




WORKING TOWARD ACHIEVEMENT OF STANDARDS		
<p><b>Level 5 Reading and Viewing</b> 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.</p>	<p><b>Level 5 Writing</b> <i>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.</i></p>	<p><b>Level 5 Speaking and Listening</b> 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 purposes using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives.</p>
<p><b>Level 6 Reading and Viewing</b> 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.</p>	<p><b>Level 6 Writing</b> 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.</p>	<p><b>Level 6 Speaking and Listening</b> 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.</p>



Links to Capability & Digital Technologies Content Descriptors (English specific)	
<p><b>Critical and Creative Thinking</b> 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.</p> <p>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.</p> <p>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.</p>	<p><b>Digital Technologies</b> 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.</p> <p>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.</p> <p>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.</p>



<p><b>Text Type Focus:</b> Recount, Narrative</p> <p><b>Description</b> <a href="https://cengage.com.au/Portals/5/primary/2017_PD_docs/Scope%20and%20Sequence%20-%20Description%20Criteria%20March%202015_ED.pdf?ver=2017-02-06-152425-997">https://cengage.com.au/Portals/5/primary/2017_PD_docs/Scope%20and%20Sequence%20-%20Description%20Criteria%20March%202015_ED.pdf?ver=2017-02-06-152425-997</a></p> <p><b>Discussion</b> <b>Purpose:</b> Description-to describe the characteristics or features of a thing or phenomenon</p> <p><b>Structure/Organisation:</b> Description- Introduction to the subject, characteristic features.</p> <p><b>Language Features:</b> Description-nouns, adjectives, action verbs, figurative language (similes and metaphors)</p>	<p><b>Teaching &amp; Learning Approaches – non-negotiables</b></p> <ul style="list-style-type: none"> <li>• Daily Reading &amp; Writing sessions that integrate Word Study and Speaking and Listening</li> <li>• Gradual Release of Responsibility/Instructional Model</li> <li>• Use of ongoing assessment and data to target teaching</li> <li>• Use of ongoing feedback</li> <li>• Visible learning intentions and success criteria</li> <li>• Individual reading and writing goals for all students</li> <li>• Individual Learning Plan (ILP) for 12 months above /below /EAL /PSD /Koorie /Discipline</li> </ul>	<p><b>Special Events/Dates:</b></p> <p><b>Anzac Day: Thursday 25 April 2024</b></p>
<p><b>Performance Outcome/Product of Learning:</b> Students will create a ... about a .... This will show evidence of:</p> <ul style="list-style-type: none"> <li>• Students will publish ...</li> <li>• Students will present ...</li> </ul>	<p><b>Vocabulary expectations (English specific)</b> Reading Text Type specific- EG. Fiction, Non-Fiction, Realistic Fiction, etc Writing text type specific- Modality, Connectives, Descriptive bubble, Punctuation, Orientation, Conclusion, Complex sentence</p>	


<b>Tune In</b>	<b>Target Teach</b>	<b>Try Out</b>	<b>Tune Up</b>	<b>Take Off</b>	<b>Tie Together</b>
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Weeks & Dates	Reading	Learning Focus		Assessment Charts
		WRITING	Speaking & Listening	
<p><b>Week 1</b></p> <p><b>Creators and Destroyers</b></p> <p><b>Exposition</b></p>	<p><b>Grade 5</b></p> <p>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 (VCELY317)</p> <p>Understand how to move beyond making bare assertions and take account of</p>	<p><b>Exposition</b></p> <p><b>Grade 5</b></p> <p>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 (VCELA321)</p>	<p><b>Language for Interaction</b></p> <p><b>Grade 5</b></p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (VCELA335)</p> <p><b>Grade 6</b></p>	<p>Reading survey</p> <p>Soundwaves Spelling Test</p> <p>Pat - R</p> <p>Essential Assessment?</p>

	<p>differing perspectives and points of view (VCELA335)</p> <p><b>Grade 6</b></p> <p>Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (VCELA340)</p> <p>Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts (VCELT342)</p> <p><b>Read aloud</b></p> <ul style="list-style-type: none"> <li>- Video</li> <li>- Discussion</li> </ul> <p>(5.3 Summarising What's Most Essential)</p> <p><b>Reading groups</b></p> <ul style="list-style-type: none"> <li>- Epic</li> <li>- Reading Eggs</li> <li>- Comprehension</li> <li>- Word find</li> <li>- Book review</li> </ul>	<p>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)</p> <p><b>Year 6</b></p> <p>Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (VCELA350)</p> <p>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352)</p> <p>Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (VCELY357)</p> <p><b>WRITING: Exposition</b></p> <ul style="list-style-type: none"> <li>- Statement of position</li> </ul> <p>Defining sentence, 2 macro sentences and linking sentences.</p> <ul style="list-style-type: none"> <li>- Arguments</li> </ul> <p>3 paragraphs</p> <ul style="list-style-type: none"> <li>- Concluding statement</li> </ul> <p>Restate position</p> <p><b>Exposition on a familiar topic:</b></p> <ul style="list-style-type: none"> <li>- best pets</li> <li>- for/against school uniform</li> <li>- the best season</li> </ul> <p><b>SPELLING:</b></p> <p>Unit 24 </p> <p><b>Language features</b></p> <ul style="list-style-type: none"> <li>-related nouns</li> <li>-adjectives</li> <li>-noun, pronoun, pronoun, noun.</li> </ul> <p><b>Writer's Notebook</b></p> <p>Recount of Holiday</p>	<p>Understand the uses of objective and subjective language and bias (VCELA364)</p> <p>Morning circles</p> <p>Sharing circles</p> <p>Class discussions</p> <p><b>SWBPS- Smiling Mind</b></p> <p>Complete the Learn, Practice and Debrief Lesson in the SWPBS hour on Monday</p> <p>During the week, in Mindfulness, Complete the Integrate and Solidify Sections.</p> <p>Log-In Details-  <a href="mailto:megan.watt2@education.vic.gov.au">megan.watt2@education.vic.gov.au</a>          Password.1!</p> <p><b>Lesson 9: Building Optimism</b></p> <p>To develop the ability to cultivate an optimistic outlook and to recognise the benefits of an optimistic outlook</p>	
<p><b>Week 2</b></p> <p><b>Creators and Destroyers</b></p> <p><b>Exposition</b></p>	<p><b>Grade 5</b></p> <p>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 (VCELY317)</p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (VCELA335)</p> <p><b>Grade 6</b></p> <p>Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (VCELA340)</p> <p>Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts (VCELT342)</p> <p><b>Read aloud</b></p> <ul style="list-style-type: none"> <li>- Video</li> <li>- Discussion</li> </ul> <p>(5.13 Summarize Based on What a Character Wants)</p> <p><b>Reading groups</b></p> <ul style="list-style-type: none"> <li>- Epic</li> </ul>	<p><b>Grade 5</b></p> <p>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 (VCELA321)</p> <p>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)</p> <p><b>Year 6</b></p> <p>Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (VCELA350)</p> <p>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352)</p> <p>Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (VCELY357)</p> <p><b>WRITING: Exposition</b></p> <ul style="list-style-type: none"> <li>- Statement of position</li> </ul> <p>Defining sentence, 2 macro sentences and linking sentence.</p> <ul style="list-style-type: none"> <li>- Arguments</li> </ul> <p>3 paragraphs</p> <ul style="list-style-type: none"> <li>- Concluding statement</li> </ul> <p>Restate position</p> <p><b>Exposition on a familiar topic:</b></p> <ul style="list-style-type: none"> <li>- best pets</li> </ul>	<p>Language for Interaction</p> <p><b>Grade 5</b></p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (VCELA335)</p> <p><b>Grade 6</b></p> <p>Understand the uses of objective and subjective language and bias (VCELA364)</p> <p>Morning circles</p> <p>Sharing circles</p> <p>Class discussions</p> <p><b>SWBPS- Smiling Mind</b></p> <p>Complete the Learn, Practice and Debrief Lesson in the SWPBS hour on Monday</p> <p>During the week, in Mindfulness, Complete the Integrate and Solidify Sections.</p> <p>Log-In Details-  <a href="mailto:megan.watt2@education.vic.gov.au">megan.watt2@education.vic.gov.au</a>          Password.1!</p>	<p>Reading survey</p> <p><b>Cold sample</b></p> <p>Students to write a description about an object, place or person.</p> <p>Writer's notebook</p> <p>Begin Guided Reading</p> <p>Begin introducing reciprocal reading.</p>


	<ul style="list-style-type: none"> <li>- Reading Eggs</li> <li>- Comprehension</li> <li>- Guided reading</li> <li>- Book review</li> </ul>	<ul style="list-style-type: none"> <li>- <i>for/against school uniform</i></li> <li>- <i>the best season</i></li> </ul> <p><b>SPELLING:</b></p> <p>Unit 25  or ore a aw au</p> <p><b>Language features</b></p> <ul style="list-style-type: none"> <li>-related nouns</li> <li>-adjectives</li> <li>-noun, pronoun, pronoun, noun.</li> </ul>	<p><b>Lesson 10: My Strengths</b></p> <p>To identify and grow personal strengths and to recognise and appreciate strengths in others</p>	
<p><b>Week 3</b></p> <p><b>Creators and Destroyers</b></p> <p><b>Exposition</b></p>	<p><b>Grade 5</b></p> <p>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 (VCELY317)</p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (VCELA335)</p> <p><b>Grade 6</b></p> <p>Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (VCELA340)</p> <p>Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts (VCELT342)</p> <p><b>Read aloud</b></p> <ul style="list-style-type: none"> <li>- Video</li> <li>- Discussion</li> </ul> <p>(5.12 Angled Summaries for Highlighting Deeper Ideas in Plot)</p> <p><b>Reading groups</b></p> <ul style="list-style-type: none"> <li>- Epic</li> <li>- Reading Eggs</li> <li>- Comprehension</li> <li>- Word find</li> <li>- Book review</li> </ul>	<p><b>Grade 5</b></p> <p>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 (VCELA321)</p> <p>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)</p> <p><b>Year 6</b></p> <p>Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (VCELA350)</p> <p>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352)</p> <p>Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (VCELY357)</p> <p><b>WRITING:</b></p> <p><b>Exposition</b></p> <ul style="list-style-type: none"> <li>- Statement of position</li> </ul> <p>Defining sentence, 2 macro sentences and linking sentence.</p> <ul style="list-style-type: none"> <li>- Arguments</li> </ul> <p>3 paragraphs</p> <ul style="list-style-type: none"> <li>- Concluding statement</li> </ul> <p>Restate position</p> <p><i>Exposition on a familiar topic:</i></p> <ul style="list-style-type: none"> <li>- <i>best pets</i></li> <li>- <i>for/against school uniform</i></li> <li>- <i>the best season</i></li> </ul> <p><b>SPELLING:</b></p> <p>Unit 26  v ve</p> <p><b>WRITING:</b></p>	<p>Interacting with others</p> <p><b>Grade 5</b></p> <p>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)</p> <p><b>Grade 6</b></p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting 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)</p> <p>Morning circles</p> <p>Sharing circles</p> <p>Class discussions</p> <p><b>SWBPS- Smiling Mind</b></p> <p>Complete the Learn, Practice and Debrief Lesson in the SWPBS hour on Monday</p> <p>During the week, in Mindfulness, Complete the Integrate and Solidify Sections.</p> <p>Log-In Details- <a href="mailto:megan.watt2@education.vic.gov.au">megan.watt2@education.vic.gov.au</a> Password.1!</p> <p><b>Lesson 11: Gratitude</b></p> <p>To understand and cultivate gratitude—both personally and through community</p>	<p>Reading conferencing</p> <p>Reading stamina thermometer</p> <p>Exit ticket - explain why a balanced reading diet is important/bookmark</p> <p>Guided reading</p>
<p><b>Week 4</b></p> <p><b>Creators and Destroyers</b></p> <p><b>Exposition</b></p>	<p><b>Grade 5</b></p> <p>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 (VCELY317)</p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (VCELA335)</p> <p><b>Grade 6</b></p> <p>Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (VCELA340)</p> <p>Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts (VCELT342)</p> <p><b>Read aloud</b></p> <ul style="list-style-type: none"> <li>- Video</li> <li>- Discussion</li> </ul>	<p><b>Grade 5</b></p> <p>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 (VCELA321)</p> <p>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)</p> <p><b>Year 6</b></p> <p>Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (VCELA350)</p> <p>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352)</p> <p>Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (VCELY357)</p> <p><b>WRITING:</b></p>	<p>Interacting with others</p> <p><b>Grade 5</b></p> <p>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)</p> <p><b>Grade 6</b></p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting 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)</p> <p>Morning circles</p> <p>Sharing circles</p> <p>Class discussions</p>	<p>Students create an anchor chart about reading workshops in their reader's notebooks</p> <p>Work in reader's notebooks</p> <p>Guided reading</p>

	<p>(5.16 Summarising with...)</p> <p><b>Reading groups</b></p> <ul style="list-style-type: none"> <li>- Epic</li> <li>- Reading Eggs</li> <li>- Comprehension</li> <li>- Word find</li> <li>- Book review</li> </ul>	<p><b>Exposition</b></p> <ul style="list-style-type: none"> <li>- Statement of position</li> </ul> <p>Defining sentence, 2 macro sentences and linking sentence.</p> <ul style="list-style-type: none"> <li>- Arguments</li> </ul> <p>3 paragraphs</p> <ul style="list-style-type: none"> <li>- Concluding statement</li> </ul> <p>Restate position</p> <p><b>Exposition on a familiar topic:</b></p> <ul style="list-style-type: none"> <li>- best pets</li> <li>- for/against school uniform</li> <li>- the best season</li> </ul> <p><b>SPELLING:</b></p> <p>Unit 26 </p> <p>Modality - High modality and active voice (e.g. certainly we must)</p> <p>Noun, pronoun, pronoun, noun</p> <p>Technical language</p>	<p><b>SWBPS- Smiling Mind</b></p> <p>Complete the Learn, Practice and Debrief Lesson in the SWPBS hour on Monday</p> <p>During the week, in Mindfulness, Complete the Integrate and Solidify Sections.</p> <p>Log-In Details-  <a href="mailto:megan.watt2@education.vic.gov.au">megan.watt2@education.vic.gov.au</a>          Password.1!</p> <p><b>Lesson 12: Making Decisions</b></p> <p>To develop decision making skills using mindful awareness and personal values</p>	
<p><b>Week 5</b></p> <p><b>Creators and Destroyers</b></p> <p><b>Exposition</b></p>	<p>Grade 5</p> <p>Create literary texts that experiment with structures, ideas and stylistic features of selected authors (VCELT327)</p> <p>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (VCELT328)</p> <p>Grade 6</p> <p>Creating literature</p> <p>Experiment with text structures and language features and their effects in creating literary texts (VCELT355)</p> <p>Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (VCELT356)</p> <p><b>Read aloud</b></p> <ul style="list-style-type: none"> <li>- Video</li> <li>- Discussion</li> </ul> <p>(13.8 Five-Sentence Summary)</p> <p><b>Reading groups</b></p> <ul style="list-style-type: none"> <li>- Epic</li> <li>- Reading Eggs</li> <li>- Comprehension</li> <li>- Word find</li> <li>- Book review</li> </ul>	<p>Grade 5</p> <p>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 (VCELA321)</p> <p>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)</p> <p>Year 6</p> <p>Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (VCELA350)</p> <p>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352)</p> <p>Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (VCELY357)</p> <p><b>WRITING:</b></p> <p><b>Exposition</b></p> <ul style="list-style-type: none"> <li>- Statement of position</li> </ul> <p>Defining sentence, 2 macro sentences and linking sentence.</p> <ul style="list-style-type: none"> <li>- Arguments</li> </ul> <p>3 paragraphs</p> <ul style="list-style-type: none"> <li>- Concluding statement</li> </ul> <p>Restate position</p> <p><b>Exposition on a familiar topic:</b></p> <ul style="list-style-type: none"> <li>- best pets</li> <li>- for/against school uniform</li> <li>- the best season</li> </ul> <p><b>SPELLING:</b></p> <p>Unit 27 </p> <p>Modality - High modality and active voice (e.g. certainly we must)</p> <p>Noun, pronoun, pronoun, noun</p> <p>Technical language</p>	<p>Interacting with Others</p> <p>Grade 5</p> <p>Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (VCELY338)</p> <p>Grade 6</p> <p>Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (VCELY367)</p> <p>*perform poetry</p> <p>Morning circles</p> <p>Sharing circles</p> <p>Class discussions</p> <p><b>SWBPS- Smiling Mind</b></p> <p>Complete the Learn, Practice and Debrief Lesson in the SWPBS hour on Monday</p> <p>During the week, in Mindfulness, Complete the Integrate and Solidify Sections.</p> <p>Log-In Details-  <a href="mailto:megan.watt2@education.vic.gov.au">megan.watt2@education.vic.gov.au</a>          Password.1!</p> <p><b>Lesson 13: Setting Goals</b></p> <p>To build skills around setting and then working towards your goals</p>	<p>Anonymous peer assessment example (use a cold sample from another classroom)</p> <p>Guided reading</p> <p>Student Conferences</p>

<p><b>Week 6</b></p> <p><b>Dessert survivors</b></p> <p><b>Poetry</b></p>	<p>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)</p> <p>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325)</p> <p>Create literary texts that experiment with structures, ideas and stylistic features of selected authors (VCELT32)</p> <p>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)</p> <p>Experiment with text structures and language features and their effects in creating literary texts (VCELT355)</p> <p><b>Read aloud</b></p> <ul style="list-style-type: none"> <li>- Video</li> <li>- Discussion</li> </ul> <p><b>Reading groups</b></p> <ul style="list-style-type: none"> <li>- Epic</li> <li>- Reading Eggs</li> <li>- Comprehension</li> <li>- Word find</li> <li>- Book review</li> </ul>	<p>Grade 5 Create literary texts that experiment with structures, ideas and stylistic features of selected authors (VCELT327)</p> <p>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (VCELT328)</p> <p>Grade 6 Creating literature</p> <p>Experiment with text structures and language features and their effects in creating literary texts (VCELT355)</p> <p>Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (VCELT356)</p> <p><b>WRITING:</b></p> <p>Acrostic</p> <p>Cinquain</p> <p>Haiku</p> <p><b>SPELLING:</b></p> <p>Unit 28 </p> <p>Emotive and evaluative language (important, significant, valuable) language</p> <p>Words that show a comparison or contrast (e.g. however, on the other hand, another point of view, in opposition to)</p>	<p>Language for interaction</p> <p>Grade 5 Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (VCELA334)</p> <p>Grade 6 Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (VCELA363)</p> <p>Morning circles</p> <p>Sharing circles</p> <p>Class discussions</p> <p><b>SWBPS- Smiling Mind</b> Complete the Learn, Practice and Debrief Lesson in the SWPBS hour on Monday During the week, in Mindfulness, Complete the Integrate and Solidify Sections.</p> <p>Log-In Details- <a href="mailto:megan.watt2@education.vic.gov.au">megan.watt2@education.vic.gov.au</a> Password.1!</p> <p><b>Lesson 14: Empathy</b> To build skills around setting and then working towards your goals</p>	<p>Reading conferencing</p> <p>Readers notebook activities</p> <p>Writer's notebook activities</p> <p>PAT-R</p> <p>Fountas &amp; Pinnell</p> <p>On Demand</p> <p>Moderated writing</p> <p>SWST</p>
<p><b>Week 7</b></p> <p><b>Dessert survivors</b></p> <p><b>Procedure</b></p>	<p>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)</p> <p>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325)</p> <p>Create literary texts that experiment with structures, ideas and stylistic features of selected authors (VCELT32)</p> <p>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)</p> <p>Experiment with text structures and language features and their effects in creating literary texts (VCELT355)</p> <p><b>Read aloud</b></p> <ul style="list-style-type: none"> <li>- Video</li> <li>- Discussion</li> </ul> <p>(4.13 Make your Voice Match the Meaning)</p> <p><b>Reading groups</b></p>	<p>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)</p> <p>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325)</p> <p>Create literary texts that experiment with structures, ideas and stylistic features of selected authors (VCELT32)</p> <p>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)</p> <p>Experiment with text structures and language features and their effects in creating literary texts (VCELT355)</p> <p><b>WRITING:</b></p> <ul style="list-style-type: none"> <li>- Title</li> <li>- Goal</li> <li>- Materials list (visual and text)</li> <li>- Numbered sequential steps</li> </ul> <p><b>Procedure about a familiar topic</b></p> <ul style="list-style-type: none"> <li>- directions</li> <li>- recipes</li> </ul>	<p>Language for interaction</p> <p>Grade 5 Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (VCELA334)</p> <p>Grade 6 Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (VCELA363)</p> <p>Morning circles</p> <p>Sharing circles</p> <p>Class discussions</p> <p><b>SWBPS- Smiling Mind</b> Complete the Learn, Practice and Debrief Lesson in the SWPBS hour on Monday During the week, in Mindfulness, Complete the Integrate and Solidify Sections.</p> <p>Log-In Details- <a href="mailto:megan.watt2@education.vic.gov.au">megan.watt2@education.vic.gov.au</a> Password.1!</p>	<p>Reading conferencing</p> <p>Readers Notebook activities</p> <p>Guided reading</p>

	<ul style="list-style-type: none"> <li>- Epic</li> <li>- Reading Eggs</li> <li>- Comprehension</li> <li>- Word find</li> <li>- Book review</li> </ul>	<p><b>technology manual</b></p> <p><b>SPELLING:</b></p> <p>Unit 29  oo ew ue u..e u</p> <p>technical language description -Leadership -Communication -Teamwork -Collaboration -Cooperation</p> <p>Discussion -Use of thinking verbs (e.g. feel, believe, hope) - Use of connectives (e.g. on the other hand, however)</p>	<p><b>Lesson 15: Acts of Kindness</b> To understand and experience the benefits of kindness</p>	
<p><b>Week 8</b></p> <p><b>Dessert survivors</b></p> <p><b>Procedure</b></p>	<p>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)</p> <p>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325)</p> <p>Create literary texts that experiment with structures, ideas and stylistic features of selected authors (VCELT32)</p> <p>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)</p> <p><b>Read aloud</b></p> <ul style="list-style-type: none"> <li>- Video</li> <li>- Discussion</li> </ul> <p>(4.2 Make the Pause Match the Meaning)</p> <p><b>Reading groups</b></p> <ul style="list-style-type: none"> <li>- Epic</li> <li>- Reading Eggs</li> <li>- Comprehension</li> <li>- Word find</li> <li>- Book review</li> </ul>	<p>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)</p> <p>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325)</p> <p>Create literary texts that experiment with structures, ideas and stylistic features of selected authors (VCELT32)</p> <p>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)</p> <p><b>WRITING:</b></p> <ul style="list-style-type: none"> <li>- Title</li> <li>- Goal</li> <li>- Materials list (visual and text)</li> <li>- Numbered sequential steps</li> </ul> <p><b>Experiment then write a procedural text</b></p> <p><b>making playdough</b> <b>make a volcano</b></p> <p><b>SPELLING:</b></p> <p>Unit 30  z zz s se &gt;</p> <p>Technical language description: -Ethics -Culture -Religion -Philosophical</p> <p>Discussion: -Use of thinking verbs (e.g. feel, believe, hope) - Use of connectives (e.g. on the other hand, however)</p> <p>Exposition: -Words that qualify (e.g. usually, probably) -Words that link arguments (e.g. firstly, secondly, another reason)</p>	<p>Interacting with others</p> <p>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)</p> <p>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)</p> <p>Morning circles</p> <p>Sharing circles</p> <p>Class discussions</p> <p><b>SWBPS- Smiling Mind</b> Complete the Learn, Practice and Debrief Lesson in the SWPBS hour on Monday During the week, in Mindfulness, Complete the Integrate and Solidify Sections.</p> <p>Log-In Details- <a href="mailto:megan.watt2@education.vic.gov.au">megan.watt2@education.vic.gov.au</a> Password.1!</p> <p><b>Lesson 16: Positive Relationships</b> To grow positive relationships by practising mindfulness</p>	<p>Guided reading</p> <p>Reading conferencing</p> <p>Readers notebook activities</p> <p>Writer's notebook activities</p>
<p><b>Week 9</b></p> <p><b>Dessert survivors</b></p>	<p>Grade 5 Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a</p>	<p>Grade 5 Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a</p>	<p>Interacting with others</p> <p>Grade 5 Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own</p>	<p>Reading conferencing</p> <p>Readers notebook activities</p>

<p><b>Procedure</b></p>	<p>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)</p> <p><b>Grade 6</b> 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)</p> <p><b>Read aloud</b></p> <ul style="list-style-type: none"> <li>- Video</li> <li>- Discussion</li> </ul> <p>(11.12 Mood as a Clue to Meaning)</p> <p><b>Reading groups</b></p> <ul style="list-style-type: none"> <li>- Epic</li> <li>- Reading Eggs</li> <li>- Comprehension</li> <li>- Word find</li> <li>- Book review</li> </ul>	<p>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)</p> <p><b>Grade 6</b> 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)</p> <p><b>WRITING:</b></p> <ul style="list-style-type: none"> <li>- Title</li> <li>- Goal</li> <li>- Materials list (visual and text)</li> <li>- Numbered sequential steps</li> </ul> <p><b>Procedure about a familiar topic</b></p> <ul style="list-style-type: none"> <li>- directions</li> <li>- recipes</li> <li>- technology manual</li> </ul> <p><b>SPELLING:</b></p> <p>Unit 30</p> <p>Revision</p>	<p>experiences, and present and justify a point of view or recount an experience using interaction skills (VCELY337)</p> <p><b>Grade 6</b> 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)</p> <p>Morning circles</p> <p>Sharing circles</p> <p>Class discussions</p> <p><b>SWBPS- Smiling Mind</b> Complete the Learn, Practice and Debrief Lesson in the SWPBS hour on Monday During the week, in Mindfulness, Complete the Integrate and Solidify Sections.</p> <p>Log-In Details- <a href="mailto:megan.watt2@education.vic.gov.au">megan.watt2@education.vic.gov.au</a> Password.1!</p> <p><b>Lesson 17: Positive Communication</b></p>	<p>Writer's notebook activities</p> <p>Guided reading</p>
<p><b>Week 10</b></p> <p><b>Dessert survivors</b></p> <p><b>Procedure</b></p>	<p><b>Grade 5</b> 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)</p> <p><b>Grade 6</b> Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351)</p> <p><b>Read aloud</b></p> <ul style="list-style-type: none"> <li>- Video</li> <li>- Discussion</li> </ul> <p>(12.15 Say Something Meaningful)</p> <p><b>Reading groups</b></p> <ul style="list-style-type: none"> <li>- Epic</li> <li>- Reading Eggs</li> <li>- Comprehension</li> <li>- Word find</li> <li>- Book review</li> </ul>	<p><b>Grade 5</b> 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)</p> <p><b>Grade 6</b> 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)</p> <p><b>WRITING:</b></p> <ul style="list-style-type: none"> <li>- Title</li> <li>- Goal</li> <li>- Materials list (visual and text)</li> <li>- Numbered sequential steps</li> </ul> <p><b>Procedure about a familiar topic</b></p> <ul style="list-style-type: none"> <li>- directions</li> <li>- recipes</li> <li>- technology manual</li> </ul> <p><b>SPELLING:</b></p>	<p>Interacting with others</p> <p><b>Grade 5</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 or recount an experience using interaction skills (VCELY337)</p> <p><b>Grade 6</b> 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)</p> <p>Morning circles</p> <p>Sharing circles</p> <p>Class discussions</p> <p><b>SWBPS- Smiling Mind</b> Complete the Learn, Practice and Debrief Lesson in the SWPBS hour on Monday During the week, in Mindfulness, Complete the Integrate and Solidify Sections.</p> <p>Log-In Details- <a href="mailto:megan.watt2@education.vic.gov.au">megan.watt2@education.vic.gov.au</a> Password.1!</p> <p><b>Lesson 18: A Curious Mind</b></p>	

		Unit 31 		
<b>Week 11</b>  <b>Dessert survivors</b>  <b>Procedure</b>	Revision	Revision	<b>SWBPS- Smiling Mind</b> 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- <a href="mailto:megan.watt2@education.vic.gov.au">megan.watt2@education.vic.gov.au</a> Password.1!  <b>Lesson 19: Growth Mindset</b>	
<b>Week 12</b>	Revision	Revision	<b>SWBPS- Smiling Mind</b> 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- <a href="mailto:megan.watt2@education.vic.gov.au">megan.watt2@education.vic.gov.au</a> Password.1!  <b>Lesson 20: Resilience</b>	
<u>Ongoing Comments/Reflections</u>				