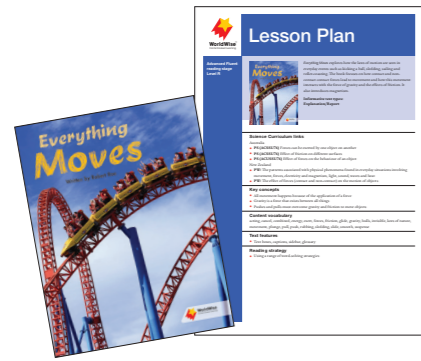


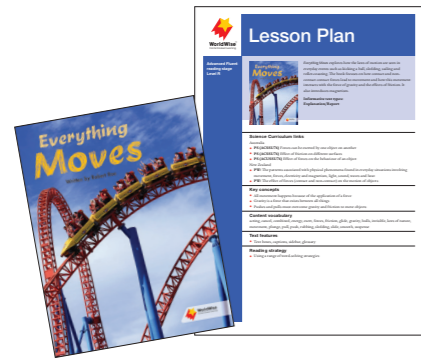
The lesson plan for each book provides a systematic and easy-to-implement instructional plan, integrating oral language, comprehension, language development and writing.

	Amazing Animal Survivors	Animal Shelters	Awesome Oceans	Insects on the Move	Talented Animals	Wild, Wild Weather	Animal Architects	Everything Moves	Animals and their Ancestors	Solving Problems: Dams, Bridges and Canals	Nature's Rooming House	Shells on their Backs	Adventures in Wild Places	It's All About Energy	How Animals Communicate	Our Moving Earth	Living With the Tides	The Salmon Stream
LANGUAGE	Q	Q	Q	Q	Q	Q	R	R	R	R	R	R	S	S	S	S	S	S
Language variation and change																		
Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)																		
Language for interaction																		
Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)																		
Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)																		
Text structure and organisation																		
Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)																		
Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)																		
Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)																		
Expressing and developing ideas																		
Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)																		
Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)																		
Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)																		
Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)																		
Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●



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LANGUAGE	Q	Q	Q	Q	Q	Q	R	R	R	R	R	R	S	S	S	S	S	S
Phonics and word knowledge																		
Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779)																		
Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)																		
Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (ACELA1828)																		
LITERATURE																		
Literature and context																		
Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)																		
Responding to literature																		
Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)																		
Examining literature																		
Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)																		
Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)																		
Creating literature																		
Create literary texts that explore students' own experiences and imagining (ACELT1607)																		
Create literary texts by developing storylines, characters and settings (ACELT1794)																		



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LITERACY	Q	Q	Q	Q	Q	Q	R	R	R	R	R	R	S	S	S	S	S	S
Texts in context																		
Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)																		
Interacting with others																		
Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)																		
Interpreting, analysing, evaluating																		
Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Creating texts																		
Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)																		
Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696)																		
Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)																		