

Serpell Primary School, Templestowe Victoria.
My Place Series 2
Grade 4 Overview 2013

Week	Episode Synopsis	Activities	Teachers' Roles	Assessment Links
1	<p>Before Time Barangaroo Barangaroo's world would be perfect if only Mani, the biggest boy in her group of friends, would stop trying to be number one. Deep down Mani knows she's better than he is. That's why he keeps shutting her out from important adventures- to make himself look good.</p>	<p>As a class, view the clip "Yabbies" on the Teacher's Resource Disc and discuss the relationship between the two children, Barangaroo and Mung. As an Indigenous female child, Barangaroo is skilled in catching yabbies and looking after the younger members of the group. Although she is a natural leader, she finds opposition to her ideas from the boys. The clip illustrates the education of Indigenous children and the expectations on them to learn the ways of the group. Discuss what is involved in an Indigenous celebratory feast. Barangaroo and the children plan a feast and catch yabbies and fish in preparation. Use the websites below to find out when events which celebrate or commemorate Aboriginal and Torres Strait Islander peoples and cultures will fall this year:</p> <ol style="list-style-type: none"> 1 NAIDOC, 'NAIDOC Week', www.naidoc.org.au/ 2 National Sorry Day Committee, 'Sorry Day', www.nsdcc.org.au/ 3 New South Wales Aboriginal Land Council, 'Survival Day', http://www.alc.org.au/nswalc-in-the-community/survival-day-2011.aspx 4 Reconciliation Australia, 'National Reconciliation Week 2011 - Let's talk recognition', www.reconciliation.org.au/home/get-involved/national-reconciliation-week 5 Secretariat of National Aboriginal and Islander Child Care, 'National Aboriginal and Islander 	<ul style="list-style-type: none"> * Assist with facilitating discussion (offer examples, record students' ideas on the whiteboard/poster paper, ask questions etc.) * Monitor on-task behaviours * Correct spelling * Take responsibility of a small group of students, where necessary 	<p>English Personal Learning Interpersonal Learning Values Education History Geography</p>

		<p>Children's Day', www.snaicc.asn.au/news-events/dsp-default.cfm?loadref=58</p> <p>Students fill in the BLM calendar with events and short explanations for each celebration, using the internet as a reference.</p>	
2	<p>Before Time Bunda Bunda has a problem. His older brother Garadi acts like Bunda doesn't exist. Will they ever learn how to stop teasing each other and become friends as well as brothers?</p>	<p>As a class, view the clip 'Snakebite' on the Teacher's Resource Disc, and discuss the relationships between the father and his sons, and the brothers. The clip illustrates the education of the boys into the ways of bush craft, bush medicine and working as a team. Ask students to list the skills, knowledge and technologies that the boys are leaning to use. Ask students to investigate hunting and gathering implements used by Indigenous people, using the provided website ('Australian Indigenous Tools and Technology', http://australia.gov.au/about-australia/australian-story/austn-indigenous-tools-and-technology) and http://members.ozemail.com.au/~mmichie/engag_t&w.htm). They are to list at least four different hunting and gathering implements and describe what they are made from (on their BLM). Students should also explain how the tools are used to aid hunting or gathering.</p>	
3	<p>1788 Dan Dan is on his second patrol to the Botany Bay area when he's asked to capture a local dog (a dingo) to take back to the colony's governor. The only trouble is, the dog in question belongs to Waruwi, the girl Dan befriended last time he was in the area.</p>	<p>Share our thoughts on the episode, and write a short summary to add to our timeline. View the clip "Governor's Orders" on the Teacher's Resource disc, and discuss the nature of an order given by a high ranking official. Discuss with students the trouble the colony encountered securing supplies and adequate equipment for building a settlement during its early years. Phillip found that the equipment brought out on the First Fleet was inadequate and poorly chosen and for years after landing he made constant entreaties to the British government to send more tools. In response he was sent a small amount of</p>	

additional equipment which Phillip described as 'bad tools ... of no kind of use'. Ask students to consider what Philip could have done differently to overcome these problems. Discuss the implications of the First Fleet arriving in Australia for the Indigenous population. Read through parts of the Decade Timeline found on the Teacher's Resource disc, and encourage students to think from the Indigenous perspective as well as from the newly arrived settler's perspective to fill in the BLM. Students should focus on the problems faced by Indigenous people and white settlers, the causes of these problems and the effect of these problems. Remind teachers NOT to watch the next episode, as we will be focusing more on the First Fleet next week.

4 1788 Dan
See above

Re-visit our shared summary of the 1788 episode. Ask students to think of provisions likely to have been brought to Australia with the First Fleet. What items could a community not live without? Could these items be realistically transported to Australia from Britain? Divide students into groups of 4. Groups must imagine that they have been asked by Governor Phillip to help him assemble the necessary 'Assortment of Tools and Utensils' for settlement. Governor Phillip was unsure what he might find when he arrived at the new colony, or how long it would be before additional supplies could be brought to Australia, and so everything a new settlement might need had to be taken. The funds available for equipping the expedition were low. Ask students to work collaboratively in their groups to generate a list of tools, utensils and essentials that they would take with them from Britain to ensure the survival of the European colony. As part of this task, students will make decisions and identify the issues which faced early European settlers. Groups are to record their

		<p>items on the provided BLM. After approximately 20 minutes, ask all groups to gather on the carpet, and using the plasma, access http://home.vicnet.net.au/~firstff/list.htm and read through the actual provisions brought to Australia with Governor Phillip and the First Fleet. Groups can award themselves 1 point for each item they listed that matches the website information.</p>
5	<p>1788 Waruwi Waruwi is an Aboriginal girl looking after her Nana while the rest of her extended family is away from camp. It's just for a day but what a day it turns out to be.</p>	<p>Share our thoughts on this episode, and write a short summary to add to our timeline. Read through and discuss the historical information on the Teachers' Resource disc, focusing on Indigenous People and the colonization of Australia. Watch the clip "The Little Drummer Boy". How do we think Waruwi is feeling when she sees the group of soldiers? Why do we think this? Reflect on how Dan and Waruwi communicate together, and how a unique friendship develops between them. How could two people who don't speak the same language communicate? How do we try and get a point across with limited oral language? Students in small groups play Charades using game cards provided.</p>
6	<p>1798 Sam Sam is a child convict, arrested in London for stealing a jacket. Now, having lived his whole life in towns and cities, he's sent to an isolated farm on the edge of the bush.</p>	<p>Discuss our thoughts on this episode, and write a short summary to add to our timeline. Watch the clip "Damper" on the Teacher's Resource disc. Discuss the difficulties the early settlers would have had with survival- particularly their lack of variety in food. Ask students to think of all they know about 'bush tucker', and what would have happened if the early settlers learned from the Indigenous people's hunting and gathering habits. Using the information provided, students research 3 types of 'bush tucker', and list their information on the BLM.</p>
7	<p>1808 Sarah Sarah, although still a child, works as a servant for the cold and</p>	<p>Share our thoughts on the episode and write a short summary to add to our timeline. Watch the clip "Seashells", and discuss the two main characters-</p>

demanding Mrs Owen. As if being bossed around by the lady of the house isn't bad enough, Sarah has to deal with that woman's sly and sickly daughter, Alice.

Sarah and Alice. Discuss their differences and similarities. How would we describe Sarah? How would we describe Alice? Discuss the girls' wonder of the outdoors. Access the internet and discuss the Macquarie Collector's Chest found on the State Library of New South Wales website: <http://acms.sl.nsw.gov.au/item/itemDetailPaged.aspx?itemID=442725> and images on the website: <http://acms.sl.nsw.gov.au/album/albumView.aspx?acmsID=442725&itemID=823397>

For early European visitors, Australian fauna and flora were strange and exotic. It was with wonder and excitement that scientists collected natural history specimens which exemplified the vast array of new life to be discovered on the southern continent. The Macquarie Collector's Chest, acquired by the State Library of New South Wales in 2004, is a fascinating cultural artefact used to display a collection of such specimens, including insects, butterflies, birds and seashells that were found in the colony. It includes 13 paintings of fauna and colonial landscapes, two of which depict Indigenous Australians in a naturalistic way. The chest, finely crafted and decorated, serves to remind us of the marvel and delight experienced by early European settlers when encountering the natural life of the Great South Land for the first time. For their written tasks, students must imagine themselves as new settlers in Australia back in 1808, who write a letter to family/friends back in Britain. They are to describe the specimens found in the Macquarie Chest, focusing on using high modality words to

		help express the marvel and delight early Australians would have felt in their new surroundings (BLM).
8	1818 Charles Charles and his older brother John are both expected to work on their parent's farm. Charles loves it but John shirks work at every turn. Both boys will soon be sent to England to learn how to become refined young gentlemen.	<p>Discuss the episode and write a shared summary of the main themes/events to add to our timeline. Watch the clip “The Convict”. As a class, discuss the development of the relationship between Charles and Liam. Ask students to identify the similarities and differences between the two characters. Would they help a convict like Charles did? Why? Why not? Discuss what life would have been like for a convict, using Liam’s character as an example. Visit this website: www.pilotguides.com/destination_guide/pacific/australia/convict_australia/convict_life.php/ and discuss the information about convict life.</p> <ol style="list-style-type: none"> 1. Design and produce a 'Wanted' poster for Liam, the escaped convict. Draw a picture of Liam and write a description of his crime, ensuring there is a reward 2. Using the information from the above website, students are to list the good and bad aspects of life for a transported convict in Australia (BLM) 3. Students use this site http://members.iinet.net.au/~perthdps/convicts/stories.html to complete case studies of two convicts sent to Australia (BLM, and teacher to provide the website). <p>In share time, students partner up with someone who completed a different task, share their work and also discuss the challenging aspects in completing their tasks.</p>
9	1828 Alice When Alice's father declares a half-day picnic, Alice and George propose a pig race as part of the entertainment.	<p>Discuss students' thoughts on the episode and write a short summary to add to our timeline. Watch the clip “Pig Forgery” and discuss students’ thoughts on whether the behaviour of Alice, Fred and George could be seen as criminal. Use the scenarios:</p>

“Freddie forged a British bank note.”
 “Freddie and Alice painted a pig in order to swap it for another, to win a race.”
 “Alice took George’s pig and replaced it with a painted pig.” Ask students to share their opinions and justify their thoughts- TPS.

Introduce the 3 tasks that students may complete (ability based, class teacher will allocate tasks):

1. Create a Story Ladder of the events from this clip, starting with the initial scene down the bottom of the ladder and working the way up the ladder to the closing scene in the top-most box (BLM)
2. Design and produce a 'Wanted' poster for Freddie the forger. Draw an image of the felon and write a description of his crimes (on provided A4 paper)
3. Students use the site <http://members.iinet.net.au/~perthdps/convicts/stories.html> to complete case studies of two convicts sent to Australia (BLM, and teacher to provide the website).

In share time, students partner up with someone who completed a different task, share their work and also discuss the challenging aspects in completing their tasks.

10 1838 Davey
 When Davey, working as a stable boy for the powerful Owen family, learns that his favourite horse is to be sold to the local tannery, he puts everything on the line to save her.

Write a shared summary of the episode to add to our timeline, discussing students' thoughts about the main events. Watch the clip “The Bush ranger”, and then encourage students to share what they know about bush rangers- list on the board. Display and navigate this website on the plasma screen, http://www.nedkellysworld.com.au/bushrangers/bushrangers_index.htm

On each table, provide a selection of information sheets on Australian bush rangers (printed from the above website, a set for each of the three ability groups). Students are to research a bush ranger using these sheets, and present their learning using either a

		'describing wheel' or a 'fish-bone' BLM (also provided on tables). In share time, students can share their research with a partner.
11	1848 Johanna Johanna lives with her grandmother, Sarah. Johanna doesn't go to a school. She has a job- every day she pushes a barrow load of potatoes around the town, delivering them to her grandmother's customers.	Write a shared summary of the episode to add to our timeline. Watch the clip "My Father's House". In this clip Johanna asks a number of people to tell her about her father. Ask students to view the clip carefully to find out when Johanna realises the stories are not true, and to think about why every person might tell Johanna a different story. There seems to be a conspiracy between the characters not to tell Johanna the truth. Ask students why they feel that so many people would agree to withhold the truth- Johanna may be young but she is intelligent and she hatches a plan to uncover the truth. Discuss the nature of a lie, and write a shared definition of lying on the board. It may be necessary to discuss the idea of 'truth' and to write a definition for this too. Split the class into 3 groups (a teacher to take each little group). Each group is to sit in individual circles around the library. Refer to the Lesson Outline attached to this document for full task details. To finish off the session, come back together as a whole group, and discuss the question "Is it ever ok to lie?" Raise positives that came from the discussions- did students explain their thoughts using the 'Because' Tool? Were relevant examples used? See attached lesson plan.
12	1858 Ben Ben's one wish is for his wandering American family to be able to celebrate a proper Thanksgiving dinner in their new place with a real roast turkey. But his efforts plunge him into escalating rivalry with a local Chinese boy, Leck.	Write a short summary of this episode together after discussing the main events and themes. Discuss the notion that celebrations are a major part of how different cultures express their values and beliefs, and how food is often a central element of these events. Watch the clip "Cranberry Sauce", and ask about Ben's desperation in having a turkey for Thanksgiving. Then ask students to think-pair-share

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these questions: “What foods are important to you and your family at special celebrations? Why?”, “What do you know of other culture’s special foods?”

Model how to do a Google search to find relevant information about a culture's 'celebration foods', with the aim of finding a recipe and information on when this food is eaten and why. A useful search could be “American holidays and food”, “Greek Easter food”, “Food in Japan” etc.

Students in pairs, then decide on a culture to research, and collect information on:

- * the cultural celebration- name, when, why
- * one special food involved in the celebration, and a recipe for it, including pictures

Students may present this as a Word Document, print and display.

13 1868 Minna
 Minna lives with strict German-born parents who privately hope their young daughter's friendship with the well-to-do Owen children will do her some good. Minna's parents have no clue what these kids get up to when they're on their own.

Discuss the main events and themes in this episode and write a short summary together to add to our timeline. Before watching the clip “Making Amends”, ask students to brainstorm a list of 'clues' that can tell us how someone is feeling- eg. Facial expressions, tone of voice, body language, movements/gestures. Use examples students remember from this episode to help show these 'clues'. Ask students to pay particular attention to these while they watch the clip. After watching the clip, list the main events of this clip (to help students with the follow up task) in the form of a story ladder (starting with the first event- Mr Wong and Mr Owen arguing- down the bottom of the ladder, leading up to the girls' fathers discussing their misbehaviour). Then ask students to complete their written task, which focuses on the characters' feelings and how these are depicted by the actors (BLM).

14

1878 Henry

Despite one failed invention after another, young Henry knows in his heart that he's a brilliant inventor. Against the advice of his friend Franklin, Henry conducts his biggest experiment ever... but succeeds only in blowing up the local school house.

Discuss the main events and themes in this episode, and write a short summary together to add to our timeline. Watch the clip "Henry's Life" and discuss what we can see of the school. What do we know about schools in the 1800's? Use selected Google images of schools to illicit discussion of early education in Australia, and make a list of these points on the board. Also use the My Place Teachers Resource Disc Decade Timeline information to find out about the history of Australian education. Ask students to draw comparisons on education in the time of Henry, and our schools today. Using Venn Diagrams (BLM), students record their understandings. In share time, ask students to TPS (Think, Pair Share) their thoughts on this question: "Would you rather be a student in 1878, or in 2012? Why?"

Philosophical Inquiry Plan	
BIG IDEA: Is it ever ok to LIE?	Stimulus: My Place Series 2, 1848 Johanna Episode
<p>This plan was written using the following resources:</p> <ul style="list-style-type: none"> - <i>My Place Series 2</i>, 1848 Johanna Episode - My Place Series 2 Teacher's Resource Disc, "My Father's House" clip of Johanna's episode in the Teaching Activities and Clips section 	
FOCUS RULES & TOOLS (Begin every session with this).	<ul style="list-style-type: none"> - We will be focusing on our use of the 'Because' tool to help us explain our thinking and reasoning - Revise our knowledge of the 4 Philosophy Rules "We listen to each other", "We build on each other's ideas", "We respect each other's ideas" and "We know that there is sometimes more than one good idea".
STIMULATING - Teacher introduces purpose written or other stimulus material.	Introduce the stimulus material <ul style="list-style-type: none"> - Discuss the episode, with emphasis on how the people in Johanna's life were all telling different stories about her father.
INITIATING - Teacher/students raise questions and the agenda is set.	Generate questions <ul style="list-style-type: none"> - How was Johanna feeling in this episode? - Why was she feeling this way? - What do we think about Johanna trying to find out about her father? - What do we think about the characters who lied to Johanna? - How did Johanna solve the mystery of her father's identity?
SUGGESTING - Students make initial suggestions in answer to the question.	Begin the discussion <ul style="list-style-type: none"> - Identify the 'Big Idea' as "Is it ever ok to lie to someone?" - Write a shared definition, a shared understanding, of the word 'lie' for us to refer to during our discussions
WARM UP	<ul style="list-style-type: none"> - Ask students "Is it ever ok to lie to someone", and encourage students to use the 'Because' tool to help explain their thoughts
REASONING & ANALYSIS - Students explore the implications of	<ul style="list-style-type: none"> - Introduce 'Traffic Lights' task, which students will participate in once the grades have been split into 3 smaller groups: Students in pairs receive a card with one of these sentences typed on it: <ul style="list-style-type: none"> • "You tell your best friend you like their new haircut, but you don't really like it." • "You broke one of your mum's vases, but don't tell her."

<p>their suggestions.</p>	<ul style="list-style-type: none"> • “You lost your school jumper, but don’t tell your parents.” • “You agree to help your brother with his homework, but instead make him do it alone.” • “You eat all the smarties and don’t own up to it.” • “You break your brother’s toy car and insist it was already broken.” • “Politicians promised a pay rise to teachers and have not made it happen.” • “You witness someone doing something dangerous in class and don’t tell your teacher.” • “Your sister apologises to you for taking your favourite book without asking.” • “Your friend accuses you of stealing a rubber, when you actually found it on the floor.” • “You return a library book with a torn front cover, and apologise to the librarian.” <p>Pairs will be given a couple of minutes to discuss their card and to decide where to place it along a continuum from “Not a lie” to “Definitely a lie”.</p> <p>One by one, pairs place their card on the line and explain to the group the reasoning behind their placement. Please encourage students to use the “Because” tool in their reasoning. Discuss placements and see whether students want to change the position of their card after listening to their peers examples and justifications.</p>
<p>EVALUATION - Students evaluate their suggestions in light of reasons and evidence.</p>	<p>- Come back together as a big group and discuss examples raised, and whether they were effective or not.</p>
<p>CONCLUDING - Students reflect on their conclusions. (End every session with this).</p>	<p>- Ask the question “Is it ever ok to lie to someone?” again in light of our discussions during our Traffic Lights task. Have students changed their minds due to our discussions?</p>
<p>REFLECTION - Students reflect on the process of the discussion. (End every session with this).</p>	<p>- Ask students to reflect on our discussions and our use of the ‘Because’ tool; did we articulate our thoughts effectively? Did we strive to clarify our thoughts with examples?</p>

Values for Australian Schools (<http://www.civicsandcitizenship.edu.au/cce>)

- Care and Compassion- Care for self and others
- Fair Go- Pursue and protect the common good where all people are treated fairly for a just society
- Honesty and Trustworthiness- Be honest, sincere and seek the truth
- Integrity- Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- Respect- Treat others with consideration and regard, respect another person's point of view
- Understanding, Tolerance and Inclusion- Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- Doing Your Best- Seek to accomplish something worthy and admirable, try hard, pursue excellence
- Freedom- Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- Responsibility- Be accountable for one's own actions, resolve, differences in constructive, non-violent and peaceful, ways, contribute to society and to civic life, take care of the environment

Progression points:

At 3.5, a student progressing towards the standard at Level 4 may, for example:	
identify and explain how adverb group/phrases and prepositional phrases provide details of the circumstances surrounding a happening or state (for example, 'At midnight (time) he rose slowly (manner) from the chair (place) and went upstairs (place)' (ACELA1495 Word level grammar)	
read and view different types of texts, identifying how they vary in either complexity and technicality, depending on either the approach to the topic, the purpose and the intended audience (ACELY1691 Reading processes and ACELA1490 Purpose, audience and structures of different types of texts)	
identify and explain a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606 Language devices) The Word Spy	
recognise how authors and illustrators choose techniques to hold a readers' attention and elicit an emotional response (ACELT1605 Features of literary texts)	
monitor meaning, for example by note-taking and recording of key information from a range of texts (ACELY1691 Reading processes)	
build literal and inferred meaning to analyse and evaluate texts, for example make inferences about a persons' motivations and intentions consider how this impacts on the audience (ACELY1692 Comprehension strategies)	

Achievement Standard Level 4

By the end of Level 4, students understand that texts have different structures depending on the purpose and audience. (4.1)
They explain how language features, images and vocabulary are used to engage the interest of audiences. (4.2)
They describe literal and implied meaning connecting ideas in different texts. (4.3)
They express preferences for particular texts, and respond to others' viewpoints. (4.4)

Progression Points:

At 4.5, a student progressing towards the standard at Level 5 may, for example:	
identify the typical structures and language features of a range of text types for example narrative, procedure, exposition, explanation, discussion and informative (ACELA1504 Purpose, audience and structures of different types of texts)	
describe how aspects of literary texts can convey information about cultural elements, such as beliefs, traditions and customs (ACELT1608 How texts reflect the context of culture and situation in which they are created)	
identify and explain characteristic text structures and language features used in a range of imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701 Purpose and audience)	
analyse, for example by making connections between ideas and information in and across texts to clarify understanding, and synthesise ideas and information from print and digital sources (ACELY1703 Comprehension strategies)	

Achievement Standard Level 5

By the end of Level 5, students explain how text structures assist in understanding the text. (5.1)
They understand how language features, images and vocabulary influence interpretations of characters, settings and events. (5.2)
They analyse and explain literal and implied information from a variety of texts. (5.3)
They describe how events, characters and settings in texts are depicted and explain their own responses to them. (5.4)



AusVELS
Grade 4 My Place Program
Speaking and Listening

Standard 4 content description

Session	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	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	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	Discuss literary experiences with others, sharing responses and expressing a point of view	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	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	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences
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Progression points:

At 3.5, a student progressing towards the standard at Level 4 may, for example:	
discuss a response to or point of view about the effect of literary techniques (ACELT1603 Personal responses to the ideas, characters and viewpoints in texts)	
plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689 Oral presentations)	
communicate relevant information and responses to questions when speaking to others in a range of familiar contexts (ACELY1688 Listening and speaking interactions)	
use of an increasing range of vocal effects, for example tone, pace, pitch and volume, to speak clearly and coherently (ACELY1688 Listening and speaking interactions)	
listen attentively to spoken texts, for key points in order to interpret and share ideas and information, and carry out tasks (ACELY1687 Listening and speaking interactions)	
Achievement Standard: Level 4	
Students listen for key points in discussions. (4.1) They use language features to create coherence and add detail to their texts. (4.2) They understand how to express an opinion based on information in a text. (4.3) They create texts that show understanding of how images and detail can be used to extend key ideas. (4.4) Students create structured texts to explain ideas for different audiences. (4.5) They make presentations and contribute actively to class and group discussions, varying language according to context. (4.6)	



AusVELS

Grade 4 My Place Program Speaking and Listening

Standard 5 Content Description

Session	Understand that the pronunciation, spelling and meanings of words have histories and change over time	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others	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	Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements
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Progression Points:

At 4.5, a student progressing towards the standard at Level 5 may, for example:	
temper bare assertions by using, for example, distancing, recruiting anonymous support, indicating a general or specific source of opinion (ACELA1502 Evaluative language)	
present a point of view about particular literary texts using metalanguage, for example simile, metaphor and personification (ACELT1609 Personal responses to the ideas, characters and viewpoints in texts)	
sequence ideas logically and providing supporting detail, including graphics, sound and visuals to enhance audience engagement and understanding (ACELY1700 Oral presentations)	
ask relevant questions to clarify meaning of others' presentations or contributions to discussions (ACELY1796 Listening and speaking interactions)	
experiment with voice effects in formal presentations such as tone, volume, pitch and pace, recognising the effects these have on audience understanding (ACELY1796)	

Achievement Standard: Level 5	
Students listen and ask questions to clarify content. (5.1) They use language features to show how ideas can be extended. (5.2) They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. (5.3) They create a variety of sequenced texts for different purposes and audiences. (5.4) They make presentations and contribute actively to class and group discussions, taking into account other perspectives.(5.5)	

Progression points:

At 3.5, a student moving towards Level 4 may, for example	
use linking devices, for example, using pronouns to refer back to noun groups/phrases (ACELA1491 Texts cohesion)	
use quotation marks to correctly signal dialogue, titles or quoted (direct) speech (ACELA1492 Punctuation)	
use a range of strategies for spelling words, for example spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779 Spelling)	
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 Literary devices)	
create imaginative, informative and persuasive texts for a widening range of audiences demonstrating increasing control over text structures and language features (ACELY1694 Creating texts)	
create texts that take account of the needs and interests of familiar and some unfamiliar audiences (ACELY1694 Creating texts)	
use a range of software to combine print, audio and visual elements to construct and publish texts (ACELY1697 Use of software)	
write using correctly-formed joined letters that have been taught, for example joining to ascenders and descenders, with increased fluency and automaticity (ACELY1696 Handwriting)	

Achievement standard level 4
<p>Students use language features to create coherence and add detail to their texts. (4.1)</p> <p>They understand how to express an opinion based on information in a text. (4.2)</p> <p>They create texts that show understanding of how images and detail can be used to extend key ideas. (4.3)</p> <p>Students create structured texts to explain ideas for different audiences. (4.4)</p> <p>They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning. (4.5)</p>

Progression Points:

At 4.5, a student moving towards Level 5 may, for example	
use vocabulary to create precise meaning, and select words appropriate to the context (ACELA1512 Vocabulary)	
form the possessive by adding just the apostrophe to regular plural nouns ending in 's' (ACELA1506 Punctuation)	
use noun groups to provide a fuller description of a person, place, thing or idea appropriate to the purpose and audience (ACELA1508 Word level grammar)	
create literary text using settings or characters that draw on the worlds from texts students have experienced or read in class (ACELT1612 Creating literary texts)	
plan, draft and publish a selection of imaginative, informative and persuasive print and multimodal texts, choosing texts structures and language features appropriate to purpose and audience (ACELY1704 Creating texts)	
develop agreed criteria for text structure and language features to edit own and others' work (ACELY1705 Editing)	
Achievement standard level 5	
Students use language features to show how ideas can be extended. (5.1) They develop and explain a point of view about a text. (5.2) They create a variety of sequenced texts for different purposes and audiences. (5.3) When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning. (5.4)	