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**Topic name:**

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**Student Year level/EAL Stage/s:**

**Learning area/s:**

**AusVELS content link:**

**Class description:**

**Main genre focus:**

**Specific EAL learning needs to be covered in this unit:**

**Collaboration with other teachers:**

<b>Years: 3 &amp; 4</b> <b>Level 3/4</b> <b>EAL Stages B2 B3</b>		<b>Unit name:</b>					<b>Time allocation:</b>						
<b>Topic focus</b>	<b>Learning Area / content objectives / cultural understandings</b>					<b>Main text focus</b>							
						Text-type and mode	Listened to	Spoken	Read	Written	Viewed	Produced	
						Narrative							
						Recount							
						Procedure							
<b>Topic specific vocabulary</b>		<b>Linguistic structure focus</b>					Report						
							Explanation						
							Discussion						
							Argument/ exposition						
							Other:						
<b>Assessment types used</b>  <b>Teacher led</b> <ul style="list-style-type: none"> <li>• Informal observation</li> <li>• Planned observation</li> <li>• Questioning/discussion</li> <li>• Focused analysis of student work</li> </ul> <b>Self and peer</b> <ul style="list-style-type: none"> <li>• Self-reflection</li> <li>• Peer discussion</li> <li>• Peer observation</li> <li>•</li> <li>•</li> </ul>		<b>Linguistic features focus</b>					<b>Functions</b>						
							<b>Classroom learning</b> <ul style="list-style-type: none"> <li>• arguing</li> <li>• classifying</li> <li>• establishing limits</li> <li>• evaluating</li> <li>• hypothesising</li> <li>• identifying</li> <li>• judging</li> <li>• offering</li> <li>• persuading</li> <li>• planning</li> <li>• predicting</li> <li>• requesting</li> <li>• sequencing</li> <li>• warning</li> </ul>			<b>Getting things done</b> <ul style="list-style-type: none"> <li>• comparing</li> <li>• clarifying</li> <li>• describing</li> <li>• explaining</li> <li>• instructing</li> <li>• inquiring</li> <li>• justifying</li> <li>• questioning</li> <li>• reporting</li> <li>• suggesting</li> </ul>			<b>Maintaining communication</b> Expressing: <ul style="list-style-type: none"> <li>• apology</li> <li>• appreciation</li> <li>• approval</li> <li>• certainty</li> <li>• concern</li> <li>• frustration</li> <li>• indifference</li> <li>• intention</li> <li>• needs/wants</li> <li>• preferences</li> <li>• probability</li> <li>• regret</li> </ul>
<b>EAL focus</b>		<b>Resources</b>											

## Level 3/4/Stages B2/B3: Ideas for activities

These activity suggestions are linked to the aspects of language in the *EAL Developmental Continuum* at Stages B2 and B3. The shaded activities types are included in this unit.

<b><i>Listening and speaking</i></b>	<b><i>Reading</i></b>	<b><i>Writing</i></b>
<p><b>Text/Communication</b> To participate in different learning contexts and explore a range of oral text-types:</p> <ul style="list-style-type: none"> <li>• take part in conversations and discussions about personal experiences and interests</li> <li>• discuss topics related to the KLAs</li> <li>• take part in listening to, preparing and delivering a formal talk to others, e.g. debates, explanations</li> <li>• take part in listening to, preparing and presenting performances, e.g. stories, plays, poems, wordplay.</li> </ul>	<p><b>Text/Communication</b> To read and view a wide range of texts for a range of purposes:</p> <ul style="list-style-type: none"> <li>• read and research texts for information</li> <li>• read and reflect on novels, poems, short stories, viewed texts</li> <li>• follow written instructions and directions</li> <li>• obtain information from advertisements, posters, signs, captions, etc.</li> <li>• obtain information from diagrams, tables, maps, plans, graphs, etc.</li> </ul>	<p><b>Text/Communication</b> To introduce students to writing various texts for a range of purposes:</p> <ul style="list-style-type: none"> <li>• write a range of factual texts to fulfil particular purposes</li> <li>• write a range of fictional texts to fulfil particular purposes</li> <li>• give information in graphic form, e.g. maps, diagrams, graphs</li> <li>• give information through signs, captions, tables, etc.</li> <li>• share and talk about their own writing.</li> </ul>
<p><b>Contextual understanding</b> To develop awareness and skills in using the oral text-types appropriate to particular purposes and audiences:</p> <ul style="list-style-type: none"> <li>• compare the effectiveness of spoken texts in serving particular purposes, e.g. reports, explanations</li> <li>• identify the characteristics of a variety of text-types</li> <li>• use non-verbal language in drama and role-play</li> <li>• compare how spoken texts change, depending on the formality of the situation.</li> </ul>	<p><b>Contextual understanding</b> To interpret the information in factual and fictional texts according to purpose and context:</p> <ul style="list-style-type: none"> <li>• discuss how texts change according to purpose and audience</li> <li>• talk about the best way to present information and why formats vary, e.g. table, graph, written text</li> <li>• talk about the reasons for different opinions about the meaning of a text.</li> </ul>	<p><b>Contextual understanding</b> To recognise that particular text-types have particular features that will be affected by the writer's purpose and audience:</p> <ul style="list-style-type: none"> <li>• talk about the purposes and audiences they are writing for</li> <li>• discuss the importance of vocabulary choice and writing style when writing for different audiences</li> <li>• talk about the most purposeful and useful ways of presenting information, e.g. a table, a graph, written text.</li> </ul>
<p><b>Linguistic structures and features</b> To use the structures and features of a variety of common spoken texts:</p> <ul style="list-style-type: none"> <li>• discuss the impact of, and develop a vocabulary to discuss aspects of, spoken texts, e.g. pace, intonation</li> <li>• talk about the cohesive devices used in spoken texts, e.g. sequencing, pronoun referencing, use of topic sentences</li> <li>• learn the specialised language of particular topic areas.</li> </ul>	<p><b>Linguistic structures and features</b> To focus on text structures and features to assist in reading a wide range of texts:</p> <ul style="list-style-type: none"> <li>• recognise the characteristic features of particular texts, e.g. choice of vocabulary, cohesion, topic sentences</li> <li>• use book organisation features to access information, e.g. contents page, index, headings</li> <li>• discuss how additional features of texts assist or affect interpretation, e.g. layout, illustrations, diagrams.</li> </ul>	<p><b>Linguistic structures and features</b> To use knowledge of the characteristic structures and features of common texts to write appropriately for a range of purposes:</p> <ul style="list-style-type: none"> <li>• compare texts written for a range of purposes and identify patterns in texts</li> <li>• identify the features that make one text more effective than another</li> <li>• learn and use appropriate vocabulary</li> <li>• talk about and use punctuation in their writing</li> <li>• use layout to assist in the presentation of their writing.</li> </ul>
<p><b>Strategies</b> To reflect on and use effective oral communication strategies with teachers and other students:</p> <ul style="list-style-type: none"> <li>• identify and practise effective small-group communicative strategies</li> <li>• listen for information and respond appropriately</li> <li>• plan for, rehearse and modify own spoken texts.</li> </ul>	<p><b>Strategies</b> To practise strategies that assist in reading for enjoyment, interpretation and information:</p> <ul style="list-style-type: none"> <li>• talk about and use strategies for effective reading, e.g. skimming and scanning text</li> <li>• select texts for own purposes</li> <li>• read silently and aloud</li> <li>• use a range of strategies when reading and finding out the meaning of new words</li> <li>• research a topic and find appropriate information.</li> </ul>	<p><b>Strategies</b> To develop a range of strategies and resources for planning, reviewing and ensuring the appropriateness of their writing:</p> <ul style="list-style-type: none"> <li>• observe and practise strategies for writing, e.g. planning, topic selection, gathering information, note taking</li> <li>• use models to write texts for particular purposes</li> <li>• review writing to identify aspects that may be improved, e.g. handwriting, presentation, spelling, sentence linking</li> <li>• use different resources to check and confirm spelling.</li> </ul>

Teaching and learning activities	Linguistic focus	Assessment for learning ideas
<div data-bbox="134 502 645 730" style="border: 1px solid black; padding: 5px;"><p>EAL STUDENTS</p><p>Activity</p><p>EAL/MEA - support</p></div>		

**Unit evaluation: Unit name:**

**Date:**

<p><b>General evaluation</b></p> <p>Were the students interested in the topic? Did planned activities need to be modified? Why? Which teaching strategies were particularly successful?</p>	
<p><b>Content learning goals</b></p> <p>Were the topic goals achieved? Did the topic lead to worthwhile learning?</p>	
<p><b>English language learning goals</b></p> <p>Were general English language learning needs highlighted by the unit? Was there a balance between written and spoken texts?</p>	
<p><b>EAL considerations</b></p> <p>How successfully did the unit involve the EAL students? Which English language needs were identified as a priority for future units?</p>	
<p><b>Ideas for further units/activities</b></p> <p>What language focuses need to be targeted again in future units? What further topics will complement this unit?</p>	
<p><b>Assessment for learning strategies</b></p> <p>Did the chosen assessment strategies ensure students achieved the unit learning goals? Did the assessment feed into planning and teaching? Were students involved in the assessment process? Were the success criteria for the focused analysis assessment tasks clear and student friendly? Were students able to use criteria to provide feedback to their peers? Were students able to use feedback from assessment to improve their learning?</p>	