
Topic name:

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:

Years: 5 & 6 Level 5/6 EAL Stages B2 B3		Unit name:				Time allocation:				
Topic focus	Learning area / content objectives / cultural understandings			Main text focus						
				Text-type and mode	Listened to	Spoken	Read	Written	Viewed	Produced
				Narrative						
				Recount						
				Procedure						
Topic specific vocabulary		Linguistic structure focus		Report						
				Explanation						
				Discussion						
				Argument/ exposition						
				Other:						
Assessment types used Teacher led <ul style="list-style-type: none"> • Informal observation • Planned observation • Questioning/discussion • Focused analysis of student work 		Self and peer <ul style="list-style-type: none"> • Self-reflection • Peer discussion • Peer observation • • 		Linguistic features focus		Functions				
EAL focus		Classroom learning <ul style="list-style-type: none"> • arguing • classifying • establishing limits • evaluating • hypothesising • identifying • judging • offering • persuading • planning • predicting • requesting • sequencing • warning 	Getting things done <ul style="list-style-type: none"> • comparing • clarifying • describing • explaining • instructing • inquiring • justifying • questioning • reporting • suggesting 			Maintaining communication Expressing: <ul style="list-style-type: none"> • apology • appreciation • approval • certainty • concern • frustration • indifference • intention • needs/wants • preferences • probability • regret 				
		Resources								

Level 5/6/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.

<i>Speaking and listening</i>	<i>Reading</i>	<i>Writing</i>
<p>Text Interact in a variety of social and learning situations to present ideas and information and to talk about events:</p> <ul style="list-style-type: none"> • respond to the points of view of others and give own ideas • take various roles in small-group discussion • summarise issues arising from discussion or reading • talk about the way speech can be used to entertain, inform and influence. 	<p>Text To read and view both factual and fictional texts for information, research and enjoyment:</p> <ul style="list-style-type: none"> • take part in the critical evaluation and interpretation of literature texts • read and research a variety of texts, including reference books, the Internet, CD-ROMs, newspapers and other everyday texts • obtain information from diagrams, maps, plans, graphs, etc. 	<p>Text Write to develop familiar ideas, describe events and present information:</p> <ul style="list-style-type: none"> • write a range of factual texts to fulfill particular purposes • write a range of fictional texts to fulfill particular purposes • give information in graphic form, e.g. maps, diagrams, graphs • give information through posters, captions, tables, etc. • share and talk about their own writing.
<p>Contextual understanding Consider aspects of context, purpose and audience when speaking and listening:</p> <ul style="list-style-type: none"> • talk about the aspects of spoken texts that can be used to influence others • consider how non-verbal language affects verbal interaction • talk about how people change the way they speak depending on their audience. 	<p>Contextual understanding Interpret and explain varying interpretations of texts:</p> <ul style="list-style-type: none"> • talk or write about characterisation and stereotyping in texts • identify evidence in texts to support different points of view • talk about and give reasons for different opinions about the meaning of a text • explain why texts are presented in different formats and talk about how this helps the reader to understand. 	<p>Contextual understanding Adjust writing to take account of aspects of context, purpose and audience:</p> <ul style="list-style-type: none"> • consider the needs of the audience when planning and writing • discuss the importance of vocabulary choice and writing style when writing for different audiences • talk about the most purposeful and useful ways of presenting information, e.g. a table, a graph, written text.
<p>Linguistic structures and features Control most structures and features of spoken English to interpret meaning and develop and present ideas and information in familiar situations:</p> <ul style="list-style-type: none"> • take part in small- and large-group discussions • prepare spoken texts for presentation, taking into consideration aspects such as vocabulary selection, non-verbal cues and styles of delivery. 	<p>Linguistic structures and features Discuss how structures and features shape the understanding and interpretation of a text:</p> <ul style="list-style-type: none"> • talk about the purposes of the organisational elements of a text, and use them to access information, e.g. contents page, index, glossary • recognise elements that contribute to text cohesion, e.g. topic sentences, cohesive features • categorise texts by their characteristics, e.g. mystery, biography, poem, documentary. 	<p>Linguistic structures and features Use the distinguishing structures and features of common text-types:</p> <ul style="list-style-type: none"> • compare and evaluate texts written for a particular purpose • use and talk about the features of texts that assist the reader, e.g. vocabulary choice, punctuation • talk about how particular features of grammar are characteristic of particular text-types • use and talk about text organisation that assist the reader, e.g. paragraphing, headings, indexes
<p>Strategies Reflect on, use and evaluate effective oral communication strategies:</p> <ul style="list-style-type: none"> • evaluate the speech of themselves and others, in response to known criteria • talk about and practise the strategies that enhance interaction in small groups • discuss the strategies that different speakers use to influence their audience • talk about the need to change spoken interaction according to the needs of the audience. 	<p>Strategies Use a wide range of strategies for reading and accessing information from different texts:</p> <ul style="list-style-type: none"> • talk about different strategies for accessing challenging texts and reading for different purposes • plan research topics and develop focus questions • take notes when reading and viewing • identify and locate appropriate information and present for different audiences. 	<p>Strategies Use the distinguishing structures and features of common text-types:</p> <ul style="list-style-type: none"> • use and talk about how text features assist the reader, e.g. vocabulary choice, punctuation • talk about how particular features of grammar are characteristic of particular text-types • use and talk about how text structures assist the reader, e.g. paragraphing, headings, indexes • use diagrams, captions, layout to present information in a text, for effect and to assist the reader.

Teaching and learning activities	Linguistic focus	Assessment for learning ideas

Unit evaluation: Unit name:

Date:

<p>General evaluation</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>Content learning goals</p> <p>Were the topic goals achieved? Did the topic lead to worthwhile learning?</p>	
<p>English language learning goals</p> <p>Were general English language learning needs highlighted by the unit? Was there a balance between written and spoken texts?</p>	
<p>EAL considerations</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>Ideas for further units/activities</p> <p>What language focuses need to be targeted again in future units? What further topics will complement this unit?</p>	
<p>Assessment for learning strategies</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>	