

Level 5 Reading and Viewing

By the end of Level 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. When reading, they confidently encounter and can decode less familiar words.

WORKING TOWARD ACHIEVEMENT OF STANDARDS

Level 5 Writing

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text. They create imaginative, informative and persuasive texts for different purposes and audiences. When writing, they demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.

Level 5 Speaking and Listening

Students listen and ask questions to clarify content. They use language features to show how ideas can be extended. They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. They create a variety of sequenced texts for different purposes and audiences. They make presentations for defined purposed using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives.

Level 6 Reading and Viewing

By the end of Level 6, students understand how to use knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts. They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. They compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it.

Level 6 Writing

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences. They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing. They also use accurate spelling and punctuation for clarity, provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria.

Level 6 Speaking and Listening

Students listen to discussions, clarifying content and challenging others' ideas. They understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They create detailed texts, elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.

Links to Capability & Digital Technologies Content Descriptors (English specific)

Critical and Creative Thinking

By the end of Level 6, students apply questioning as a tool to focus or expand thinking. They use appropriate techniques to copy, borrow and compare aspects of existing solutions in order to identify relationships and apply these to new situations.

Students distinguish between valid and sound arguments and between deductive and inductive reasoning. They explain how reasons and evidence can be evaluated. They explain and apply basic techniques to construct valid arguments and test the strength of arguments.

Students represent thinking processes using visual models and language. They practice and apply learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information. Students disaggregate ideas and problems into smaller elements or ideas, develop criteria to assess and test thinking, and identify and seek out new relevant information as required.

Digital Technologies

By the end of Level 6, students explain the functions of digital system components and how digital systems are connected to form networks that transmit data.

Students explain how digital systems use whole numbers as a basis for representing a variety of data types. They manage the creation and communication of ideas, information and digital projects collaboratively using validated data and agreed protocols.

Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and develop their digital solutions, including a visual program. Students explain how information systems and their developed solutions meet current and future needs taking sustainability into account.

Text Type Focus:

Recount, Narrative Description

https://cengage.com.au/Portals/5/prima ry/2017 PD docs/Scope%20and%20Seq uence%20-

%20Description%20Criteria%20March%2 02015 ED.pdf?ver=2017-02-06-152425-997

Discussion

Purpose:

Description-to describe the characteristics or features of a thing or phenomenon

Structure/Organisation:

Description-Introduction to the subject, characteristic features.

Language Features:

Description-nouns, adjectives, action verbs, figurative language (similes and metaphors)

Teaching & Learning Approaches - non-negotiables

- Daily Reading & Writing sessions that integrate Word Study and Speaking and Listening
- Gradual Release of Responsibility/Instructional Model
- Use of ongoing assessment and data to target teaching
- Use of ongoing feedback
- Visible learning intentions and success criteria
- Individual reading and writing goals for all students
- Individual Learning Plan (ILP) for 12 months above /below /EAL /PSD /Koorie /Discipline

Special Events/Dates:

Anzac Day: Thursday 25 April 2024

Performance Outcome/Product of Learning:

Students will create a ... about a This will show evidence of:

- Students will publish ...
- Students will present ...

Vocabulary expectations (English specific)

Reading Text Type specific- EG. Fiction, Non-Fiction, Realistic Fiction,

Writing text type specific- Modality, Connectives, Descriptive bubble, Punctuation, Orientation, Conclusion, Complex sentence

Tune In Target Teach Try Out Tune Up Take Off Tie To
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Weeks		Learnir	Assessment	
&	Reading	WRITING	Speaking & Listening	
Dates				Charts
Week 1	Grade 5	Exposition	Language for Interaction	Reading survey
Creators and Destroyers	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	Grade 5 Understand that the starting point of a sentence gives prominence to the message in the text and allows for	Grade 5 Understand how to move beyond making bare assertions and take account of differing perspectives and points of view	Soundwaves Spelling Test
Exposition	according to context (VCELY317) Understand how to move beyond making bare assertions and take account of	prediction of how the text will unfold (VCELA321)	(VCELA335) Grade 6	Pat - R Essential Assessment?

differing perspectives and points of view Understand how noun groups/phrases Understand the uses of objective and (VCELA335) and adjective groups/phrases can be subjective language and bias (VCELA364) expanded in a variety of ways to provide a fuller description of the person, place, Grade 6 thing or idea (VCELA324) Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of Year 6 Morning circles verbal information in factual and Investigate how complex sentences can persuasive texts (VCELA340) be used in a variety of ways to elaborate, Sharing circles Identify and explain how choices in extend and explain ideas (VCELA350) language, including modality, emphasis, Investigate how vocabulary choices, repetition and metaphor, influence including evaluative language can express Class discussions personal response to different texts shades of meaning, feeling and opinion (VCELT342) (VCELA352) Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (VCELY357) **SWBPS- Smiling Mind** Read aloud Complete the Learn, Practice and Debrief Lesson in the SWPBS hour on **WRITING:** Video Monday **Exposition** Discussion During the week, in Mindfulness, - Statement of position (5.3 Summarising What's Most Complete the Integrate and Solidify Defining sentence, 2 macro Sections. Essential) sentences and linking sentences. - Arguments Log-In Details-3 paragraphs megan.watt2@education.vic.gov.au **Reading groups** - Concluding statement Password.1! Restate position Epic **Lesson 9: Building Optimism** Exposition on a familiar topic: Reading Eggs To develop the ability to cultivate an best pets Comprehension optimistic outlook and to recognise the for/against school uniform Word find benefits of an optimistic outlook the best season **Book review SPELLING:** Unit 24 🐼 🚻 Language features -related nouns -adjectives -noun, pronoun, pronoun, noun. Writer's Notebook Recount of Holiday **Grade 5** Week 2 **Grade 5** Language for Interaction Reading survey Show how ideas and points of view in Understand that the starting point of a texts are conveyed through the use of sentence gives prominence to the Grade 5 Creators and vocabulary, including idiomatic message in the text and allows for Understand how to move beyond making expressions, objective and subjective prediction of how the text will unfold **Destroyers** language, and that these can change bare assertions and take account of (VCELA321) Cold sample differing perspectives and points of view according to context (VCELY317) Understand how noun groups/phrases (VCELA335) Students to write a Understand how to move beyond making and adjective groups/phrases can be **Exposition** description about an bare assertions and take account of expanded in a variety of ways to provide a Grade 6 object, place or person. differing perspectives and points of view fuller description of the person, place, Understand the uses of objective and thing or idea (VCELA324) (VCELA335) subjective language and bias (VCELA364) Grade 6 Identify and explain how analytical images Writer's notebook Year 6 like figures, tables, diagrams, maps and Investigate how complex sentences can graphs contribute to our understanding of be used in a variety of ways to elaborate, verbal information in factual and extend and explain ideas (VCELA350) persuasive texts (VCELA340) Morning circles Investigate how vocabulary choices, Begin Guided Identify and explain how choices in including evaluative language can express language, including modality, emphasis, Reading shades of meaning, feeling and opinion Sharing circles repetition and metaphor, influence (VCELA352) personal response to different texts (VCELT342) Compare texts including media texts that Class discussions represent ideas and events in different Begin introducing ways, explaining the effects of the reciprocal reading. different approaches (VCELY357) **Read aloud WRITING: SWBPS-Smiling Mind** Video **Exposition** Complete the Learn, Practice and Discussion - Statement of position Debrief Lesson in the SWPBS hour on (5.13 Summarize Based on What a Defining sentence, 2 macro Monday Character Wants) sentences and linking sentence. During the week, in Mindfulness, Arguments Complete the Integrate and Solidify 3 paragraphs Sections. - Concluding statement Restate position Log-In Details-**Reading groups** megan.watt2@education.vic.gov.au Password.1! Exposition on a familiar topic: Epic best pets

	- Reading Eggs	- for/against school uniform	Lesson 10: My Strengths	
	ComprehensionGuided reading	- the best season SPELLING:	To identify and grow personal strengths and to recognise and appreciate strengths in	
	- Guided reading	SFELLING.	others	
	- Book review	Unit 25 🔊 or ore a aw au		
		Language features		
		Language features -related nouns		
		-adjectives		
		-noun, pronoun, pronoun, noun.		
Week 3	Grade 5	Grade 5		
	Show how ideas and points of view in	Understand that the starting point of a	Interacting with others	
Creators and	texts are conveyed through the use of vocabulary, including idiomatic	sentence gives prominence to the message in the text and allows for	Grade 5	Reading conferencing
Destroyers	expressions, objective and subjective	prediction of how the text will unfold	Clarify understanding of content as it	comerencing
•	language, and that these can change according to context (VCELY317)	(VCELA321)	unfolds in formal and informal situations, connecting ideas to students' own	
Exposition	Understand how to move beyond making	Understand how noun groups/phrases and adjective groups/phrases can be	experiences, and present and justify a point of view or recount an experience	Reading stamina
Exposition	bare assertions and take account of	expanded in a variety of ways to provide a	using interaction skills (VCELY337)	thermometer
	differing perspectives and points of view (VCELA335)	fuller description of the person, place, thing or idea (VCELA324)	Grade 6	Provide 1:
	,	3	Participate in and contribute to	Exit ticket - explain why a balanced
	Grade 6	Year 6	discussions, clarifying and interrogating ideas, developing and supporting	reading diet is
	Identify and explain how analytical images	Investigate how complex sentences can	arguments, sharing and evaluating	important/bookmark
	like figures, tables, diagrams, maps and	be used in a variety of ways to elaborate,	information, experiences and opinions, and use interaction skills, varying	Guided reading
	graphs contribute to our understanding of verbal information in factual and	extend and explain ideas (VCELA350)	conventions of spoken interactions according to group size, formality of	6
	persuasive texts (VCELA340)	Investigate how vocabulary choices, including evaluative language can express	interaction and needs and expertise of the	
	Identify and explain how choices in	shades of meaning, feeling and opinion	audience (VCELY366)	
	language, including modality, emphasis, repetition and metaphor, influence	(VCELA352) Compare texts including media texts that		
	personal response to different texts (VCELT342)	represent ideas and events in different	Morning circles	
	(**************************************	ways, explaining the effects of the different approaches (VCELY357)	Worming circles	
		different approaches (VOLLIVOI)	Sharing circles	
		WRITING:	Class discussions	
	Read aloud	Exposition		
		- Statement of position Defining sentence, 2 macro		
	- Video - Discussion	sentences and linking sentence.		
	- Discussion	- Arguments	SWBPS- Smiling Mind	
	(5.12 Angled Summaries for	3 paragraphs	Complete the Learn, Practice and	
	Highlighting Deeper Ideas in Plot)	 Concluding statement 	Debrief Lesson in the SWPBS hour on Monday	
		Restate position	During the week, in Mindfulness,	
	Reading groups		Complete the Integrate and Solidify	
		Exposition on a familiar topic:	Sections.	
	- Epic	- best pets	Log-In Details-	
	- Reading Eggs	for/against school uniformthe best season	megan.watt2@education.vic.gov.au	
	- Comprehension	the best season	Password.1!	
	- Word find	SPELLING:		
	- Book review		Lesson 11: Gratitude	
		"Unit 26 v ve	To understand and cultivate gratitude—both personally and through community	
Week 4	Grade 5	Grade 5	, ,	
	Show how ideas and points of view in	Understand that the starting point of a	Interacting with others	Students create an
Creators and Destroyers	texts are conveyed through the use of	sentence gives prominence to the	Grade 5	anchor chart about
,	vocabulary, including idiomatic expressions, objective and subjective	message in the text and allows for prediction of how the text will unfold	Clarify understanding of content as it	reading workshops
Evnositio-	language, and that these can change	(VCELA321)	unfolds in formal and informal situations, connecting ideas to students' own	in their reader's notebooks
Exposition	according to context (VCELY317)	Understand how noun groups/phrases	experiences, and present and justify a	HOLOUGH
	Understand how to move beyond making bare assertions and take account of differing	and adjective groups/phrases can be expanded in a variety of ways to provide a	point of view or recount an experience using interaction skills (VCELY337)	
	perspectives and points of view (VCELA335)	fuller description of the person, place, thing or idea (VCELA324)		Work in reader's
	Grade 6	Timing of Idea (VOLLAGET)	Grade 6 Participate in and contribute to	notebooks
	Identify and explain how analytical images	Year 6	discussions, clarifying and interrogating ideas, developing and supporting	Cuided reading
	like figures, tables, diagrams, maps and graphs contribute to our understanding of	Investigate how complex sentences can	arguments, sharing and evaluating	Guided reading
	verbal information in factual and persuasive texts (VCELA340)	be used in a variety of ways to elaborate,	information, experiences and opinions, and use interaction skills, varying	
	Identify and explain how choices in	extend and explain ideas (VCELA350)	conventions of spoken interactions	
	language, including modality, emphasis,	Investigate how vocabulary choices, including evaluative language can express	according to group size, formality of interaction and needs and expertise of the	
	repetition and metaphor, influence personal response to different texts	shades of meaning, feeling and opinion	audience (VCELY366)	
ļ		(VCELA352)		
	(VCELT342)			i
	(VCELT342)	Compare texts including media texts that represent ideas and events in different	Marning sireles	
	(VCELT342)	represent ideas and events in different ways, explaining the effects of the	Morning circles	
	(VCELT342) Read aloud	represent ideas and events in different		
	Read aloud	represent ideas and events in different ways, explaining the effects of the	Morning circles Sharing circles	
		represent ideas and events in different ways, explaining the effects of the		

Exposition (5.16 Summarising with...) Statement of position Defining sentence, 2 macro **SWBPS-Smiling Mind Reading groups** sentences and linking sentence. Complete the Learn, Practice and - Arguments Debrief Lesson in the SWPBS hour on 3 paragraphs Monday Epic - Concluding statement During the week, in Mindfulness, Reading Eggs Restate position Complete the Integrate and Solidify Comprehension Word find **Book review** Exposition on a familiar topic: Log-In Detailsbest pets megan.watt2@education.vic.gov.au for/against school uniform Password.1! the best season **Lesson 12: Making Decisions SPELLING:** To develop decision making skills using mindful awareness and personal values -- Unit 26 🍥 w wh u Modality - High modality and active voice (e.g. certainly we must) Noun, pronoun, pronoun, noun Technical language **Grade 5 Grade 5 Interacting with Others** Week 5 Anonymous peer Understand that the starting point of a Grade 5 Create literary texts that experiment with sentence gives prominence to the assessment Participate in informal debates and plan, structures, ideas and stylistic features of Creators and message in the text and allows for example (use a rehearse and deliver presentations for selected authors (VCELT327) prediction of how the text will unfold **Destroyers** cold sample from defined audiences and purposes Create literary texts using realistic and incorporating accurate and sequenced **Exposition** another Understand how noun groups/phrases fantasy settings and characters that draw content and multimodal elements classroom) and adjective groups/phrases can be on the worlds represented in texts (VCELY338) expanded in a variety of ways to provide a **Guided** reading students have experienced (VCELT328) fuller description of the person, place, Grade 6 Grade 6 thing or idea (VCELA324) Participate in formal and informal debates Student and plan, rehearse and deliver Conferences **Creating literature** presentations, selecting and sequencing Year 6 appropriate content and multimodal **Experiment with text structures and** Investigate how complex sentences can elements for defined audiences and language features and their effects in be used in a variety of ways to elaborate, purposes, making appropriate choices for extend and explain ideas (VCELA350) creating literary texts (VCELT355) modality and emphasis (VCELY367) Investigate how vocabulary choices, *perform poetry including evaluative language can express Create literary texts that adapt or combine shades of meaning, feeling and opinion aspects of texts students have (VCELA352) Morning circles experienced in innovative ways Compare texts including media texts that represent ideas and events in different (VCELT356) ways, explaining the effects of the Sharing circles different approaches (VCELY357) Class discussions **WRITING:** Read aloud **Exposition** Video - Statement of position **SWBPS-Smiling Mind** Discussion Defining sentence, 2 macro Complete the Learn, Practice and sentences and linking sentence. Debrief Lesson in the SWPBS hour on (13.8 Five-Sentence Summary) - Arguments Monday 3 paragraphs During the week, in Mindfulness, - Concluding statement Complete the Integrate and Solidify Reading groups Restate position Sections. Epic Log-In Details-Exposition on a familiar topic: **Reading Eggs** megan.watt2@education.vic.gov.au best pets Comprehension Password.1! for/against school uniform Word find the best season **Book review Lesson 13: Setting Goals** To build skills around setting and then **SPELLING:** working towards your goals Unit 27 (2) 00 u Modality - High modality and active voice (e.g. certainly we must) Noun, pronoun, pronoun, noun

Technical language

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Week 6	Grade 5	Grade 5	Language for interaction	Reading conferencing
	Understand how noun groups/phrases	Create literary texts that experiment with	Grade 5	Contenenting
Dessert	and adjective groups/phrases can be	structures, ideas and stylistic features of	Understand that patterns of language	Readers notebook
survivors	expanded in a variety of ways to provide a	selected authors (VCELT327)	interaction vary across social contexts and types of texts and that they help to	activities
	fuller description of the person, place, thing or idea (VCELA324)	Create literary texts using realistic and	signal social roles and relationships	
Bootn.	Understand the use of vocabulary to	fantasy settings and characters that draw	(VCELA334)	Writer's notebook
Poetry	express greater precision of meaning, and	on the worlds represented in texts		activities
	know that words can have different	students have experienced (VCELT328) Grade 6	Grade 6	
	meanings in different contexts	Grade 6	Understand that strategies for interaction	PAT-R
	(VCELA325)	Creating literature	become more complex and demanding as	Fountas & Pinnell
	Create literary texts that experiment with		levels of formality and social distance increase (VCELA363	
	structures, ideas and stylistic features of	Experiment with text structures and		On Demand
	selected authors (VCELT32	language features and their effects in creating literary texts (VCELT355)		Moderated writing
	Grade 6	creating iterary texts (VCEL1333)	Morning circles	SWST
	Understand how ideas can be expanded and sharpened through careful choice of	Create literary texts that adapt or combine		
	verbs, elaborated tenses and a range of	aspects of texts students have	Sharing circles	
	adverb groups/phrases (VCELA351)	experienced in innovative ways		
	Experiment with text structures and	(VCELT356)	Class discussions	
	language features and their effects in			
	creating literary texts (VCELT355)			
			SWBPS- Smiling Mind	
		WRITING:	Complete the Learn, Practice and	
		Acrostic	Debrief Lesson in the SWPBS hour on	
	Read aloud		Monday	
		Cinquain	During the week, in Mindfulness,	
	- Video	Haiku	Complete the Integrate and Solidify Sections.	
	- Discussion		Sections.	
		SPELLING:	Log-In Details-	
		Unit 28 🍳 yu	megan.watt2@education.vic.gov.au	
	Reading groups	Unit 28 (y u	Password.1!	
	- Epic	Emotive and evaluative language	Lesson 14: Empathy	
	 Reading Eggs 	(important, significant, valuable)	To build skills around setting and then	
	- Comprehension	language	working towards your goals	
	- Word find	Words that show a comparison or		
	- Book review	contrast (e.g. however, on the other		
		hand, another point of view, in		
		opposition to)		
		opposition to		
Week 7	Grade 5	Grade 5	Language for interaction	Donding
	Understand how noun groups/phrases	Understand how noun groups/phrases	Grade 5	Reading
Dessert	and adjective groups/phrases can be	and adjective groups/phrases can be	Understand that patterns of language	conferencing
survivors	expanded in a variety of ways to provide a	expanded in a variety of ways to provide a	interaction vary across social contexts	Readers Notebook
	fuller description of the person, place,	fuller description of the person, place,	and types of texts and that they help to signal social roles and relationships	activities
	thing or idea (VCELA324)	thing or idea (VCELA324)	(VCELA334)	activities
Procedure	Understand the use of vocabulary to	Understand the use of vocabulary to		Guided reading
	express greater precision of meaning, and know that words can have different	express greater precision of meaning, and know that words can have different	Grade 6	
	meanings in different contexts	meanings in different contexts	Understand that strategies for interaction	
	(VCELA325)	(VCELA325)	become more complex and demanding as	
	Create literary texts that experiment with	Create literary texts that experiment with	levels of formality and social distance increase (VCELA363	
	structures, ideas and stylistic features of	structures, ideas and stylistic features of	morease (VOLLASOS	
	selected authors (VCELT32	selected authors (VCELT32		
	Grade 6	Grade 6		
	Understand how ideas can be expanded	Understand how ideas can be expanded	Morning circles	
	and sharpened through careful choice of	and sharpened through careful choice of		
	verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351)	verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351)	Sharing circles	
	Experiment with text structures and	Experiment with text structures and		
	language features and their effects in	language features and their effects in	Class discussions	
	creating literary texts (VCELT355	creating literary texts (VCELT355)		
			SWBPS- Smiling Mind	
		WEITING	Complete the Learn, Practice and	
		WRITING:	Debrief Lesson in the SWPBS hour on	
	Read aloud			•
	Read aloud	- Title	Monday	
	Read aloud - Video		During the week, in Mindfulness,	
		TitleGoalMaterials list (visual and	During the week, in Mindfulness, Complete the Integrate and Solidify	
	- Video - Discussion	TitleGoalMaterials list (visual and text)	During the week, in Mindfulness,	
	- Video - Discussion (4.13 Make your Voice Match the	TitleGoalMaterials list (visual and	During the week, in Mindfulness, Complete the Integrate and Solidify	
	- Video - Discussion	 Title Goal Materials list (visual and text) Numbered sequential steps 	During the week, in Mindfulness, Complete the Integrate and Solidify Sections.	
	- Video - Discussion (4.13 Make your Voice Match the	 Title Goal Materials list (visual and text) Numbered sequential steps Procedure about a familiar topic	During the week, in Mindfulness, Complete the Integrate and Solidify Sections. Log-In Details-	
	- Video - Discussion (4.13 Make your Voice Match the	 Title Goal Materials list (visual and text) Numbered sequential steps 	During the week, in Mindfulness, Complete the Integrate and Solidify Sections. Log-In Details- megan.watt2@education.vic.gov.au	

	 Epic Reading Eggs Comprehension Word find Book review 	technology manual SPELLING: Unit 29 O O O O O O O O O O O O O O O O O O	Lesson 15: Acts of Kindness To understand and experience the benefits of kindness	
Week 8 Dessert survivors Procedure	Grade 5 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 (VCELA324) Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325) Create literary texts that experiment with structures, ideas and stylistic features of selected authors (VCELT32 Grade 6 Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351) Experiment with text structures and language features and their effects in creating literary texts (VCELT355) Read aloud - Video - Discussion (4.2 Make the Pause Match the Meaning) Reading groups - Epic - Reading Eggs - Comprehension - Word find	Grade 5 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 (VCELA324) Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325) Create literary texts that experiment with structures, ideas and stylistic features of selected authors (VCELT32 Grade 6 Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351) Experiment with text structures and language features and their effects in creating literary texts (VCELT355) WRITING: - Title - Goal - Materials list (visual and text) - Numbered sequential steps Experiment then write a procedural text - making playdough - make a volcano SPELLING:	Interacting with others Grade 5 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 or recount an experience using interaction skills (VCELY337) Grade 6 Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366) Morning circles Class discussions SWBPS- Smiling Mind Complete the Learn, Practice and Debrief Lesson in the SWPBS hour on Monday During the week, in Mindfulness, Complete the Integrate and Solidify Sections. Log-In Details- megan.watt2@education.vic.gov.au Password.1!	Guided reading Reading conferencing Readers notebook activities Writer's notebook activities
Week 9	- Word find - Book review Grade 5 Understand how noun groups/phrases and adjective groups/phrases can be	Technical language description: -Ethics -Culture -Religion -Philosophical Discussion: -Use of thinking verbs (e.g. feel, believe, hope) - Use of connectives (e.g. on the other hand, however) Exposition: -Words that qualify (e.g. usually, probably) -Words that link arguments (e.g. firstly, secondly, another reason) Grade 5 Understand how noun groups/phrases and adjective groups/phrases can be	Lesson 16: Positive Relationships To grow positive relationships by practising mindfulness Interacting with others Grade 5	Reading conferencing
Dessert survivors			Grade 5 Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own	conferencing Readers noteboo

Procedure

fuller description of the person, place, thing or idea (VCELA324)

Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325)

Create literary texts that experiment with structures, ideas and stylistic features of selected authors (VCELT32

Grade 6

Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351) Experiment with text structures and language features and their effects in creating literary texts (VCELT355)

Read aloud

- Video
- Discussion

(11.12 Mood as a Clue to Meaning)

Reading groups

- Epic
- Reading Eggs
- Comprehension
- Word find
- Book review

fuller description of the person, place, thing or idea (VCELA324)

Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325)

Create literary texts that experiment with structures, ideas and stylistic features of selected authors (VCELT32

Grade 6

Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351) Experiment with text structures and language features and their effects in creating literary texts (VCELT355)

WRITING:

- Title
- Goal
- Materials list (visual and text)
- Numbered sequential steps

Procedure about a familiar topic

directions recipes technology manual

SPELLING:

... Unit 30 📦 s si

Revision

Class discussions

Sharing circles

audience (VCELY366)

Morning circles

SWBPS- Smiling Mind

Complete the Learn, Practice and Debrief Lesson in the SWPBS hour on Monday

experiences, and present and justify a point of view or recount an experience

discussions, clarifying and interrogating

using interaction skills (VCELY337)

Participate in and contribute to

ideas, developing and supporting

arguments, sharing and evaluating information, experiences and opinions,

and use interaction skills, varying

conventions of spoken interactions

according to group size, formality of

interaction and needs and expertise of the

Grade 6

Writer's notebook

Guided reading

activities

During the week, in Mindfulness, Complete the Integrate and Solidify Sections.

Log-In Details-

megan.watt2@education.vic.gov.au

Password.1!

Lesson 17: Positive Communication

Week 10

Dessert survivors

Procedure

Grade 5

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 (VCELA324)

Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325)

Create literary texts that experiment with structures, ideas and stylistic features of selected authors (VCELT32

Grade 6

Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351)

Read aloud

- Video
- Discussion

(12.15 Say Something Meaningful)

Reading groups

- Epic
- Reading Eggs
- Comprehension
- Word find
- Book review

Grade 5

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 (VCELA324)

Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325)

Create literary texts that experiment with structures, ideas and stylistic features of selected authors (VCELT32

Grade 6

Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351)

Experiment with text structures and language features and their effects in creating literary texts (VCELT355)

WRITING:

- Title
- Goal
- Materials list (visual and text)
- Numbered sequential steps

Procedure about a familiar topic

directions
recipes
technology manual

SPELLING:

Interacting with others

Grade 5

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 or recount an experience using interaction skills (VCELY337)

Grade 6

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)

Morning circles

Sharing circles

Class discussions

SWBPS- Smiling Mind

Complete the Learn, Practice and Debrief Lesson in the SWPBS hour on Monday

During the week, in Mindfulness, Complete the Integrate and Solidify Sections.

Log-In Details-

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Lesson 18: A Curious Mind

		Unit 31 🗨 ou ow	
Week 11 Dessert survivors Procedure	Revision	Revision	SWBPS- Smiling Mind Complete the Learn, Practice and Debrief Lesson in the SWPBS hour on Monday During the week, in Mindfulness, Complete the Integrate and Solidify Sections. Log-In Details- megan.watt2@education.vic.gov.au Password.1! Lesson 19: Growth Mindset
Week 12	Revision	Revision	SWBPS- Smiling Mind Complete the Learn, Practice and Debrief Lesson in the SWPBS hour on Monday During the week, in Mindfulness, Complete the Integrate and Solidify Sections. Log-In Details- megan.watt2@education.vic.gov.au Password.1! Lesson 20: Resilience
Ongoing Comments/Reflections			