to attempt independent writing only after they have been part of group-negotiated writing on a topic they have learned about; after they have seen a model of what the final product might look like and have learned about aspects of its construction in the group-writing process.</i></p> <p>Teacher organises for the students to begin writing an</p>	<p>Do (teacher with students):</p> <p>Talk (teacher with students):</p> <p>Record (teacher with students):</p> <div data-bbox="658 469 958 533">Assessment Choice</div> <p>29 B LEARNING AREA STUDIES (Academic Writing Across the Curriculum) Opportunity for learners to contribute to the reconstruction of a written text to learn how learning area based text are constructed and how English is used in specific ways for certain tasks e.g. a procedure, a factual report etc. Teacher together with students write a group-negotiated/jointly constructed text that records the Learning Area activities. This could be functional, expository, procedural, report, explanatory etc. Students illustrate the text, sequence the completed parts and display.</p> <p>Type of text (genre):</p> <p>Title of text:</p> <p>Structure of Genre:</p> <div data-bbox="1518 775 1738 1024"> <p><i>Learning Written English and Learning About Written English for Interpersonal (2) and Informational Use (4)</i></p> </div>	

WALKING TALKING TEXTS

INDEPENDENT WRITING	EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
<p>Expository text based on the Learning Area studies. Continue to provide some time each day until this piece of writing is complete.</p> <p>Follow writing guidelines used for activities 13, 22, and 25</p> <p><u>Students maintain folio of all writing, dated.</u></p>		

FOLLOW THE GUIDELINES BELOW IF FOURTH RICH LEARNING ACTIVITY (LEARNING AREA STUDY IS RELEVANT/REQUIRED)

	<p>30 A LEARNING AREA STUDIES (Learning Across the Curriculum) Now that learners have spent time building up both the field knowledge and the English language to express knowledge and concepts in that field, they have enough English on the topic to being to use English to learn – learn through English. The Language learnt now needs to be transferable to further learning in other areas of the curriculum.</p> <p>Explore and address other curriculum outcomes that broaden students' general/academic knowledge about the themes of the text.</p> <p>Identify the Learning area: Science <input type="checkbox"/> Maths <input type="checkbox"/> HASS <input type="checkbox"/> Technology <input type="checkbox"/> Health/Physical Education <input type="checkbox"/></p> <p>Do (teacher with students):</p> <p>Talk (teacher with students):</p> <p>Record (teacher with students):</p> <p>30 B LEARNING AREA STUDIES (Writing Across the Curriculum)</p>	
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*Learning Through
Spoken and
Written English
for Informational
Use (3a, 3b)*

WALKING TALKING TEXTS

INDEPENDENT WRITING	EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
<p>30 C</p> <p>LEARNING AREA STUDIES</p> <p><i>Students are required to attempt independent writing only after they have been part of group-negotiated writing on a topic they have learned about; after they have seen a model of what the final product might look like and have learned about aspects of its construction in the group-writing process.</i></p> <p>Teacher organises for the students to begin writing an Expository text based on the Learning Area studies.</p> <p>Continue to provide some time each day until this piece of writing is complete.</p> <p>Follow writing guidelines used for activities 13, 22, and 25</p> <p><u>Students maintain folio of all their writing, dated.</u></p>	<p>Opportunity for learners to contribute to the reconstruction of a written text to learn how learning area based text are constructed and how English is used in specific ways for certain tasks e.g. a procedure, a factual report etc.</p> <p>Teacher and students write a group-negotiated/jointly constructed text that records the Learning Area activities. This could be functional, expository, procedural, report, explanatory etc. Students illustrate the text, sequence the completed parts and display.</p> <p>Type of text (genre):</p> <p>Title of text:</p> <p>Structure of Genre:</p> <div data-bbox="1503 268 1720 515"> <p><i>Learning Written English and Learning About Written English for Interpersonal (2) and Informational Use (4)</i></p> </div>	

WALKING TALKING TEXTS

INDEPENDENT WRITING		EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
	<div>Day</div> <div>Day</div>		<p>31. A Shaping Exercise English is constructed differently for writing purposes than it is for speech; Indigenous learners' writing often represents 'speech written down'. The formal construction of written English needs to be explicitly taught to second language learners. Examine the differences between spoken and written language. Analyse some of the spoken English from any aspect of the previous Rich Learning Activity (Learning Area) activity (audio-recorded), and compare with the written mode of the group-negotiated text of the activity. Main teaching points:</p> <p>32. A shaping exercise Reading comprehension task commonly used in external testing and text book genres. Decide about true/false statements based on the information from the curriculum areas studied in this unit.</p> <ul style="list-style-type: none"> - whole group with teacher - cooperatively in groups of two or three - individually <p><u>Keep individual work for student folio</u></p> <p>33. A shaping exercise Reading comprehension task commonly used in external testing and text book genres.</p> <p>Make judgements about multiple-choice answers, given questions based on the original text and the curriculum areas studied in this unit.</p> <ul style="list-style-type: none"> - whole group with teacher - cooperatively in groups of two or three - individually

WALKING TALKING TEXTS

INDEPENDENT WRITING		EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
	Day	<p>Keep individual work for student folio</p> <p>34. A shaping exercise Reading comprehension task commonly used in external testing and text book genres.</p> <p>Recognise and correct substitutions/lies in the text</p> <ul style="list-style-type: none"> - whole group with teacher - cooperatively in groups of two or three - individually <p>Keep individual work for student folio</p> <div data-bbox="817 678 1545 965"> <p>TEACHER AND STUDENTS GO ON A PRINT WALK AROUND THE CLASSROOM.</p> </div> <ul style="list-style-type: none"> ● Read the print together (teacher and students) ● Discuss the text, concepts of print, graphophonic relationships, words, used, use of punctuation etc. ● Recall the activity in which each text was written ● Discuss what else may be written and displayed in this unit of work 	
	Day	<p>35. At the end of the unit, the learners will be very familiar with the original text, its structure and grammatical features. This level of familiarity will enable the students to join in the group construction of another text using these familiar structures – transferring linguistic knowledge to another topic.</p>	

WALKING TALKING TEXTS

INDEPENDENT WRITING		EXPLORING THE TEXT		EXPLOITING THE TEXT	
		Activities		Exercises	
<p>36. <i>Students are required to attempt independent writing only after they have been part of group-negotiated writing on a topic they have learned about; after they have seen a model of what the final product might look like and have learned about aspects of its construction in the group-writing process.</i></p> <p>Students begin to write a text by improvising on the original text in one of the following ways: language items, plot, setting, content.</p> <p>Follow writing guidelines used for Activities 13, 22, 25, 27 – 30.</p> <p><u>Students maintain folio of all their writing, dated.</u></p>		Day	<p>Using knowledge gained of the structure of the stimulus text and the way the author has constructed the text, teacher and students jointly construct another text modelled on the structure of the stimulus text.</p> <p>Type of text: Title:</p> <div> <p><i>Learning Spoken and Written English and Learning About Written English for Interpersonal (2) and Informational Use (3b)</i></p> </div>		
		Day	<p>37. Assessment Choice</p>		

WALKING TALKING TEXTS

INDEPENDENT WRITING	EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
	<p>Day 38. Learning to use oral English formally is a specifically taught and learned skill, one that is valued in formal Western education. This activity allows students to learn and practise this English language skill with material that is familiar to them, that they have been taught about and scaffolded into.</p> <p>Explore the text through an oral presentation. Discuss, decide on and plan the presentation. Make group notes, use headings e.g. what, who, where, when, how.</p> <p>Invite some students and teachers from another class and organise for the students to take them on a Print Walk around the room.</p>	<p>Reading and knowledge comprehension task commonly used in external testing and text book genres.</p> <p><i>A shaping exercise</i></p> <p>Identify and use questions and statements. Students give verbal and written answers to questions based on the areas studied and any of the spoken or written text produced in the unit of work.</p> <ul style="list-style-type: none"> - whole group with teacher - cooperatively in groups of two or three - individually <p><u>Keep individual work for student folio</u></p>

Learning Spoken English and Learning Through Spoken English for Interpersonal Use (2)

WALKING TALKING TEXTS

INDEPENDENT WRITING		EXPLORING THE TEXT Activities		EXPLOITING THE TEXT Exercises	
		Type of presentation:			
		Title:			
	Day	39.	Opportunity for learners to contribute to the reconstruction of a written text to support a formal oral presentation, making use of the English language learned orally from the context of planning for and practising for the oral presentation Write a group-negotiated text to support the presentation e.g. a script for a play, a report to present, a statement etc for a talk.		<i>Learning Spoken and Written English and Learning About Written English for Interpersonal (2) and Informational Use (4)</i>
40. <i>Students are required to attempt independent writing only after they have been part of group-negotiated writing on a topic they have learned about; after they have seen a model of what the final product might look like and have learned about aspects of its construction in the group-writing process.</i> Students write a text to support the oral presentation for example, a dialogue, a talk, a poster, notes Follow writing guidelines from previous writing activities	Day				
	Day	41.	Assessment Choice		<i>Learning Spoken English and Learning About</i>

WALKING TALKING TEXTS

INDEPENDENT WRITING	EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
	<p>Formal oral English requires an audience, preferably one that does not know the content and has a need to know so that the context for delivery of the oral presentation is authentic.</p> <p>Organise the time and venue, invitations etc and give the oral presentations.</p>	
<p>See page 206</p> <p>42. Assessment</p> <p>Keep the first draft and the final copies of each piece of writing done by the students. Complete a writing analysis. (See Appendices in WTT folder) on each piece of writing done for the unit of work. Allow the student to decide on her/his best piece for assessment. Note down areas of difficulty for individual students. (These then become focuses of the next teaching unit)</p> <p>This could prove time consuming if it is all done at the end of the unit of work. Identify time each week to analyse students' writing and to keep ongoing records.</p> <p>Use the work in each student's folio, collected from the exercises in this column to write a descriptive summative report on the</p>	<p>42. Assessment</p> <p>How do I assess students' Oral English language development? For each unit of work, assess oral language based on five activities from the list below. Make notes about the student's knowledge, understandings and use of language. A group of students should be targeted for assessment in each unit of work. Engage the targeted students in talk during the activities marked 'Assessment Choice' in this column. Audio-record the students using Standard Australian English and write anecdotal notes about the student's use of English as observed.</p> <p>See Page 203 WTT folder.</p> <p>As the following activities are done or through the revisiting of these activities:</p> <p style="text-align: center;">EITHER</p> <p>Audio-record the student as s/he:</p> <p style="padding-left: 40px;">3. Gives her/his ideas, opinions, and feelings about the stimulus text</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">7. She/he retells the stimulus text.</p> <p style="text-align: center;">AS WELL AS</p> <p>Make notes and/or audio-record the student's</p> <p>21. Responses to the listening, oral cloze and intonation exercises</p> <p style="text-align: center;">OR</p> <p>26. Pronunciation of the target sounds/words/phrases for the unit</p> <p style="text-align: center;">AND</p> <p>19. Have the whole group sing songs, recite poems or say rhymes from the unit of work; observe and note student's level of participation, confidence and clarity of</p>	<p>42. Assessment</p> <p>a. Complete a reading record sheet for each student using the original stimulus text and one other unseen text of approximately the same linguistic challenge. This unseen text should be linked in concepts to the topic/theme of the original text to provide semantic familiarity. (See pages 199-202 and the assessment analysis sheets in the Appendices in the WTT folder). Make note of any other text used of written in this unit of work that the student can read</p> <p>Note the use of successful reading strategies as well as the areas of difficulty.</p> <p>This could prove time consuming if it is all done at the end of the unit of work.</p>

WALKING TALKING TEXTS

INDEPENDENT WRITING	EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
<p>student's demonstrated language development during this unit.</p>	<p>words, socio-cultural understandings, in talking about texts produced, activities done etc.</p> <p style="text-align: center;">OR</p> <p>41. During the group oral presentation, observe and note student's level of participation, confidence, clarity of words and socio-cultural understandings, indicated by using English language appropriately in this context.</p> <p style="text-align: center;">IN ADDITION TO</p> <p>15. Audio-record the student describing the story map or graph. Note student's understanding of the structure of the written text through her/his spoken description of this activity.</p> <p style="text-align: center;">OR</p> <p>23. Audio-record the student describing/explaining what or how he/she made something in Art/Craft.</p> <p style="text-align: center;">AND</p> <p>27-30A. Audio-record the student giving information about what they have learned in one of the integrated learning tasks, and how this learning is now represented in the visual records around the room.</p> <p style="text-align: center;">OR</p> <p>27 – 30B. Audio-record the student giving information about the group text that was written, note the student's understanding of the type of text, the way the information is organised as well as the learning area knowledge within the text.</p> <p>Take note of the ability of each student to use the targeted grammatical items of SAE for this unit, in all the above spoken assessments. This could prove time consuming if it is all done at the end of the unit of work.</p>	<p>Identify time each week to hear students read and to keep ongoing records</p> <p>b. Use the work in each student's folio, collected from the exercises in this column to write a descriptive summative report on the student's demonstrated language development during this unit.</p>

WALKING TALKING TEXTS

INDEPENDENT WRITING	EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
	Identify time each week to record and transcribe students' spoken language and to keep ongoing records. Use the work in each student's ⁴ folio, collected from the exercises in this column to write a descriptive summative report on the student's demonstrated language development during this unit.	

⁴ Those students targeted for assessment in this unit of work.

WALKING TALKING TEXTS

INDEPENDENT WRITING		EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
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Teacher rubric for Rich Learning Activity curriculum tasks⁵ (Independent written task)

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

⁵ Acknowledgement: Curriculum Corporation *Assessment for Learning* Website.

Student self reflection rubric

Student name _____ Date _____

How well do you think you did your work?



means you think you did very well.



means you think you did quite well.



means you think you need to do better.

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

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

WALKING TALKING TEXTS

INDEPENDENT WRITING		EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
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WALKING TALKING TEXTS

INDEPENDENT WRITING		EXPLORING THE TEXT Activities	EXPLOITING THE TEXT Exercises
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