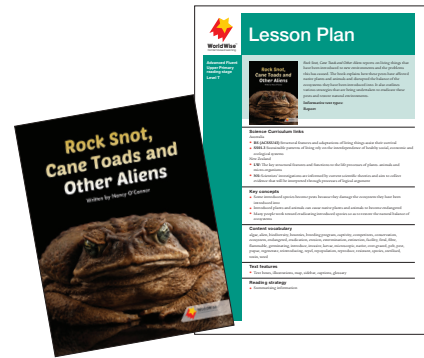


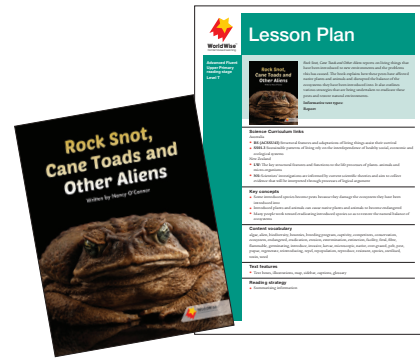
The lesson plan for each book provides a systematic and easy-to-implement instructional plan, integrating oral language, comprehension, language development and writing.

	Our Bodies	Guiding Lights	Sharing the Environment	Rock Snot, Cane Toads and Other Aliens	The Wandering Albatross	How Do Plants Survive	Yellowstone: A Unique Ecosystem	Powerful Ideas: Establishing National Parks	Wetlands	Science for the People	Time Detectives	High Up	Animals and Us	Climate Change	Saving the Amazon River	Deserts	The Earth, the Sun and the Moon	How Water Shapes the Land
<b>LANGUAGE</b>	T	T	T	T	T	U	U	U	U	U	U	U	V	V	V	V	V	V
<b>Language variation and change</b>																		
Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)																		
<b>Language for interaction</b>																		
Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)																		
Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)																		
<b>Text structure and organisation</b>																		
Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)																		
Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)																		
Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>Expressing and developing ideas</b>																		
Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)																		
Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)																		
Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)																		
Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>Phonics and word knowledge</b>																		
Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words (ACELA1513)																		
Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514)																		
Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations (ACELA1829)																		



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<b>LITERATURE</b>	T	T	T	T	T	U	U	U	U	U	U	U	V	V	V	V	V	V
<b>Literature and context</b>																		
Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)							●	●		●		●			●			
<b>Responding to literature</b>																		
Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>Examining literature</b>																		
Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)					●		●		●			●						
Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)																		
<b>Creating literature</b>																		
Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)																		
Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)																		
<b>LITERACY</b>																		
<b>Texts in context</b>																		
Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)																		
<b>Interacting with others</b>																		
Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)																		



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<b>LITERACY</b>	T	T	T	T	T	U	U	U	U	U	U	U	V	V	V	V	V	V
<b>Interpreting, analysing, evaluating</b>																		
Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>Creating texts</b>																		
Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)																		
Re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)																		
Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)																		
Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)																		