

# What you can teach from a literate text – apart from the enjoyment!

<p>Without exposure to literate texts, students do not have the opportunity to achieve the appropriate syllabus outcomes. Some important understandings are listed below.</p> <p>This is not an exhaustive list but knowledge that is often difficult for inexperienced readers.</p>	<p><b>Grammatical/sentence level focus</b></p> <ul style="list-style-type: none"> <li>Specific language to explain and link the sequence events, <i>connectives</i></li> <li>Words to link text: <i>conjunctions, pronouns, prepositions, connectives</i></li> <li>Long complex sentences: how words fit together in order to construct meaning, packed with lots of information, densely packed descriptive language with figures of speech (see below)</li> <li>Image building and precise language: actions words that tell what and how, words which describe what happened, where, when, why or how</li> <li>Figurative language: similes, metaphors, personification</li> <li>Dialogue- not just how it is marked but how what is said adds to the reader's knowledge of character and plot</li> <li>Variety in sentence structure: ways to organize a sentence to gain a particular effect</li> </ul>
<p><b>Whole text focus</b></p> <ul style="list-style-type: none"> <li>Relevant circumstances (context of the text)</li> <li>Plot structure:             <ul style="list-style-type: none"> <li>overall staging: <i>orientation, complication, resolution</i></li> <li>how the information is organized</li> <li>sequencing events</li> <li>flashbacks,</li> </ul> </li> <li>Plot devices:             <ul style="list-style-type: none"> <li>building drama and suspense</li> <li>action/reaction</li> <li>identification with characters</li> <li>expression of characters thoughts, feelings, reactions (both physical and verbal)</li> <li>Links between text language and illustration <i>2nd cycle indicated by below</i></li> </ul> </li> <li>Significant inferences</li> <li>Author's purpose, stance, theme</li> <li>Positioning readers: students need to be able to understand how this is achieved and be able to use in own texts.</li> </ul>	<p><b>TEXT: Androcles and the Lion Retold by Patricia Scott</b></p> <p>Androcles was a shepherd boy. He cared for his sheep on the hills far away from his village. Often he was away from home for many days. At night, he kept his flock in a yard that he built near a cave. He made a small fire in the mouth of the cave and lay down beside it. He was near the fire for warmth and near the sheep in case wild animals came in search of food.</p> <p>One night, Androcles was awakened by the sound of the sheep bleating in alarm. He stood up and, against the starlit sky he saw the shape of a large lion. He picked up his stick and called out loudly.</p> <p>The lion stopped for a moment and then came towards Androcles slowly. He was limping and seemed to be saying, "Do not be afraid. I will not hurt you."</p> <p>As the lion came closer to the fire, Androcles could see that his right front paw was swollen. The boy remembered his old cat. Once she had come to him with a thorn in her foot. He forgot to be afraid and went forward to meet the lion.</p> <p>At a word from the boy, the lion sat on his haunches and waited. Androcles fetched warm water and herbs. He bathed the paw and gently removed the thorn. The lion licked Androcles's hand, then turned and limped away into the night. <i>author uses language to reduce tension</i></p> <p>Some months later, Androcles and his flock were surrounded by robbers. The sheep were driven off for food. Androcles was taken and sold as a slave. <i>2nd cycle</i></p> <p>In those days slaves were used for work and for sport. Androcles was to be thrown to the lions in a great sports arena. Bewildered and afraid, Androcles was thrust through the gates and left to face the lions. There were three of them. Seeing the boy, they began to move towards him, tails swishing.</p> <p>Suddenly, the leader turned and snarled at his companions. He moved slowly forward. When he reached Androcles, the lion licked the boy's hands. Androcles stroked him. This was the lion he had helped.</p> <p>When the Roman leader heard Androcles's story, he ordered the release of the boy and the lion. <i>why?</i></p> <p>Androcles was given a new flock of sheep and returned with them to the hills.</p>
<ul style="list-style-type: none"> <li>Indicate Transformation text: the part of the text you will use as a model for writing like the author.             <ul style="list-style-type: none"> <li>Identify spelling words</li> </ul> </li> </ul>	<p><i>Building the field - Remains, Androcles (the name), a lion in Europe? boy on his own, looking after the sheep, living in a village.</i></p>

# Identifying the Teaching Focus Worksheet or what you can teach from a literate text

Whole text focus and narrative devices	TEXT:	Written language features
<ul style="list-style-type: none"> <li>• Relevant circumstances or setting (context of the text).</li> <li>• Plot structure:               <ul style="list-style-type: none"> <li>➢ overall staging: orientation, complication, resolution, paragraph structure: how the information is organised</li> <li>➢ sequencing events</li> <li>➢ flashbacks.</li> </ul> </li> <li>• Plot devices:               <ul style="list-style-type: none"> <li>➢ building drama and suspense</li> <li>➢ action/reaction</li> <li>➢ identification with characters</li> <li>➢ expression of characters thoughts, feelings, reactions (both physical and verbal) eg how dialogue adds to the reader's knowledge of character and plot.</li> </ul> </li> <li>• Positioning readers.</li> <li>• Figurative language: similes, metaphors, personification.</li> <li>• Descriptive language: image building and precise language: actions words that tell what and how, words which describe what happened, where, when, why or how, sensory appeal</li> </ul>	<p></p>	<ul style="list-style-type: none"> <li>• Specific language to explain and link the sequence of events: text connectives.</li> <li>• Text cohesion: conjunctions, pronouns prepositions.</li> <li>• Sentence structure including long complex sentences. How words fit together in order to construct meaning, packed with lots of information, densely packed descriptive language.</li> <li>• Variety in sentence structure.</li> <li>• Variety in sentence beginnings: ways to organise a sentence to gain a particular effect.</li> <li>• Punctuation.</li> </ul> <p><b>ALWAYS FOCUS ON</b></p> <ul style="list-style-type: none"> <li>▪ Links between text language and illustrations.</li> <li>• Significant inferences.</li> <li>• Author's purpose, stance, theme.</li> </ul>
	<ul style="list-style-type: none"> <li>• Indicate Transformation text: the part of the text you will use as a model for writing like the author.               <ul style="list-style-type: none"> <li>• Identify spelling words</li> </ul> </li> </ul>	

## What you can teach from a factual text – apart from new content knowledge!

<p><b>Whole text focus</b></p>	<p>Without exposure to a wide variety of factual texts including authentic texts, students do not have the opportunity to achieve the appropriate syllabus outcomes. Some important understandings are listed below that assist readers to understand the 'intentionality' in a text, that is often difficult for inexperienced readers.</p>	<p><b>Grammar/sentence level focus</b></p>
<p><b>TEXT:</b></p> <p><b>Specific purpose</b></p> <ul style="list-style-type: none"> <li>▪ Telling/retelling</li> <li>▪ Describing</li> <li>▪ Recording information</li> <li>▪ Persuading</li> </ul> <p><b>Theme</b></p> <ul style="list-style-type: none"> <li>▪ content</li> </ul> <p><b>Structure of the text</b></p> <ul style="list-style-type: none"> <li>▪ visual texts, what they add to the text</li> <li>▪ layout</li> <li>▪ headings</li> <li>▪ key words</li> </ul> <p><b>Author's significant perspective</b></p> <ul style="list-style-type: none"> <li>▪ overt/suppressed</li> <li>▪ objective/impartial</li> <li>▪ subjective/personal</li> </ul> <p><b>Links between text language and illustration</b></p> <ul style="list-style-type: none"> <li>▪ graphs</li> <li>▪ maps</li> <li>▪ photos</li> <li>▪ grids</li> <li>▪ diagrams</li> <li>▪ drawings</li> <li>▪ labels</li> </ul> <p><b>Positioning readers</b></p> <p>Student's need to be able to understand how this is achieved and be able to use it in their own texts.</p>	<p><b>Sentence structure</b></p> <ul style="list-style-type: none"> <li>▪ Variety in sentence structure: ways to organize a sentence to gain a particular effect</li> <li>▪ complex structures</li> </ul> <p><b>Grammar to achieve the purpose of the text, eg</b></p> <ul style="list-style-type: none"> <li>• nominalizations</li> <li>• cause and effect</li> <li>• relating verbs</li> <li>• connectives</li> </ul> <p><b>Perspective language</b></p> <ul style="list-style-type: none"> <li>▪ modality: persuasive, emotive, impartial, balanced</li> </ul> <p><b>Word level</b></p> <ul style="list-style-type: none"> <li>▪ build field knowledge by defining             <ul style="list-style-type: none"> <li>- meta-language</li> <li>- topic language</li> <li>- technical language</li> </ul> </li> </ul> <p><b>Identify spelling words</b></p> <ul style="list-style-type: none"> <li>▪ what opportunities are there for teaching spelling knowledge especially etymological knowledge</li> </ul>	
	<ul style="list-style-type: none"> <li>• Write the High Order Literate Text in this space and analyse in detail.</li> <li>• Indicate Transformation text: the part/s of the text you will use as a model for writing like the author.</li> <li>• Identify spelling words and the forms of spelling knowledge you will use to teach them.</li> </ul>	