English

Year 5
Above satisfactory

WORK SAMPLE PORTFOLIO

Annotated work sample portfolios are provided to support implementation of the Foundation – Year 10 Australian Curriculum.

Each portfolio is an example of evidence of student learning in relation to the achievement standard. Three portfolios are available for each achievement standard, illustrating satisfactory, above satisfactory and below satisfactory student achievement. The set of portfolios assists teachers to make on-balance judgements about the quality of their students' achievement.

Each portfolio comprises a collection of students' work drawn from a range of assessment tasks. There is no pre-determined number of student work samples in a portfolio, nor are they sequenced in any particular order. Each work sample in the portfolio may vary in terms of how much student time was involved in undertaking the task or the degree of support provided by the teacher. The portfolios comprise authentic samples of student work and may contain errors such as spelling mistakes and other inaccuracies. Opinions expressed in student work are those of the student.

The portfolios have been selected, annotated and reviewed by classroom teachers and other curriculum experts. The portfolios will be reviewed over time.

ACARA acknowledges the contribution of Australian teachers in the development of these work sample portfolios.

THIS PORTFOLIO: YEAR 5 ENGLISH

This portfolio provides the following student work samples:

Sample 1	Responding to literature: Relating events to illustrations
Sample 2	Reflect and respond: Stop and think (Part 1) and Responding to questions (Part 2)
Sample 3	Group discussion: Comparing texts
Sample 4	Imaginative verse: The man of the future
Sample 5	Written narrative: What a mess
Sample 6	Oral presentation: Words or pictures
Sample 7	Biographical letter: News from the goldfields
Sample 8	Group discussion: Literary mood

This portfolio of student work includes responses to a variety of texts and the development of a range of written and oral texts. The student makes connections between texts and own experiences and expresses a substantiated point of view about a text (WS3, WS8). The student uses a variety of language features to develop descriptive and cohesive literary, informative and persuasive texts (WS4, WS5, WS6, WS7, WS8). The student demonstrates an ability to plan, draft, edit and publish a range of texts created for a variety of purposes (WS3, WS4, WS5, WS6, WS7). The student identifies the language features and vocabulary used in texts to engage the interest of the audience (WS3, WS8). The student participates in class discussions, referring to texts to explain and clarify ideas (WS8) and plans and makes formal, persuasive presentations (WS6).

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Responding to literature: Relating events to illustrations

Year 5 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

Receptive modes (listening, reading and viewing)

By the end of Year 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. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students 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.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Summary of task

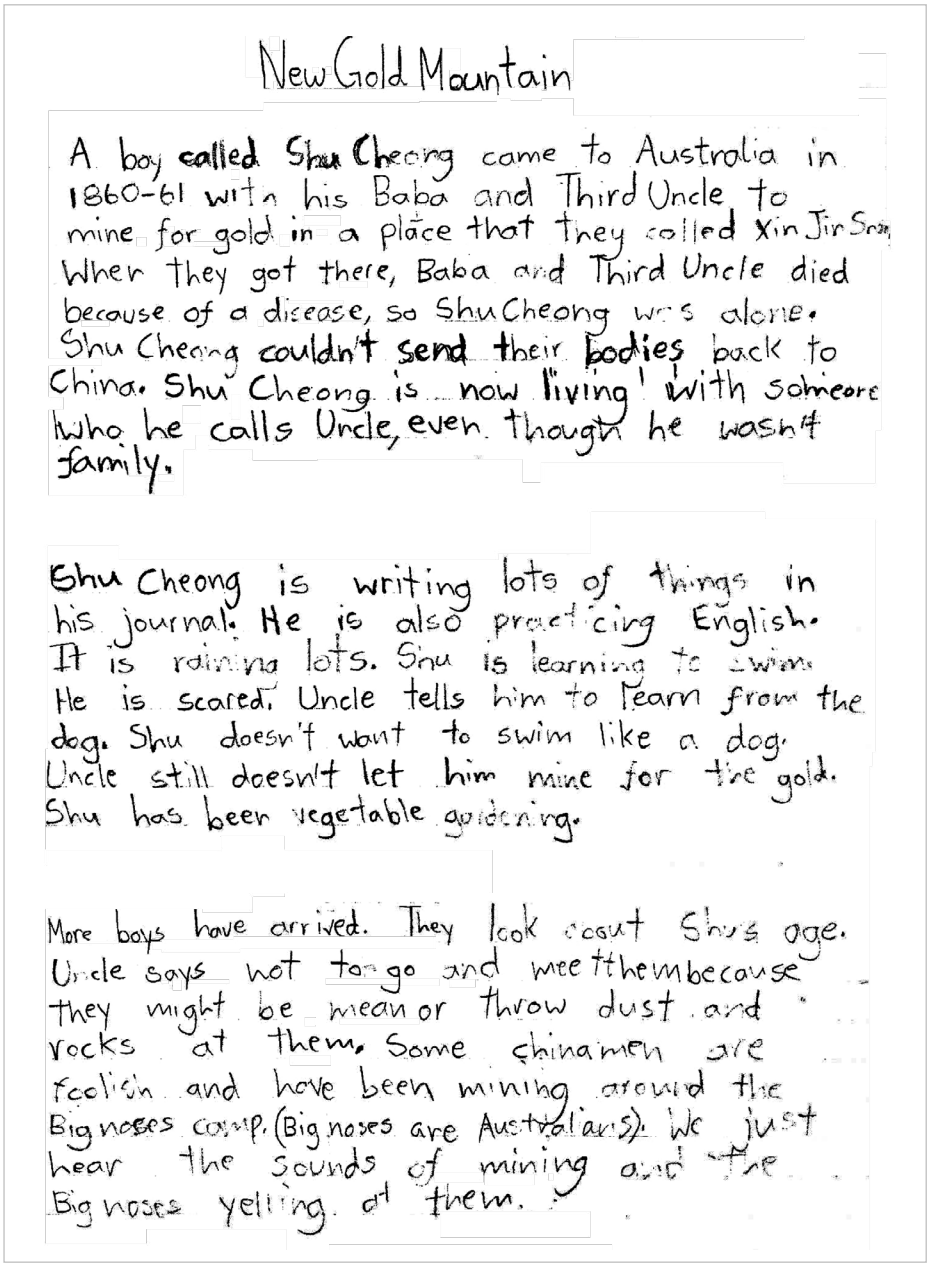
Students were asked to retell a positive and negative event from the novel *New Gold Mountain* by Christopher Cheng and illustrate these events in the style used by the illustrator Bruce Whatley in *The Littlest Refugee*. A colour illustration was to be used for the positive event and a black and white illustration for the negative event.

English

Year 5

Above satisfactory

Responding to literature: Relating events to illustrations



New Gold Mountain

A boy called Shu Cheong came to Australia in 1860-61 with his Baba and Third Uncle to mine for gold in a place that they called Xin Jin Shan. When they got there, Baba and Third Uncle died because of a disease, so Shu Cheong was alone. Shu Cheong couldn't send their bodies back to China. Shu Cheong is now living with someone who he calls Uncle, even though he wasn't family.

Shu Cheong is writing lots of things in his journal. He is also practicing English. It is raining lots. Shu is learning to swim. He is scared. Uncle tells him to learn from the dog. Shu doesn't want to swim like a dog. Uncle still doesn't let him mine for the gold. Shu has been vegetable gardening.

More boys have arrived. They look about Shu's age. Uncle says not to go and meet them because they might be mean or throw dust and rocks at them. Some chinamen are foolish and have been mining around the Big noses camp. (Big noses are Australians). We just hear the sounds of mining and the Big noses yelling at them.

Annotations

Writes an extended and well-sequenced retelling of an event from a known text.

Uses mostly familiar vocabulary with some new topic vocabulary to express greater precision of meaning.

Responds to the characters and events in a text and relates them to a historical context.

Spells accurately.

Uses a variety of sentence structures including simple sentences for narrative effect and some extended complex sentences.

Uses some expanded groups/phrases, for example, 'big noses camp'.

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Reflect and respond: Stop and think (Part 1) and Responding to questions (Part 2)

Year 5 English achievement standard

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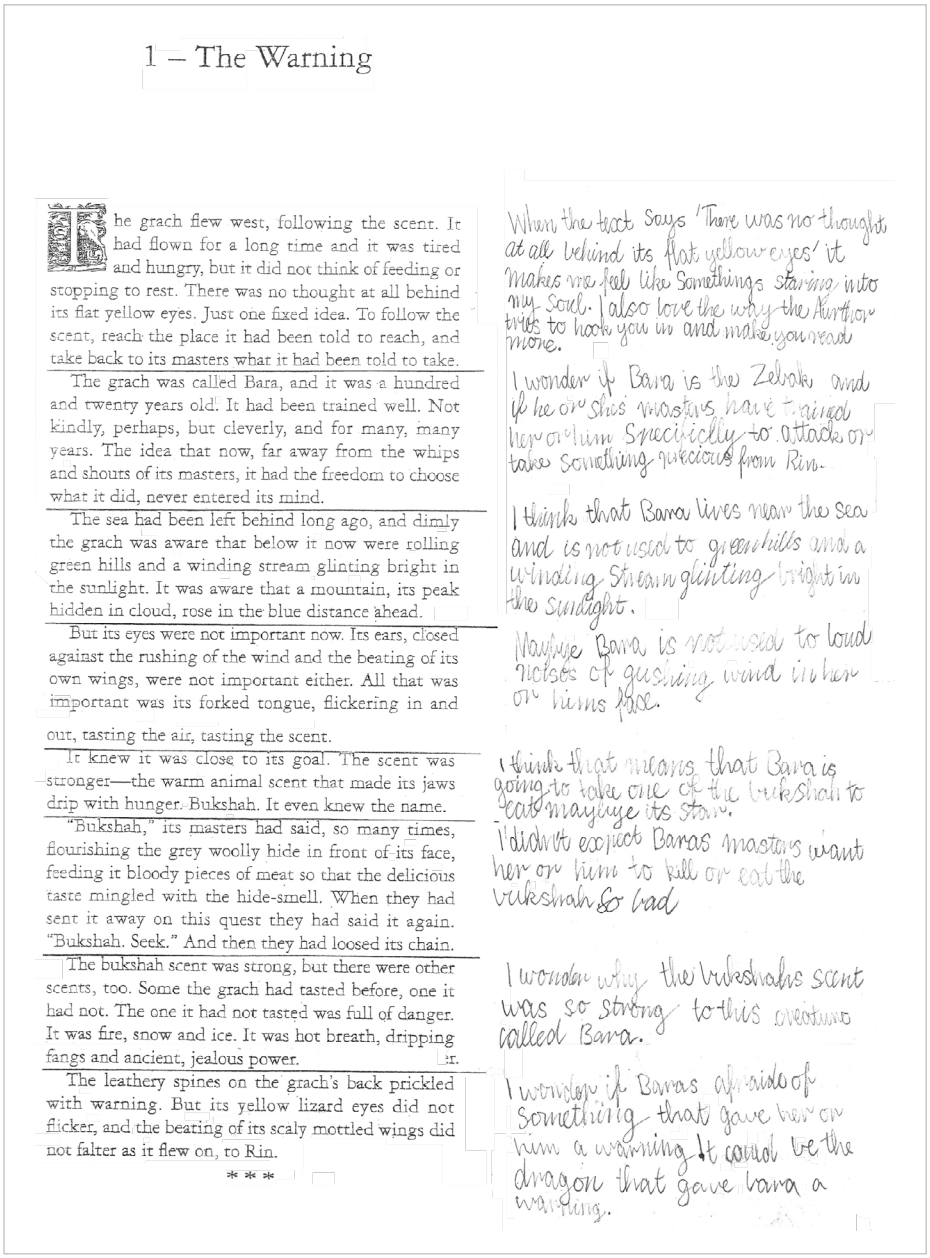
Summary of task

This task consisted of two parts:

The first component was the 'Stop and think aloud' activity which required students to read an extract of a text, stopping at predetermined points and writing down what they were thinking. They used a copy of the text with room to write next to each stopping point.

The second component was to respond to questions in relation to the text used for the 'Stop and think aloud' activity. The extract was from a text students had not read previously but was part of a series of books by Emily Rodda. The students had worked with the first book in the series.

Reflect and respond: Stop and think (Part 1) and Responding to questions (Part 2)



1 – The Warning

The grach flew west, following the scent. It had flown for a long time and it was tired and hungry, but it did not think of feeding or stopping to rest. There was no thought at all behind its flat yellow eyes. Just one fixed idea. To follow the scent, reach the place it had been told to reach, and take back to its masters what it had been told to take.

The grach was called Bara, and it was a hundred and twenty years old. It had been trained well. Not kindly, perhaps, but cleverly, and for many, many years. The idea that now, far away from the whips and shouts of its masters, it had the freedom to choose what it did, never entered its mind.

The sea had been left behind long ago, and dimly the grach was aware that below it now were rolling green hills and a winding stream glinting bright in the sunlight. It was aware that a mountain, its peak hidden in cloud, rose in the blue distance ahead.

But its eyes were not important now. Its ears, closed against the rushing of the wind and the beating of its own wings, were not important either. All that was important was its forked tongue, flickering in and out, tasting the air, tasting the scent.

It knew it was close to its goal. The scent was stronger—the warm animal scent that made its jaws drip with hunger. Bukshah. It even knew the name.

"Bukshah," its masters had said, so many times, flourishing the grey woolly hide in front of its face, feeding it bloody pieces of meat so that the delicious taste mingled with the hide-smell. When they had sent it away on this quest they had said it again. "Bukshah. Seek." And then they had loosed its chain.

The bukshah scent was strong, but there were other scents, too. Some the grach had tasted before, one it had not. The one it had not tasted was full of danger. It was fire, snow and ice. It was hot breath, dripping fangs and ancient, jealous power.

The leathery spines on the grach's back prickled with warning. But its yellow lizard eyes did not flicker, and the beating of its scaly mottled wings did not falter as it flew on, to Rin.

* * *

When the text says 'There was no thought at all behind its flat yellow eyes' it makes me feel like Something's staring into my soul. I also love the why the Author tries to hook you in and make you read more.

I wonder if Bara is the Zebska and if he or she's masters have trained her or him specifically to attack or take something precious from Rin.

I think that Bara lives near the sea and is not used to green hills and a winding stream glinting bright in the sunlight.

Maybe Bara is not used to loud noises of gushing wind in her or hims face.

I think that means that Bara is going to take one of the bukshah to eat maybe its Mom.
I didn't expect Baras masters want her or him to kill or eat the bukshah so bad

I wonder why the bukshahs scent was so strong to this creature called Bara.

I wonder if Baras afraid of Something that gave her or him a warning. It could be the dragon that gave bara a warning.

Annotations

Uses information drawn from reading to make predictions and to link ideas within the text.

Responds to how a character is depicted through vocabulary chosen to describe the character.

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Reflect and respond: Stop and think (Part 1) and Responding to questions (Part 2)

When I **visualise** I think about the picture that the words create in my mind.
This is what I think Bara looks like.

Based on what I have read so far, this is what I know about Bara.

Bara has flat yellow eyes and her or his masters have told Bara where to go. The grach is a beast and Bara is its name. Bara is 120 years old. She was was not trained kindly but very cleaver and for many, many years to. Bara was now away from all the wins and shouts of its masters. Bara now had freedom he or she could do what ever it wanted but nothing ever entered its mind. Her or his ears don't like wind Bara has wings and they beat up and down. Bara has a forked tongue it flickers comes out and tastes the air like a snake. Bara has Jaws that drip with hunger as the scent gets stronger. Bara eats bloody pieces of bukshaha Bara also has spines that prickle up and there leather.

Annotations

Interprets and analyses literal information in a text and uses vocabulary to express meaning about the character.

Uses compound and complex sentence structures to elaborate, extend and explain ideas and makes choices from an expanding vocabulary.

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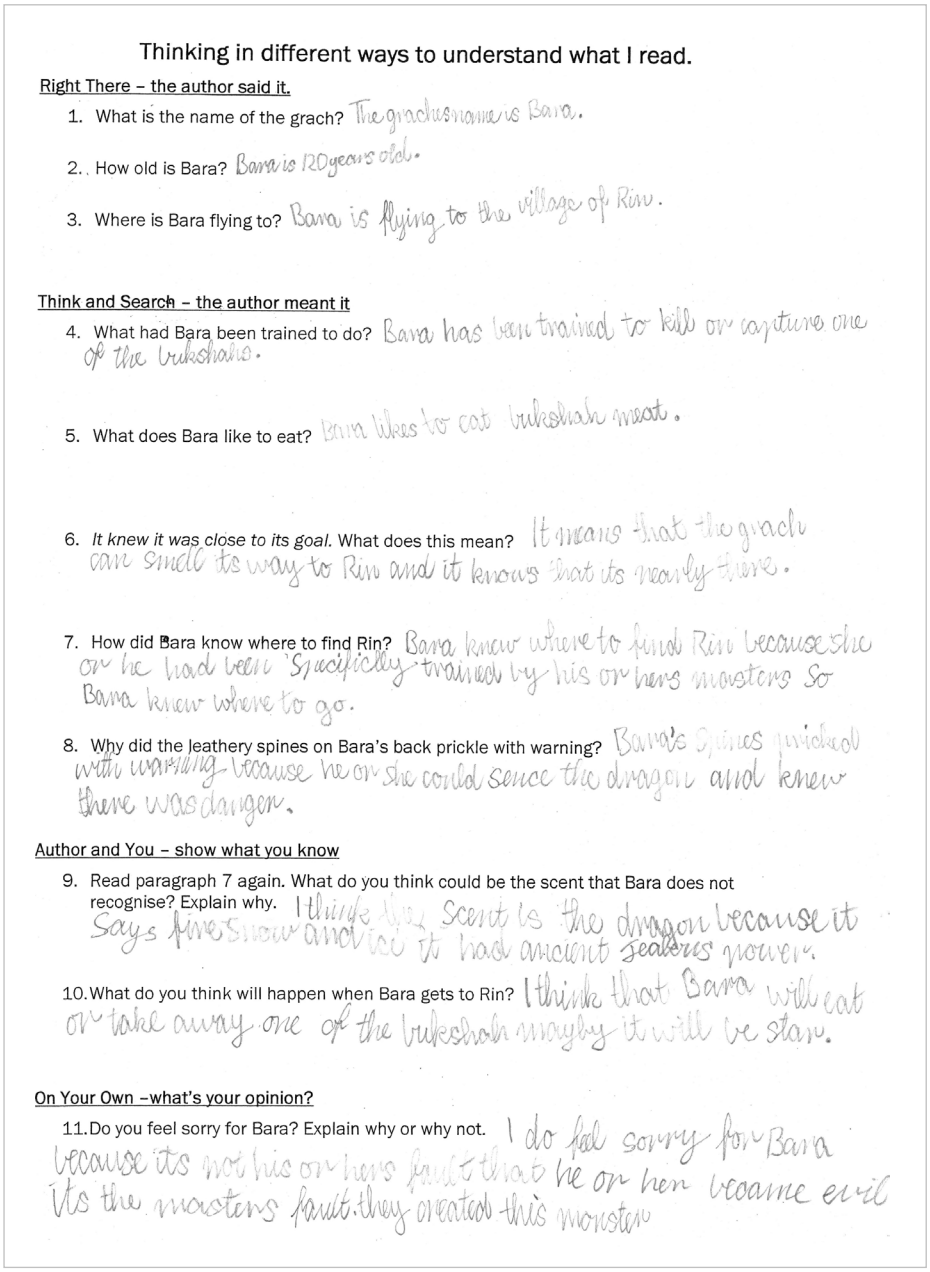
Reflect and respond: Stop and think (Part 1) and Responding to questions (Part 2)



Thinking in different ways to understand what I read.

Right There – the author said it.

1. What is the name of the grach? The grachesname is Bara.
2. How old is Bara? Bara is 120years old.
3. Where is Bara flying to? Bara is flying to the village of Rin.

Think and Search – the author meant it

4. What had Bara been trained to do? Bara has been trained to kill or capture one of the bukshahs.
5. What does Bara like to eat? Bara likes to eat bukshah meat.
6. *It knew it was close to its goal.* What does this mean? It means that the grach can smell its way to Rin and it knows that its nearly there.
7. How did Bara know where to find Rin? Bara knew where to find Rin because she or he had been 'Specificlly trained by his or hers masters So Bara knew where to go.
8. Why did the leathery spines on Bara's back prickle with warning? Bara's Spines pricked with warning because he or she could sence the dragon and knew there was danger.

Author and You – show what you know

9. Read paragraph 7 again. What do you think could be the scent that Bara does not recognise? Explain why. I think the Scent is the dragon because it Says fire snow and ice it had ancient Jealous power.
10. What do you think will happen when Bara gets to Rin? I think that Bara will eat or take away one of the bukshah mayby it will be star.

On Your Own –what's your opinion?

11. Do you feel sorry for Bara? Explain why or why not. I do feel sorry for Bara because its not his or hers fault that he or her became evil its the masters fault they created this monster

Annotations

Uses comprehension strategies to explain literal meaning in a text and incorporates the question into the response.

Draws inferences from the text and makes connections to relevant sections of the text as evidence.

Explains a personal response to a text and provides a reasoned opinion.

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Group discussion: Comparing texts

Year 5 English achievement standard

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Receptive modes (listening, reading and viewing)

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Productive modes (speaking, writing and creating)

Students 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.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Summary of task

Students had read the texts *Where the Rain Forest meets the Sea* by Jeannie Baker and *Rain forests at Risk* by Vickie An. Students were asked to engage in a small group discussion to compare the texts and consider the importance of the information presented.

English

Year 5
Above satisfactory

Group discussion: Comparing texts

Annotations

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Imaginative verse: The man of the future

Year 5 English achievement standard

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Summary of task

Students read a poem using a framework 'I am …' to begin each stanza. As a class they adapted the framework by revising the first lines of each stanza. Students were asked to write a poem using the revised framework. Using this framework, the students worked in pairs to create a joint poem before writing their own poem. They edited their work with peers before publishing their poems.

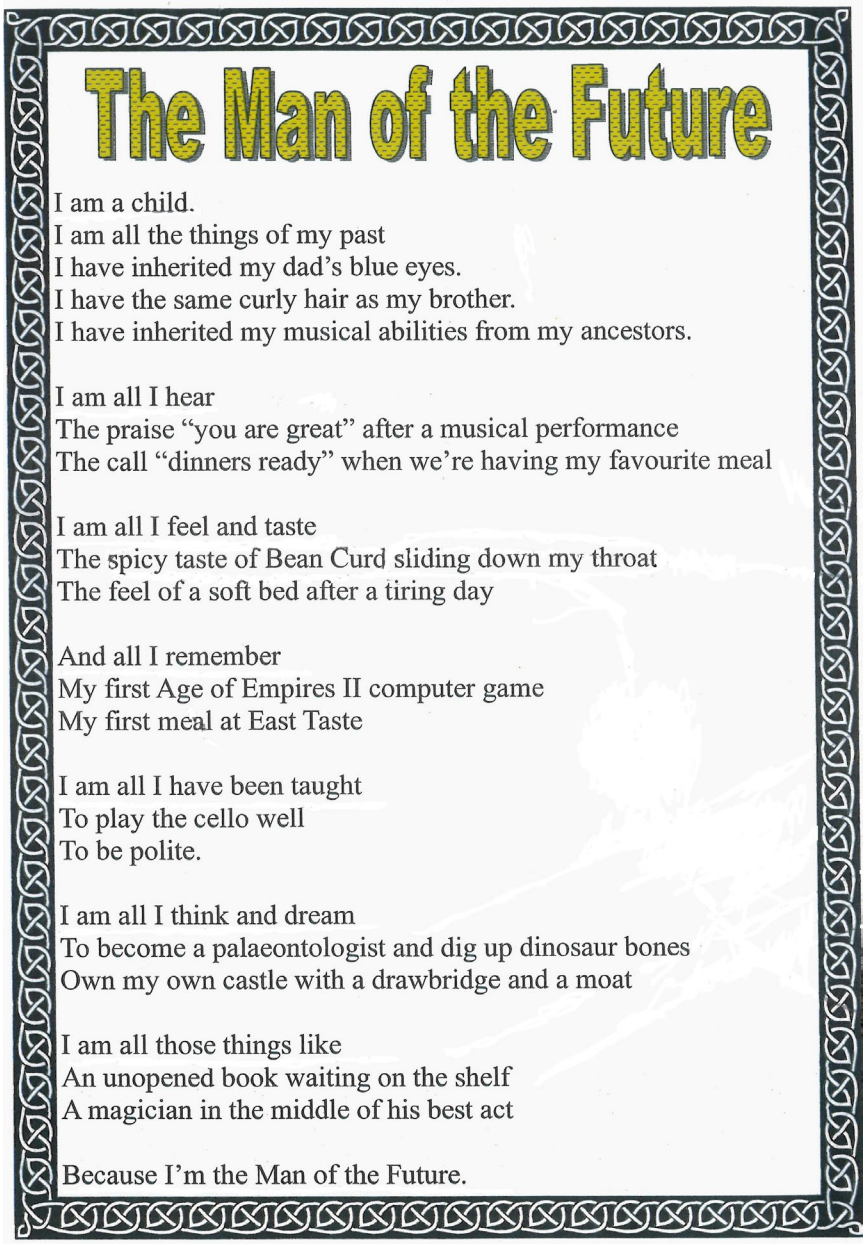
They were asked to write 2–10 lines under each of the following first lines for each stanza.

I am a child

- I am all I hear
- I am all I feel and taste
- And all I remember
- I am all I have been taught
- I am all I think and dream
- I am all those things like
- Because I am the Man/Woman of the Future.

Students were asked to draft and publish their poem.

Imaginative verse: The man of the future



The Man of the Future

I am a child.
I am all the things of my past
I have inherited my dad's blue eyes.
I have the same curly hair as my brother.
I have inherited my musical abilities from my ancestors.

I am all I hear
The praise "you are great" after a musical performance
The call "dinners ready" when we're having my favourite meal

I am all I feel and taste
The spicy taste of Bean Curd sliding down my throat
The feel of a soft bed after a tiring day

And all I remember
My first Age of Empires II computer game
My first meal at East Taste

I am all I have been taught
To play the cello well
To be polite.

I am all I think and dream
To become a palaeontologist and dig up dinosaur bones
Own my own castle with a drawbridge and a moat

I am all those things like
An unopened book waiting on the shelf
A magician in the middle of his best act

Because I'm the Man of the Future.

Annotations

Writes a poem connecting to self that explores attributes, experiences, understandings and thoughts, for example, 'The praise "you are great" after a musical performance'.

Uses language features appropriate for a poetic text.

Uses noun group/phrase to provide descriptions, for example, 'my dad's blue eyes'.

Joins clauses to develop and expand ideas, for example, 'I am all I think and dream'.

Uses the lead line and subsequent lines to develop ideas, for example, 'I am..'.

Uses precise vocabulary to develop ideas, for example, 'musical abilities', 'dinosaur bones'.

Uses imagery including metaphor to develop a picture of the poet, for example, 'I am … an unopened book waiting on the shelf'.

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Written narrative: What a mess

Year 5 English achievement standard

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Receptive modes (listening, reading and viewing)

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Productive modes (speaking, writing and creating)

Students 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.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Summary of task

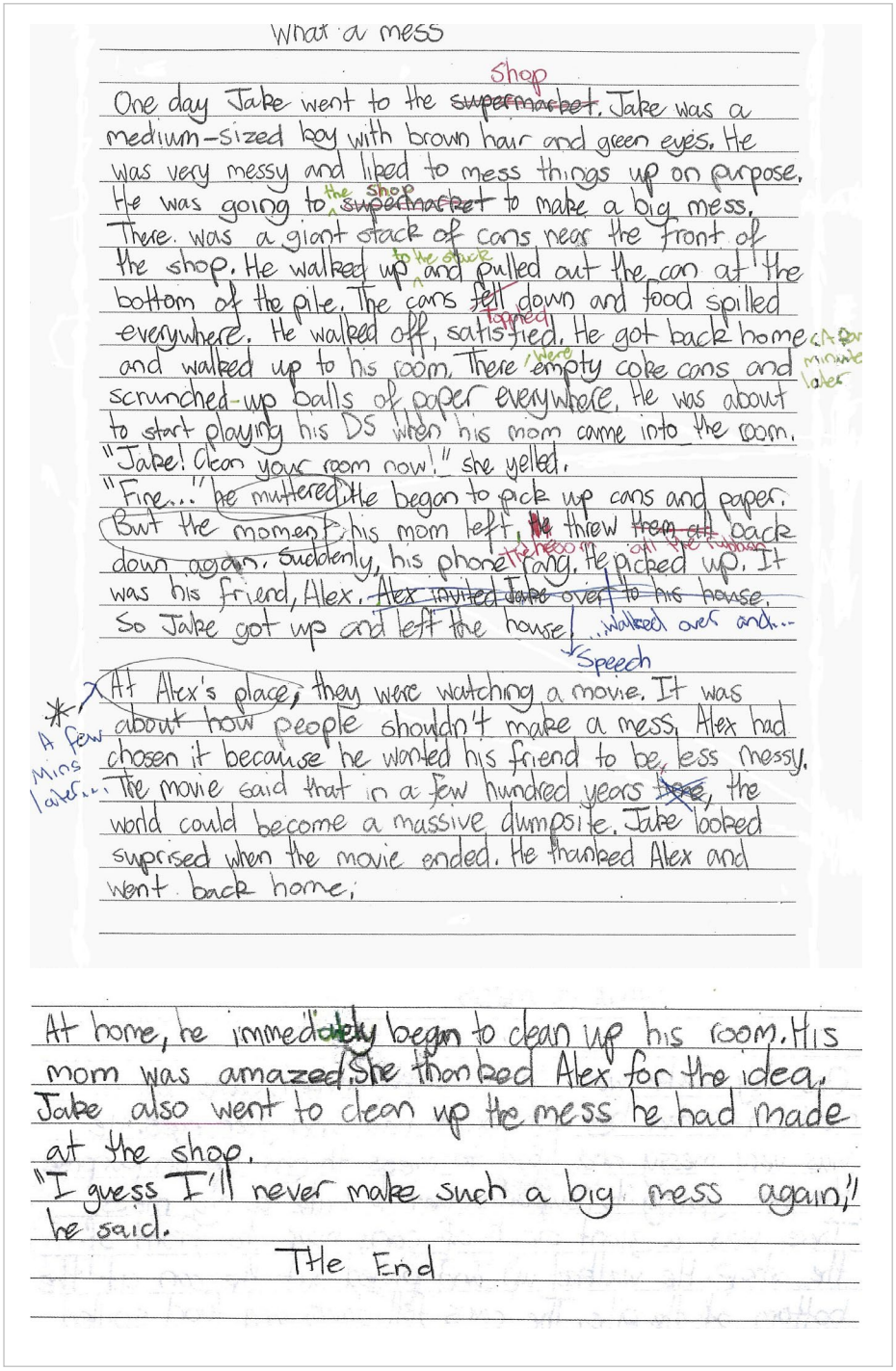
Students had been exploring how narratives, while entertaining, can contain a moral message. They examined a number of texts looking at the moral messages that were implicitly interwoven into the text. As a whole class they listed some themes that related to their lives. Students were then asked to write a narrative which contained a moral message. There is a first and final draft of the text.

English

Year 5

Above satisfactory

Written narrative: What a mess



What a mess

One day Jake went to the ~~supermarket~~ shop. Jake was a medium-sized boy with brown hair and green eyes. He was very messy and liked to mess things up on purpose. He was going to the ~~supermarket~~ shop to make a big mess. There was a giant stack of cans near the front of the shop. He walked up to the stack and pulled out the can at the bottom of the pile. The cans fell down and food spilled everywhere. He walked off, satisfied. He got back home and walked up to his room. There were empty coke cans and scrunched-up balls of paper everywhere. He was about to start playing his DS when his mom came into the room.

"Jake! Clean your room now!" she yelled.

"Fine..." he muttered. He began to pick up cans and paper. But the moment his mom left, he threw them off the floor back down again. Suddenly, his phone rang. He picked up. It was his friend, Alex. ~~Alex invited Jake over to his house.~~ So Jake got up and left the house. ...walked over and...

Speech

* A few mins later...

At Alex's place, they were watching a movie. It was about how people shouldn't make a mess. Alex had chosen it because he wanted his friend to be less messy. The movie said that in a few hundred years ~~there~~, the world could become a massive dumpsite. Jake looked suprised when the movie ended. He thanked Alex and went back home.

At home, he immediately began to clean up his room. His mom was amazed. She thanked Alex for the idea. Jake also went to clean up the mess he had made at the shop.

"I guess I'll never make such a big mess again," he said.

The End

Annotations

Edits writing, selecting terminology for improvement.

Edits text to improve sequencing, for example, 'A few minutes later' replaced 'At Alex's house'.

Improves the moral insight through the use of more clearly stated internal dialogue, for example, 'I guess I won't be messy anymore'.

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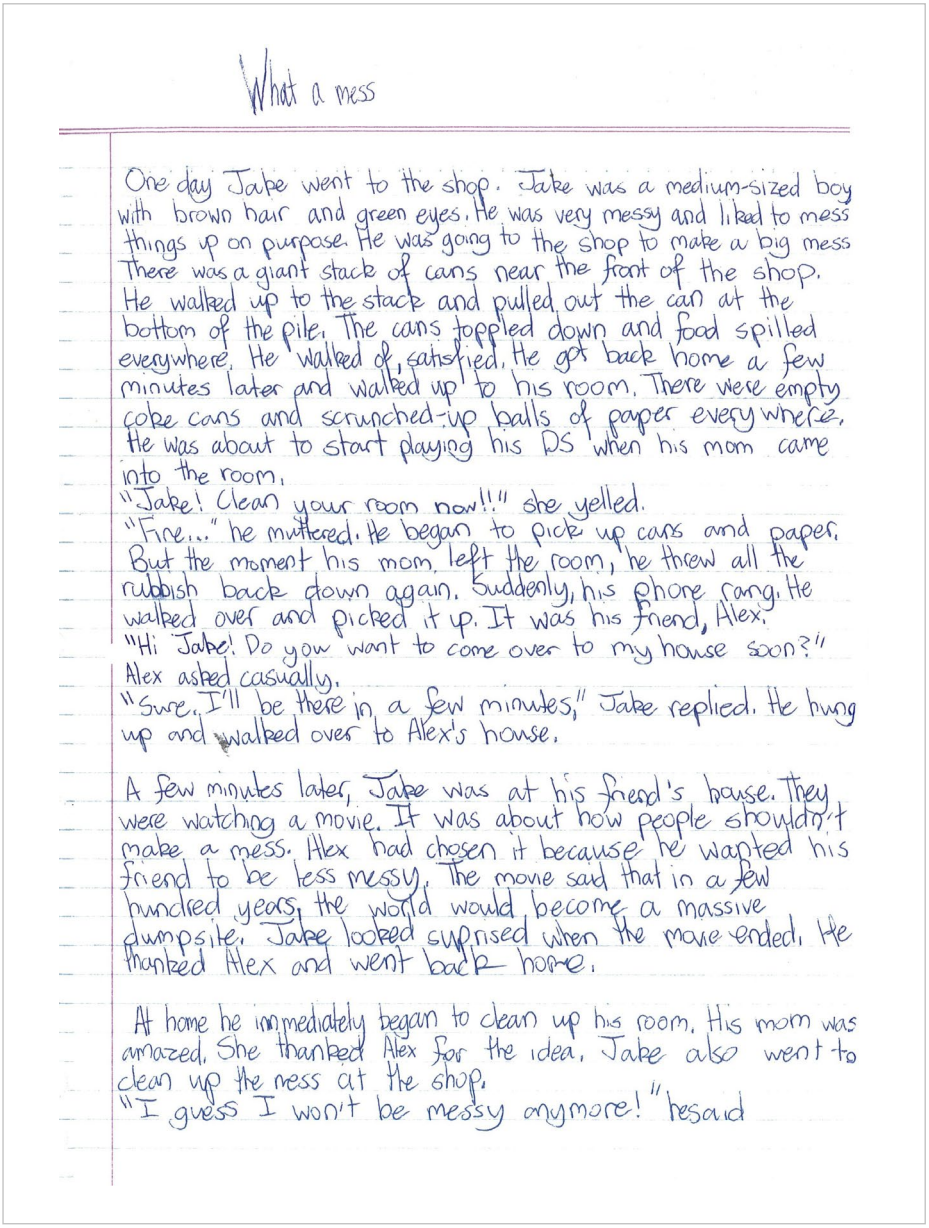
Written narrative: What a mess



What a mess

One day Jake went to the shop. Jake was a medium-sized boy with brown hair and green eyes. He was very messy and liked to mess things up on purpose. He was going to the shop to make a big mess. There was a giant stack of cans near the front of the shop. He walked up to the stack and pulled out the can at the bottom of the pile. The cans toppled down and food spilled everywhere. He walked off, satisfied. He got back home a few minutes later and walked up to his room. There were empty coke cans and scrunched-up balls of paper everywhere. He was about to start playing his DS when his mom came into the room.
"Jake! Clean your room now!!" she yelled.
"Fine..." he muttered. He began to pick up cans and paper. But the moment his mom left the room, he threw all the rubbish back down again. Suddenly, his phone rang. He walked over and picked it up. It was his friend, Alex.
"Hi Jake! Do you want to come over to my house soon?" Alex asked casually.
"Sure, I'll be there in a few minutes," Jake replied. He hung up and walked over to Alex's house.

A few minutes later, Jake was at his friend's house. They were watching a movie. It was about how people shouldn't make a mess. Alex had chosen it because he wanted his friend to be less messy. The movie said that in a few hundred years, the world would become a massive dumpsite. Jake looked suprised when the movie ended. He thanked Alex and went back home.

At home he immediately began to clean up his room. His mom was amazed. She thanked Alex for the idea. Jake also went to clean up the mess at the shop.
"I guess I won't be messy anymore!" he said

Annotations

Leads the reader towards the resolution through effective use of sequenced events.

Uses action and speaking verbs to develop character, for example, 'muttered', 'yelled', 'threw'.

Uses extended noun groups/phrases to develop descriptions, for example, 'a medium-sized boy with brown hair'.

Uses a variety of sentence structures including complex sentences to connect ideas with subordinating conjunctions, for example, 'because' in the sentence 'Alex had chosen it because he wanted his friend to be less messy'.

Consistently spells accurately, for example, 'massive', muttered' 'scrunched'.

Uses vocabulary for precision, for example, 'toppled', 'scrunched-up'.

States the moral message implicit in the text using a reflective statement by the main character, for example, 'I guess I'll never make such a big mess again'.

Uses a variety of sentence beginnings to assist the unfolding and development of text, for example, 'One day', 'At Alex's ('A few minutes later)' and 'At home'.

Uses a variety of punctuation conventions to add meaning to the text, for example, speech marks and points of ellipsis ('Fine …').

This work sample demonstrates the student's ability to draft and publish an imaginative text that explores a challenging issue such as personal and societal responsibility. The student has attempted to write a text with an ethical viewpoint, explained through a character's change in belief and actions. The student also utilises the traditional narrative text structure, comprising an introduction, a series of events with complications and a resolution.

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Oral presentation: Words or pictures

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Summary of task

Students studied a range of picture books and discussed how the illustrations contribute to a text's meaning and how the illustrations may affect the reader. Students were asked to prepare a two minute oral exposition on the topic 'Words or pictures: *Which has the greater impact on the reader in picture books?'* They were encouraged to provide evidence from texts for their opinions. Students were allowed 50 minutes to prepare their presentation and 30 minutes to rehearse it.

English

Year 5
Above satisfactory

Oral presentation: Words or pictures

Annotations

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Biographical letter: News from the goldfields

Year 5 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

Receptive modes (listening, reading and viewing)

By the end of Year 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. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students 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.

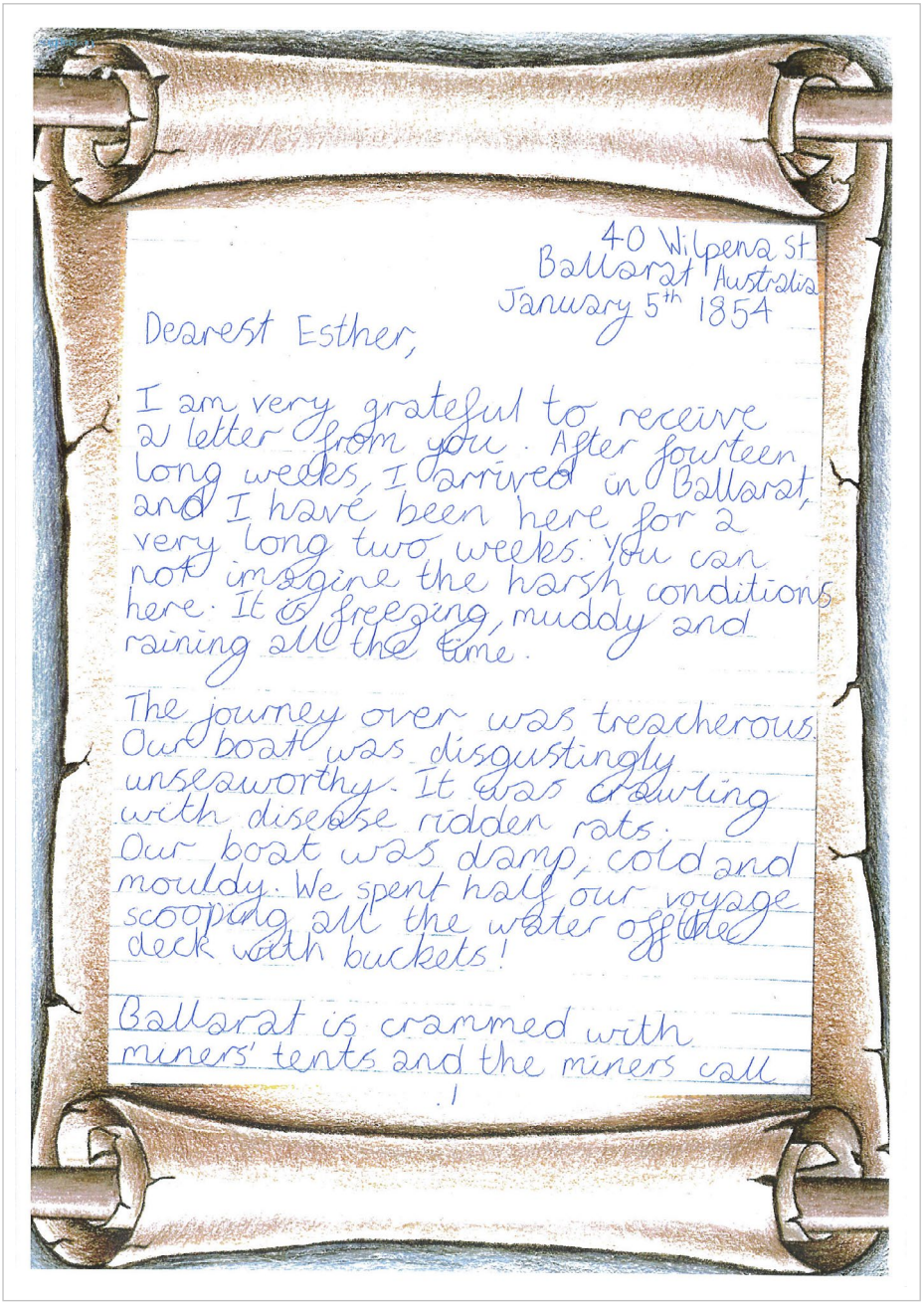
Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Summary of task

In class, students discussed how text structures and language features can be used to engage the reader, including character development, maintaining a particular tense and using contextual vocabulary.

As they had recently completed a unit of study on the goldfields in history, students were asked to write a narrative letter on the topic ‘News from the goldfields’. In preparation, students were allowed to work in pairs to brainstorm possible characters and settings. Students wrote their narrative text independently.

Biographical letter: News from the goldfields



40 Wilpena St
Ballarat Australia
January 5th 1854

Dearest Esther,

I am very grateful to receive a letter from you. After fourteen long weeks, I arrived in Ballarat, and I have been here for 2 very long two weeks. You can not imagine the harsh conditions here. It is freezing, muddy and raining all the time.

The journey over was treacherous. Our boat was disgustingly unseaworthy. It was crawling with disease ridden rats. Our boat was damp, cold and mouldy. We spent half our voyage scooping all the water off the deck with buckets!

Ballarat is crammed with miners' tents and the miners call

Annotations

Creates a sequenced, imaginative text based on information discussed in class.

Uses noun groups, for example, 'disease-ridden rats', and evaluative language, for example, 'disgustingly 'unseaworthy', to express a strong point of view.

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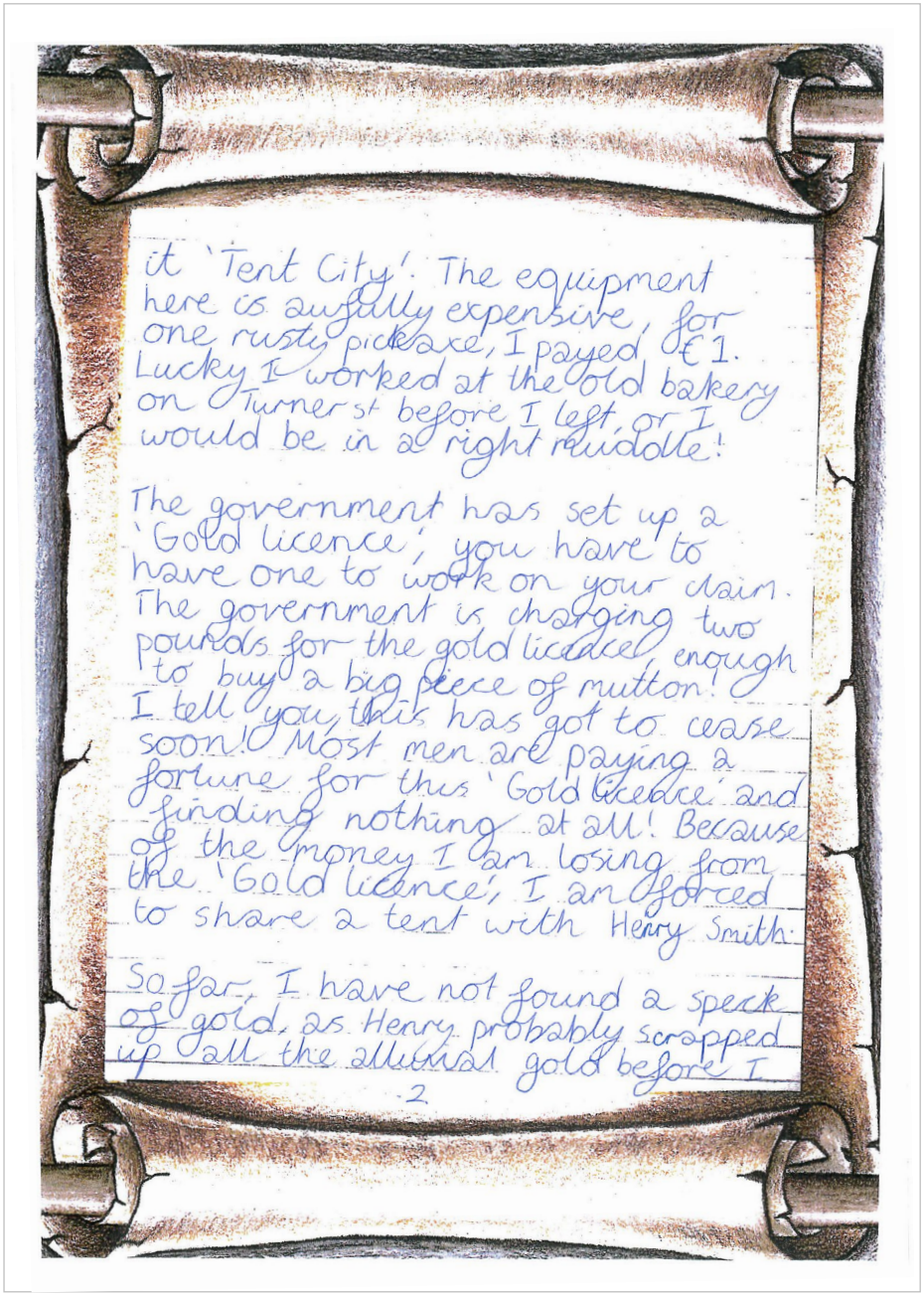
Biographical letter: News from the goldfields



it 'Tent City'. The equipment here is awfully expensive, for one rusty pickaxe, I payed £1. Lucky I worked at the old bakery on Turner st before I left, or I would be in a right muddle!

The government has set up a 'Gold licence', you have to have one to work on your claim. The government is charging two pounds for the gold licence, enough to buy a big piece of mutton! I tell you, this has got to cease soon! Most men are paying a fortune for this 'Gold licence' and finding nothing at all! Because of the money I am losing from the 'Gold licence', I am forced to share a tent with Henry Smith.

So far, I have not found a speck of gold, as Henry probably scrapped up all the alluvial gold before I

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Annotations

Uses appropriate terms to develop a sense of place and time, for example, 'Tent City'.

Creates a realistic, imaginative text using elements of narrative, for example, characters and settings and factual detail from an earlier time.

Uses complex sentences to provide causal links between ideas.

Uses technical vocabulary and contemporary language such as 'alluvial gold' and 'a right muddle' to create a sense of the event and the setting.

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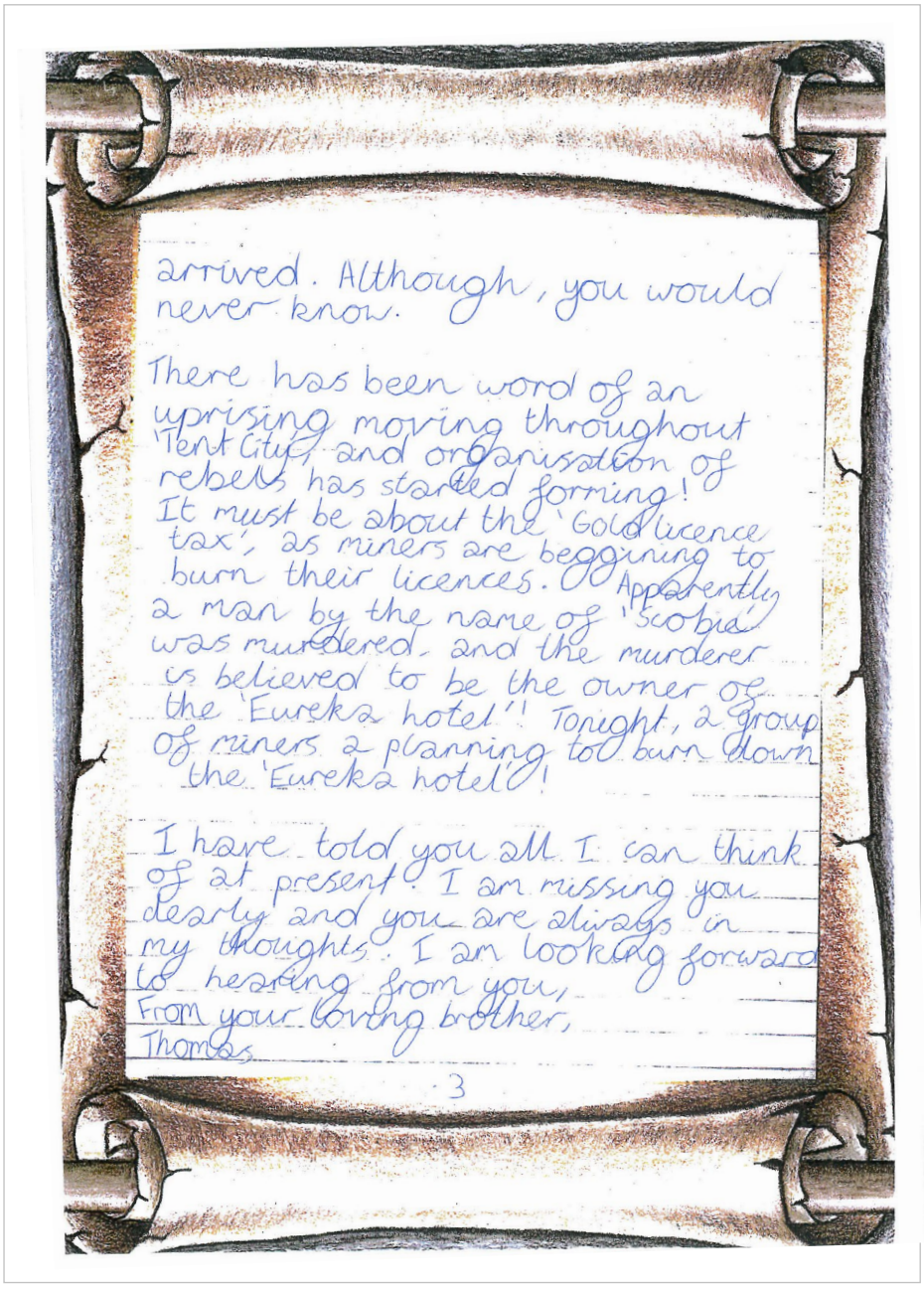
English

Year 5

Above satisfactory

Biographical letter: News from the goldfields



arrived. Although, you would never know.

There has been word of an uprising moving throughout 'Tent City' and organisation of rebels has started forming! It must be about the 'Gold licence tax', as miners are beggining to burn their licences. Apparently a man by the name of 'Scobie' was murdered and the murderer is believed to be the owner of the 'Eureka hotel'! Tonight, a group of miners a planning to burn down the 'Eureka hotel'!

I have told you all I can think of at present. I am missing you dearly and you are always in my thoughts. I am looking forward to hearing from you,

From your loving brother,

Thomas

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Annotations

Retells events in letter format to develop a sense of drama, 'tonight a group of miners ... to burn down the Eureka hotel'.

Uses patterns of language appropriate to the roles and relationships adopted in this text, for example, signing off letter as 'your loving brother'.

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Group discussion: Literary mood

Year 5 English achievement standard

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Receptive modes (listening, reading and viewing)
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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. They listen and ask questions to clarify content.

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Summary of task

During a unit of work based on the novel *Storm Boy* by Colin Thiele, students were asked to respond to a range of questions requiring literal, inferential, interpretive and evaluative understandings. The students were organised into groups of four to discuss the following questions:

- How does the author create the mood in the text?
- Why does the author change the mood in the text?

The students were encouraged to justify their statements using evidence from the text.

English

Year 5
Above satisfactory

Group discussion: Literary mood

Annotations

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