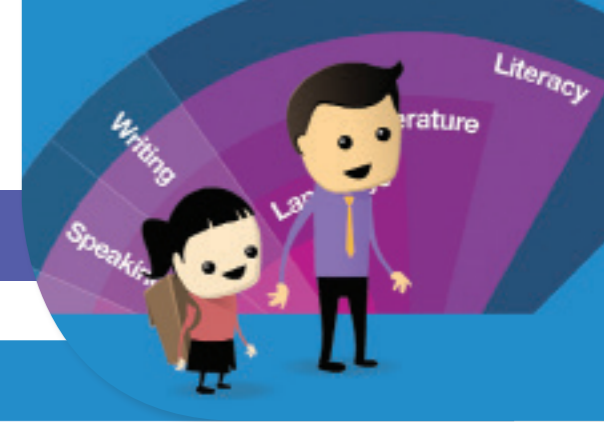


The BitL tool – English years 3–4



English: Years 3–4

<p>What do you already think? What strategies can you use before listening, reading or viewing a text?</p> <p>Activate prior knowledge of the topic.</p> <p>Establish a purpose for engaging with the text.</p> <p>Make predictions.</p> <p>Preview the text structure.</p>	<p>Can you identify purposes, contexts and audiences? How do different texts meet different purposes?</p> <p>Students listen to, read and view a variety of texts whose primary purpose is aesthetic, including simple chapter books, non-fiction, poetry and drama.</p> <p>Informative and persuasive texts, including print and digital texts, present new content about topics of interest and topics studied in other curriculum areas and are used by students as models for constructing their own work.</p> <p>The contexts and audiences are mostly familiar but also include a range of contexts that relate to other areas of the curriculum and the community.</p>	<p>How can you make meanings? What meaning making strategies can you use to learn using texts that have varied structures according to purpose and audience?</p> <p>Text processing strategies eg monitoring meaning, predicting, confirming, rereading, reading on, self-correcting and reviewing.</p> <p>Comprehension strategies applied eg making connections, visualizing, questioning, inferring, determining importance, summarizing and synthesizing to describe literal and implied meaning, connecting ideas across different texts.</p> <p>Listening for key points.</p>	<p>How can you make connections? How can you make connections between and across texts as well as to purpose and audience?</p> <p>Listening for key points in discussions.</p> <p>Explaining how language features, images and vocabulary are used to engage audiences.</p> <p>Describing literal and implied meaning, connecting ideas in different texts.</p> <p>Understanding that texts have different text structures depending on purpose and audience.</p>	<p>What do you think now? How can you, with others, evaluate the text?</p> <p>Understanding how to express an opinion based on information in a text.</p> <p>Expressing preferences for particular texts and responding to others' viewpoints.</p>	<p>In what ways can you express your ideas, experiences and information? How can you use structures and features to create detailed texts for less familiar audiences?</p> <p>Making presentations and contributing actively to class and group discussions, varying language according to context and purpose.</p> <p>Creating texts that show understanding of how images and detail can be used to extend key ideas.</p> <p>Creating structured texts to explain ideas for different audiences.</p> <p>Using language features to create coherence and add detail to own texts.</p> <p>Demonstrating understanding of grammar, selecting vocabulary from a range of resources and using accurate spelling and punctuation.</p> <p>Editing own work to improve meaning.</p>
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■ Language strand
 ■ Literacy strand
 ■ Literature strand

Pedagogical questions:

- Why would we want to read/view/listen to this text?
- What do you already know about the topic?
- What do you already know about the historical or cultural context?
- What questions do you have?
- What can you imagine?

Pedagogical questions:

- What is the purpose of this text? How do you know?
- What does this text need to do to achieve its purpose?
- Why is this text spoken and not written?
- Why is this text written and not spoken?
- Who is the audience for this text? How do you know?
- How is the text structured?
- Does the structure suit the purpose, topic and audience? How?
- What ideas /information do you expect from this text? Are there clues? Where did you find them?

Pedagogical questions:

- Which strategies help you make meaning from the text?
- How can comprehension strategies increase understanding?
- How can you check your understanding while you are reading?
- Whose view does the text represent? Whose view is missing?
- What information can we get from the text/illustrations (eg setting/characters/events/facts)?
- What are the language features of this text? How do they help you understand the text?
- Are paragraphs used? Why?
- What language is used to link ideas? How?
- How can noun groups and verb groups enrich meaning?
- How can adverbs and prepositional phrases add to meaning?
- How does the author use adverbs and modal verbs to express an opinion? Can you find some examples?
- What words and phrases are used to describe the setting?
- How can different words change the mood/setting?
- How does the author use words to make us feel sad/excited/scared...?
- What punctuation is used in this text? (eg apostrophes, quotation marks, speech marks) What difference does it make?
- Is technical language used? Why?
- What different communication systems do languages use (written/visual/oral)?
- Do we use words that have come from other languages? Can you give some examples?
- What strategies can you use to learn to spell new words? How do you decide which one to use?

Pedagogical questions:

- Does the author use strategies to engage the audience? What are they?
- Are the language features of texts from earlier times similar to/different from those of contemporary texts? How?
- Why do you think characters/ ideas are portrayed differently in these texts?
- How can similar stories be represented differently by other authors/different text types?
- How do different viewpoints make audiences feel/ understand/respond differently?
- What are the similarities/ differences in storylines?
- What ideas/information can you connect from different parts of the text?
- What effects do visual elements and their placement have on audiences?
- How is the vocabulary used connected to purpose, audience and context?
- How is the vocabulary used connected to the formality of the text?
- What connections can you make between the sounds and patterns of real words and nonsense words?
- How is word play connected to text purpose?

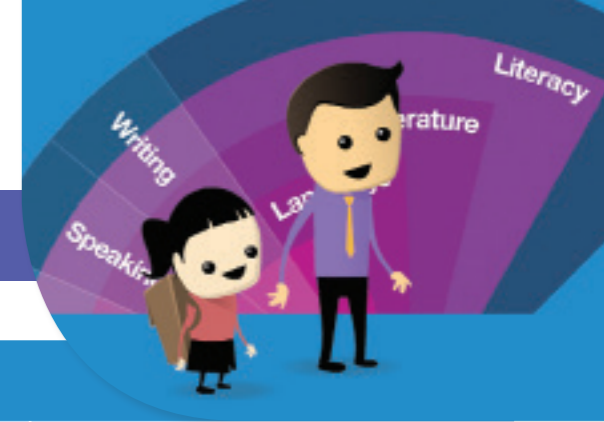
Pedagogical questions:

- What do you think about the characters/setting/events / information now that you have read/viewed/listened to the text with others?
- Who else do you think could have presented their view through this text?
- How do you need to speak and listen when in groups?
- How can you collaborate and share ideas/information in groups?
- How can you summarise your ideas and the ideas of others?
- How can you share and add ideas, using what you have heard and talked about?
- What metalanguage can you use to share with others, your connections and experiences with texts?
- Which literary texts do you prefer? Why?

Pedagogical questions:

- What are the differences between the language of feeling and opinion and the language of factual reporting?
- How can you effectively present details and sequenced ideas to the class and others?
- How can you present information clearly that is appropriate to the purpose and the context?
- What texts can you plan and create using features/patterns from modelled texts?
- What texts can you plan, draft and publish by choosing structures and features appropriate to purpose and audience?
- What multimodal elements can you include in texts?
- What information and detail can you include in non-fiction texts?
- What strategies can you use to spell new words? How do you know which ones to use and when?
- How can you edit and improve your texts?
- What strategies can you use to help make your writing clear and fluent?

The BitL tool – English years 3 – 4



English: Years 3 – 4

What do you already think? *Continued*

Can you identify purposes, contexts and audiences? *Continued*

How can you make meanings? *Continued*

How can you make connections? *Continued*

What do you think now? *Continued*

In what ways can you express your ideas experiences and information? *Continued*

By the end of Year 3, students 'select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions' (Achievement Standard). They do this through literary texts that 'extend over several pages and involve unusual happenings within a framework of familiar experiences' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

Example: Year 3 – Collaborative group work

Language: Language for interaction (texts)

Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations.

Literature: Responding to literature (identity)

Draw connections between personal experiences and the worlds of texts, and share responses with others.

Literacy: Interacting with others (choosing and using)

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations.

Why would we want to contribute to this discussion?
 What do you already know about the topic?
 What ideas might you share with others?
 What can you imagine others will say?

What is the purpose of this discussion? How do you know?
 How might you share your ideas/information?
 What ideas/information do you expect from other group members? Why?

How can you check your understanding while you are listening?
 Which strategies help you listen for key points?
 Whose viewpoint is represented? Whose is missing?
 What language can you use to link ideas?
 How can you express your opinion?
 What words and phrases might you use to describe your ideas?
 What technical words might you use? Why?
 How might you summarise your information?

What strategies can you use to engage the rest of your group? How do you know if they are effective?
 How might you respond to different viewpoints?
 How do they make you feel?
 How do you connect different ideas/ pieces of information when listening to others?
 What vocabulary will you choose to use in this context? Why?

What do you think about the information now that you have listened to others?
 Who else do you think could have presented their ideas in this discussion? Why?
 How do you need to speak and listen when in a group?
 How do you need to listen to others?
 How can you summarise the ideas and opinions of others?
 Which information did you find the most useful? Why?
 Did listening to others' ideas add to or change your own ideas? How? Why?

What language can you use to express your opinion?
 How can you effectively present your information to the group?
 How can you sequence your ideas to present to the class?