

English Level 1

Chapter 5 — Literacy: reading and understanding texts

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Reading decodable and authentic texts with phrasing and fluency

Teacher, please read this page out loud. Every task here can be done by talking, listening, pointing, ticking, drawing or reading *with* you. No child has to read this page on their own.

This part is where the sounds and letters from Parts 4A–4F meet real reading. Two kinds of reader share this classroom. Some children are reading decodable texts made from the sounds they know. Some children are reading real books on their own now. Both paths are on these pages, and both are good paths. The decodable texts here are made only from sounds the class has learned in Parts 4A–4F — short vowels, blends at the start and end, and the two-letter sounds sh, ch, th, wh and ck — plus the snap words from Part 4E. The third text is an authentic text: a story you read out loud. The children listen, join in and enjoy it.

What we are learning

Owns	VC2E1LY09
We learn to	read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and make and monitor meaning using context and grammatical knowledge
Draws on	VC2E1LY09.E01 recognising most high-frequency words when reading a text VC2E1LY09.E02 self-correcting or asking for assistance when meaning breaks down
From last year	we read decodable and authentic texts with our new letter sounds (VC2EFLY09), and we learned some high-frequency words (VC2EFLY07)
On to next year	we will read texts again and fix our own reading across many kinds of texts (VC2E2LY07)

In our words: today we read real texts! We read words in groups, not one word at a time. We read in a smooth way, like talking. We know our snap words right away. And if the meaning breaks, we stop and fix it — or we ask for help.

The big words in this part

Big word box — decodable text. A **decodable text** is a text made only from sounds and words we have already learned. We can sound out every word in it. In this book, that is what the big words *decodable text* mean.

Big word box — authentic text. An **authentic text** is a real book or text, made for everyone to enjoy. Some of its words we can sound out, and some we learn with help. In this book, that is what the big words *authentic text* mean.

Big word box — phrasing and fluency. **Phrasing** means reading words together in little groups, not one word at a time. **Fluency** means reading in a smooth way, with feeling — like talking.

Big word box — high-frequency words. **High-frequency words** are words that come up a lot in books. We meet them all the time. In our class we call them **snap words**, because we know them in a snap!

The big idea

Part 1 — Two kinds of texts

We read two kinds of texts in this part.

- A **decodable text** is our sound-out book. Every word is made from sounds we know, or it is a snap word we know by sight. We can have a go at every word!

- An **authentic text** is a real book. Your teacher reads it with you, and you join in on the parts you know. Some children in our class read authentic texts on their own now. That is where the reading path goes!

Both kinds of texts make us better readers. Decodable texts let us use our sounds. Authentic texts let us love stories.

Two kinds of texts

English 1 · 5A

Decodable text

our sound-out book!

- Every word is made from
- sounds we know.
- Snap words sit in yellow boxes.
- We can have a go at every word!



Authentic text

a real book!

- Your teacher reads it with you.
- You join in on the parts
- you know.
- Some of us read these
- on our own now!



Both kinds of texts make us better readers!

Two kinds of texts side by side. A decodable text is a sound-out book we can read with the sounds we know. An authentic text is a real book we enjoy with our teacher, and some of us can read on our own

Part 2 — Words go together

When we read, words go together in little groups. A sentence is not ten little bits. It is two or three word groups. Reading words in groups is called **phrasing**.

Listen to the two ways:

- One word at a time: *The ... wet ... pup ... ran ... to ... the ... mud.*
- In word groups: *The wet pup / ran to the mud.*

The second way sounds like talking! We read each group as one say, then take a breath.

One word at a time — robot read:

The ... wet ... pup ... ran ... to ... the ... mud.

In word groups:

The wet pup

group 1

take a breath!

ran to the mud.

group 2

Reading words in groups is phrasing. It sounds like talking!

*The sentence **The wet pup ran to the mud**, read in two word groups. A line goes under the group **The wet pup**, and a line goes under the group **ran to the mud***

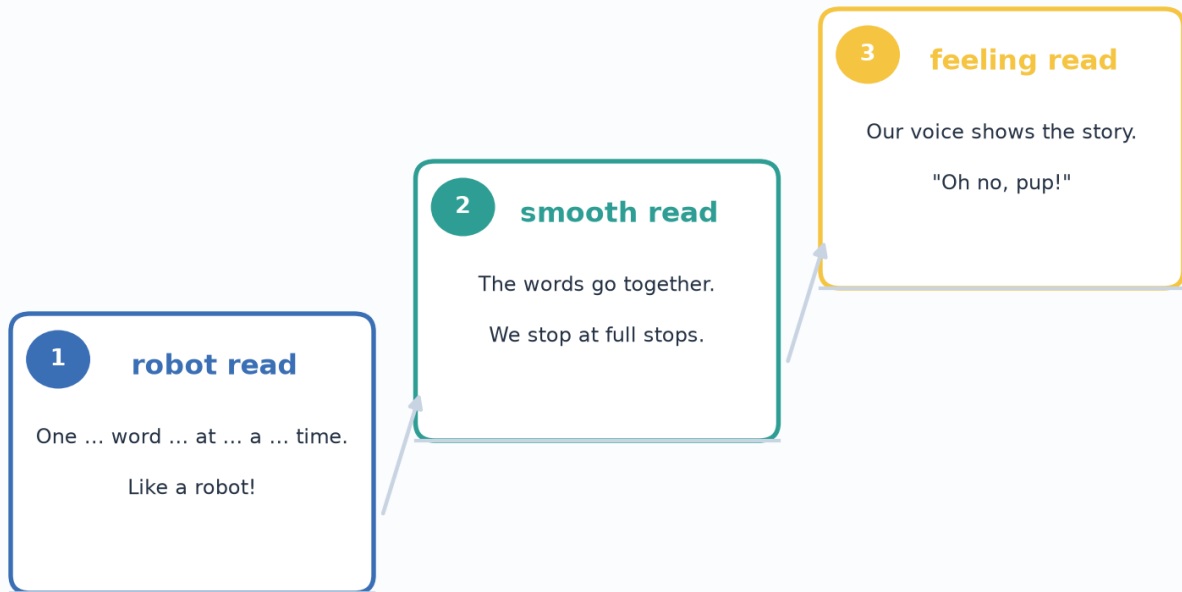
Part 3 — The reading steps

Reading gets better in three steps. We call them the reading steps. Reading in a smooth way like this is called **fluency**.

- **Step 1 — robot read.** One ... word ... at ... a ... time. Like a robot! This is a good first step. We are working out the sounds.
- **Step 2 — smooth read.** The words go together. We read word groups, and we stop at full stops.
- **Step 3 — feeling read.** Our voice shows the story. “Oh no, pup!” sounds scared. “Good pup!” sounds happy.

Every reader is on the steps. Every time we read a text again, we can move up a step.

Reading in a smooth way like this is fluency.



Every time we read a text again, we can move up a step!

Three reading steps like stairs. Step 1 is the robot read, one word at a time. Step 2 is the smooth read, with words in groups. Step 3 is the feeling read, with a voice that shows the story

Part 4 — Snap words

Some words come up in almost every book: words like *the*, *was*, *said* and *one*. These are **high-frequency words**. We see them so much that we learn them by sight. We do not sound them out — we know them in a snap! That is why we call them **snap words**.

This is our snap word wall. Three words have a star: *one*, *have* and *pretty*. These are our star words!

Our snap word wall

English 1 · 5A

the	a	to	and	in	it	is	was
you	that	he	she	we	my	said	so
go	of	no	yes	all	can	see	at
out	here	they	like	one [★]	have [★]	pretty [★]	

We know these words in a snap!

The snap word wall with 31 word cards. The words one, have and pretty have a star on them. A line under the wall says we know these words in a snap

Knowing snap words helps our fluency. When we know a word in a snap, our reading stays smooth.

Part 5 — Does it make meaning?

Good readers do one job all the time as they read. They keep asking: **does it make meaning?** The big word for this job is **monitor**. It is a big way to say keep checking.

When the answer is *yes* — read on!

When the answer is *no* — stop. That is good news! It means your brain is checking. Then you can fix it.

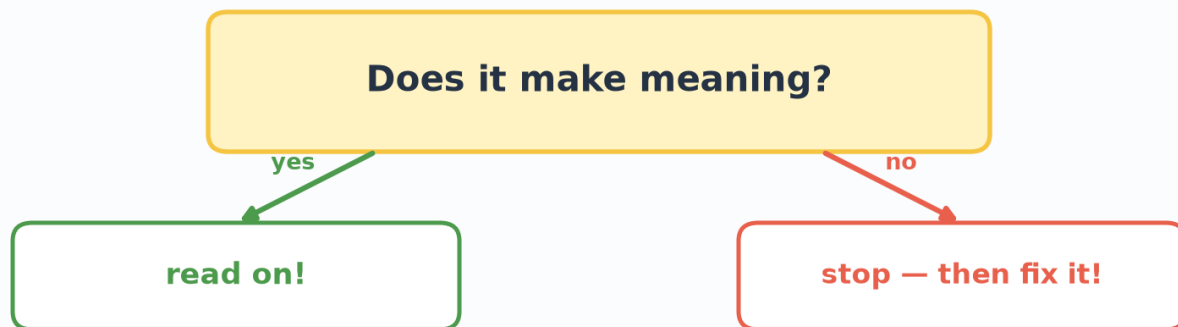
Three helpers tell us what a word or a line means. The big word for these helpers is **context**.

- The **pictures** show us what is happening.
- The **other words** around the word help us.
- Our **talking voice** asks: does it sound like real talking?

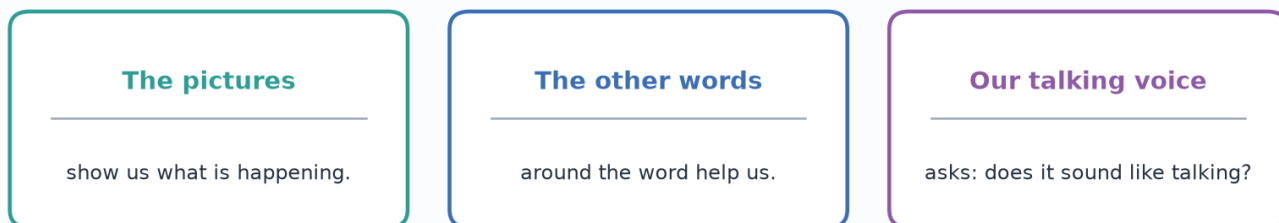
When we fix a word on our own, that is called **self-correcting**. And if a word is still too hard after we try? We ask for help. Asking for help is a smart move, not a bad one.

Does it make meaning?

English 1 · 5A



Three helpers tell us the meaning. The big word for them is context.



The big question, does it make meaning? A yes arrow goes to read on. A no arrow goes to stop and fix it. Three helpers wait under the question: the pictures, the other words, and our talking voice

The fix steps

English 1 · 5A



When meaning breaks down: stop, go back, try again.

Still too hard? Ask for help — that is part of self-correcting too!

Four fix steps on cards. Step 1 says stop. Step 2 says go back. Step 3 says try again. Step 4 says ask for help

Our texts for today

Text 1 — The Wet Pup (a decodable text, made for this book)

Ben got a pup. The pup is wet. "Oh no, pup!" said Ben. The pup ran to the mud. Splash! "Stop, pup, stop!" said Ben. Ben got a big red rug. "Sit on the rug, pup," he said. The pup sat on the rug and had a rest. Ben got the pup a dish of milk. "Good pup!" said Ben.

Every word here is made from sounds we know, or it is a snap word. The snap words sit in yellow boxes.

Text 1 — The Wet Pup

A decodable text · made for this book

The Wet Pup

Ben got a pup.

The pup is wet.

"Oh no, pup!" said Ben.

The pup ran to the mud. Splash!

"Stop, pup, stop!" said Ben.

Ben got a big red rug.

"Sit on the rug, pup," he said.

The pup sat on the rug and had a rest.

Ben got the pup a dish of milk.

"Good pup!" said Ben.

 = snap words we know

I can sound out these words!

The decodable text *The Wet Pup* on a book page. The snap words sit in yellow boxes. A tag says I can sound out these words

Text 2 — Meg's Big Picnic (a decodable text, made for this book)

Meg and Ned had a big picnic. Meg put the cups in the basket. Ned put the dishes on a napkin. "I like picnics!" said Meg. At sunset, Meg and Ned can ride home. "What a fun time!" said Ned.

This text has words of two parts, like *picnic* and *sunset*. Clap them: two claps for *picnic*, two claps for *sunset*! It has words where the e at the end makes the vowel say its name: *like*, *ride*, *home* and *time*.

Text 2 — Meg's Big Picnic

A decodable text · made for this book

Meg's Big Picnic

Meg and Ned had a big picnic.

Meg put the cups in the basket.

Ned put the dishes on a napkin.

"I **like** picnics!" said Meg.

At sunset, Meg and Ned can **ride** **home**.

"What a fun **time**!" said Ned.



= the e makes the vowel say its name

I can sound out these words!

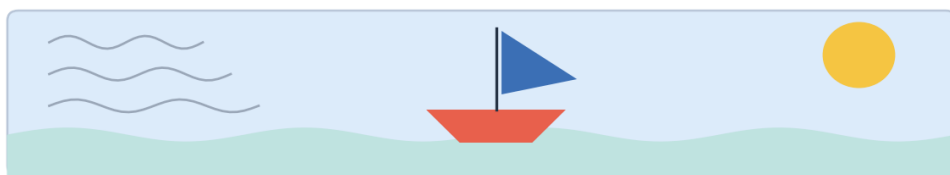
The decodable text *Meg's Big Picnic* on a book page. The words *like*, *ride*, *home* and *time* sit in blue boxes. A tag says *I can sound out these words*

Text 3 — The Little Boat (an authentic text, made for this book)

Mia had a little boat. It was red and blue. One day, the wind blew hard. Whoosh! The little boat went out on the big sea. "Come back, boat!" called Mia. The waves rocked the boat up and down. Up and down, up and down. Then the wind stopped. The sun came out. The little boat came back to Mia. Mia smiled. "I will keep you safe," she said.

This is an authentic text — a real story. Your teacher reads it out loud. You listen, join in and enjoy it. Children who read books on their own can read this one with your teacher, then on your own.

The Little Boat



Mia had a little boat. It was red and blue.
 One day, the wind blew hard. Whoosh!
 The little boat went out on the big sea.
 "Come back, boat!" called Mia.
 The waves rocked the boat up and down.
 Up and down, up and down.
 Then the wind stopped. The sun came out.
 The little boat came back to Mia.
 Mia smiled. "I will keep you safe," she said.

My teacher reads this story with me.

The authentic text *The Little Boat* on a picture-book page, with the sea and a little red and blue boat. A tag says my teacher reads this story with me

We do it together

Try 1 — with help: read in word groups

Your teacher reads Text 1 in word groups. You say each group back!

Your teacher says

You say

The wet pup ...

The wet pup

... ran to the mud.

ran to the mud.

Now all together, in groups!

The wet pup / ran to the mud.

Clap once for each word group. Two claps for that line!

Try 2 — with help: snap word hunt

Look at line 1 of Text 1: *Ben got a pup.*

Point to the snap word in that line. Yes — *a* is a snap word!

Now look at line 2: *The pup is wet.* Point to all the snap words. (*The* and *is* are snap words.)

Try 3 — with help: robot, smooth, feeling

Your teacher reads "Oh no, pup!" said Ben three ways.

1. Robot read: *Oh ... no ... pup ... said ... Ben.*
2. Smooth read: *Oh no, pup! said Ben.*
3. Feeling read: *Oh no, pup!* — with a scared voice!

Which way was robot? Which was smooth? Which had feeling? Say what you hear.

Try 4 — with help: fix the meaning

Your teacher reads a line from Text 1 the wrong way: *Ben got a big red hat*.

You know this text. Does it match? No! The word is *rug*, not *hat*. We stopped the wrong word, went back and read it again: *Ben got a big red rug*.

That is self-correcting! We do it with the fix steps: stop, go back, try again.

Try 5 — on your own: read a line to a friend

Read line 1 of Text 1 to a friend in word groups. Your friend says “Well done!” when the words go together. Then swap!

Now you try

With help

Q1. Here are eight word cards: *the, pup, was, rug, said, mud, one, splash*. Some are snap words. Some are sound-out words. Circle the snap words.

Q2. Read Text 1 with your teacher. Then look at the class chart. Tick the step you did best today: word groups, smooth read or feeling read.

Our reading chart

Tick your step

The text	word groups	smooth read	feeling read
Text 1 — The Wet Pup	☐	☐	☐
Text 2 — Meg's Big Picnic	☐	☐	☐
Text 3 — The Little Boat	☐	☐	☐

Tick the step you did best today!

The class chart. It has a row for each text and a tick box for each reading step: word groups, smooth read and feeling read

Q3. Clap the word groups in this line from Text 1: *Stop, pup, stop!* How many claps?

Q4. Your teacher reads a line from Text 1 the wrong way: *Ben got the pup a dish of mud*. Does it make meaning? No — a dish of mud! Which word is wrong? What is the right word?

Q5. Put the fix steps in order. Number them 1 to 4: *try again, stop, ask for help, go back*.

Q6. In Text 2, four words have an e at the end. The e makes the vowel say its name. Find them and circle them: *like, ride, home, time*.

On your own

Q7. Read Text 1 to a friend in word groups. Then your friend reads it to you. Say “Well done!” when the words go together.

Q8. Read Text 2 to your teacher. Then tick your steps on the class chart.

Q9. After each line, ask: does it make meaning? Say the fix steps out loud. What do you do first? What do you do if the word is still too hard?

Q10. When a word is too hard, we ask for help. Finish the asking words: “Please _____ me with this word.”

Q11. My reading page. Draw the best part of one text. Circle your reading face. Then finish: “I liked _____ because _____.”

My reading page

Draw, circle, write

Draw the best part of your text:

draw here

Circle your reading face today:



robot read



smooth read



feeling read

I liked

because

My reading page. There is a box to draw the best part, three faces to circle, and lines to write on

Q12. Which text do you like best: Text 1, Text 2 or Text 3? Say why to a friend. Then ask your friend: “Which text do you like best?”

Answers

Q1. The snap words are *the*, *was*, *said* and *one*. The sound-out words are *pup*, *rug*, *mud* and *splash*. **Q3.** 2 claps: *Stop*, *pup* and *stop!* — or 3 claps if you clap *Stop*, *pup* and *stop!* as three little groups. Both ways are right; the words still go together. **Q4.** *Mud* is wrong. The right word is *milk*. **Q5.** 1 stop, 2 go back, 3 try again, 4 ask for help. **Q6.** *like*, *ride*, *home* and *time*. **Q2, Q7–Q12.** Answers will be different — see *How the answers work*.

How the answers work

Q1. Snap words are words we know by sight, like *the*, *was*, *said* and *one*. Sound-out words are made of sounds we know: *pup*, *rug*, *mud* and *splash*. This is VC2E1LY09.E01 — recognising most high-frequency words when we read a text.

Q2. Any tick is right. The chart shows that reading grows in steps. A child who ticks *word groups* today may tick *feeling read* next week.

Q3. Word groups can be big or small. The point is that the words go together, not one at a time. This is phrasing.

Q4. A dish of mud does not make meaning — the picture and the story both say milk. The reader stops, goes back and fixes the word. This is VC2E1LY09.E02 — self-correcting when meaning breaks down.

Q5. The fix steps teach what to do when meaning breaks down: stop, go back, try again. If the word is still too hard, ask for help. Asking for help is part of VC2E1LY09.E02 too — *asking for assistance* is the big way to say it.

Q6. The e at the end makes the vowel say its name. This is the long-vowel work from Part 4B, now used in real reading.

Q7. Reading the same text to a friend is a good way to get better. Your friend helps by saying when the words go together.

Q8. Ticks will be different for each child. Some children are still on the robot read step for Text 2 — that is the right step for them today.

Q9. First we stop and go back. If the word is still too hard after we try again, we ask for help.

Q10. “Please **help** me with this word.” Asking for help is a smart move.

Q11. Any text and any reason are right. One way: “I liked *The Little Boat* because the wind goes whoosh!”

Q12. Any answer with a *because* is right. Two friends can like different texts. That is all right.

Teacher notes

- **The two reading paths (D5).** Some children read Text 1 and Text 2 with you in word groups. Some children read Text 3 on their own. Plan for both in this part: you read Text 1 with one group, and the other group reads a text they know to a friend. Then the groups swap!
- **The sounds in these texts (D11).** Text 1 and Text 2 use only the sounds the class has learned in Parts 4A–4F: short vowels, blends at the start and end, the two-letter sounds sh, ch, th, wh and ck, words of two parts, and the long vowels we know, where the last e makes the vowel say its name. They do not use vowel teams, letters that say nothing, or more parts at the start or end of words — we do not meet these in this book.
- **Snap words (E01).** The snap word wall has the high-frequency words from Part 4E, with the three star words from VC2E1LY07.E01: *one*, *have* and *pretty*. Children are learning to know *most* of them when they read a text — not all on the same day.
- **Fixing the meaning (E02).** Try 4 and Q4 show self-correcting with a text the children know well, so the check is about the story, not the sounds. Keep it light and fun — the wrong word is a game, and asking for help gets a big well done!

- **We read it all with you first.** Every text is read with you many times before any child reads it on their own. No child reads a word they have not met in Parts 4A–4F.

Different types of texts from a range of cultures and experiences

For the teacher. This part teaches Victorian Curriculum 2.0 English, Level 1 — VC2E1LY10: *discuss different types of texts drawn from a range of cultures and experiences*. It draws on VC2E1LY10.E01 (*discussing different types of texts encountered in school and in the community, and identifying their purposes*) and VC2E1LY10.E02 (*recognising that types of texts with similar purposes usually have predictable structures*).

How this part works. The teacher reads everything aloud. Children listen, look, talk, point, number and draw. Nothing here asks a child to read on their own. This part builds on 1C, where the children met the jobs that texts do and the parts texts have.

About the words. The Victorian Curriculum uses the words *community*, *cultures* and *experiences* but does not tell us what they mean. In this part, *community* means the people and places around us — our school, our shops, our park, and the people who live here. *Cultures* means what a group of people shares — food, stories, songs and words. *Experiences* means the things that happen to us and the things we do. These words can mean other things, but here they mean this. A text is *predictable* when we can say what parts it will have before we see it.

Big ideas

Texts are all around us. A text is anything made to tell us something. A book is a text. A sign is a text. A list is a text. A song is a text! We meet texts at school, and we meet texts in our **community**. Our community is the people and places around us.

Texts are all around us

English 1 · 5B

We meet texts at school and in our community.

at school	At the school gate The sign says: Please walk.	In our class The class chart says who does what today.	At the library A book says: Once there was a little boat...
in our community	At the shop The sign says: Open!	On the bus The number says: Number five.	At home A recipe says: Grandma's noodle soup.

Six places — six texts!

Six places in our community — a school gate, a class chart, a library book, a shop sign, a bus and a home kitchen. Each place has a text, and each text is named.

Look at the picture. The sign at the school gate says *Please walk*. The class chart says who does what today. A library book tells us a story. The shop sign says *Open!* The number on the bus tells us which bus it is. At home, a recipe tells us how to make food. Six places — six texts!

Texts come from many homes. Many families come from places far away. They bring their songs, their stories and their food with them. The texts we share in class can come from many **cultures**. They can tell about different **experiences** — the things that happen to us and the things we do.

Every text has a job. The job of a text is its **purpose**. We met this word in 1C. What jobs do the texts in our community do?

The jobs of texts in our community

English 1 · 5B

Every text has a job. The job of a text is its purpose.

A sign	→ tells us where to go or what to do.
A list	→ helps us remember.
An invitation	→ asks us to come.
A recipe	→ tells us how to make food.
A story	→ tells us about something that happened, or something we make up.
A song	→ tells us a story we can sing.

Six texts from our community — six jobs!

A chart with six rows. Each row names a text from our community and the job it does: a sign, a list, an invitation, a recipe, a story and a song.

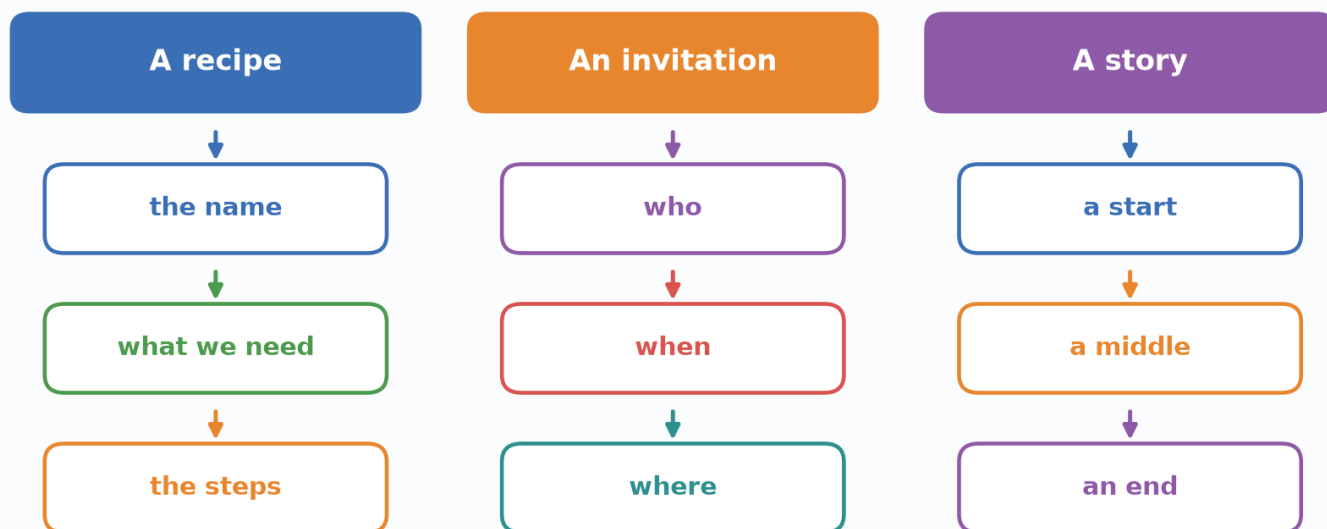
- A **sign** tells us where to go or what to do.
- A **list** helps us remember.
- An **invitation** asks us to come.
- A cooking text tells us how to make food. A cooking text is called a **recipe**.
- A **story** tells us about something that happened, or something we make up.
- A **song** tells us a story we can sing.

The big rule — same job, same parts. Texts with the same job usually have the same parts. Every recipe has a name, then what we need, then the steps. Every invitation tells us who, when and where. Every story has a start, a middle and an end. When we know the job of a text, we can say what parts it will have. That is what **predictable** means!

The big rule — same job, same parts!

English 1 · 5B

Texts with the same job usually have the same parts.



When we know the job of a text, we can say what parts it will have. That is what predictable means!

A chart with three jobs — recipe, invitation, story — and the parts each one has. The name, what we need and the steps for a recipe; who, when and where for an invitation; a start, a middle and an end for a story.

Let's look and see!

Listen and look

The teacher reads each text aloud. We listen and we look.

Example 1 — texts at school

The teacher reads four texts from our school:

The sign at the gate says, *Please walk*. The class chart says who does what today. Tom feeds the fish. Mei puts the books away. The class book says, *Once there was a little boat...* The note from school says, *Picnic on Friday! Bring a hat*.

What job does each text do? The sign tells us what to do. The chart tells us who does what. The book tells us a story. The note tells us what is happening at school. Same school, four texts, four jobs!

Texts come from many homes

Many families bring their songs, stories and food from places far away.



Different cultures, different experiences — each text has a job!

Three children with a text from home. Mei has a song, Arjun has a story about Diwali, a night of lights, and Rosa has her family's recipe for noodle soup.

Mei brings a song. Her grandma sang it in a town far away.

Arjun brings a story about Diwali. On Diwali, his family puts lamps by the door. Diwali is a night of lights!

Rosa brings her family's recipe. It is her grandma's recipe for noodle soup!

These texts come from different **cultures**. They tell about different **experiences**. But look — each text has a job, and each text has parts!

Example 3 — a recipe

A recipe tells us how to make food. The teacher reads Rosa's recipe:

The diagram shows a recipe card with a blue border. Inside the card, the title 'Grandma's noodle soup' is at the top. Below it is the text 'What we need: noodles, one egg, some peas.' followed by four numbered steps: '1. Get the water hot. Ask a big person to help.', '2. Put the noodles and the peas in.', '3. Add the egg and stir.', and '4. Now eat!'. To the right of the card, three colored boxes with arrows point to specific parts: a blue box labeled 'the name' points to the title, a green box labeled 'what we need' points to the ingredients line, and an orange box labeled 'the steps' points to the first step.

Grandma's noodle soup

What we need: noodles, one egg, some peas.

1. Get the water hot. Ask a big person to help.
2. Put the noodles and the peas in.
3. Add the egg and stir.
4. Now eat!

the name

what we need

the steps

The name, what we need, and the steps — the steps go in order!

A recipe page with the name Grandma's noodle soup. Three parts are marked with labels: the name, what we need, and the steps.

Grandma's noodle soup What we need: noodles, one egg, some peas. 1. Get the water hot. Ask a big person to help. 2. Put the noodles and the peas in. 3. Add the egg and stir. 4. Now eat!

What parts does the recipe have? The **name** tells us what the food is. **What we need** tells us what to get. The **steps** tell us what to do — in order! What if step 4 came first? No soup!

Example 4 — same job, same parts

Tom's family makes fruit salad on hot days. The teacher reads Tom's recipe, and we put it next to Rosa's:

Grandma's noodle soup	the name	Mum's fruit salad
What we need: noodles, one egg, some peas.	what we need	What we need: one apple, one banana, one orange, some honey.
1. Get the water hot. Ask a big person to help.	the steps	1. Wash the fruit.
2. Put the noodles and the peas in.		2. A big person peels the fruit and cuts it up.
3. Add the egg and stir.		3. Put on the honey. Now eat!
4. Now eat!		

Different homes, different cultures — same parts!

Two recipe pages side by side — Grandma's noodle soup and Mum's fruit salad. The same parts are joined with lines: name to name, what we need to what we need, and steps to steps.

Mum's fruit salad What we need: one apple, one banana, one orange, some honey. 1. Wash the fruit. 2. A big person peels the fruit and cuts it up. 3. Put on the honey. Now eat!

Grandma's soup and Mum's fruit salad come from different homes and different cultures. But look — they have the same parts! Name, what we need, steps. Same job, same parts. Recipes are predictable — we can say the parts before we see them.

Example 5 — invitations

An invitation asks us to come. The teacher reads two invitations:

Rosa's party card	Our class note
who Come to my party, please!	who Class picnic!
when When: Saturday morning.	when When: Friday, in the morning.
where Where: at my house.	where Where: at the park. Bring a hat.
— Rosa	— Miss Lee

Who asks us, when to come, and where to go — invitations have the same parts!

Two invitations side by side. One is Rosa's party card and one is the class picnic note. The parts **who**, **when** and **where** are marked on both.

Come to my party, please! When: Saturday morning. Where: at my house. — Rosa

Class picnic! When: Friday, in the morning. Where: at the park. Bring a hat. — Miss Lee

Two invitations, two different homes — but both have the same parts. **Who** asks us, **when** to come, and **where** to go. Invitations are predictable too!

Example 6 — two stories, same shape

A story tells us about something that happened, or something we make up. Stories from many places have a start, a middle and an end. The teacher reads two little stories:

The kite — Mei's story		The night of lights — Arjun's story	
start	Mei and Dad go to the beach. The wind is big.	start	It is the night of lights.
middle	Up, up goes the kite! Oh no — down it goes, into the sea!	middle	Arjun and Mum put lamps by the door. The lamps glow.
end	A bird sits on the kite. Mei laughs. Dad gets the kite, and they fly it again.	end	The family eats sweet food and sings. What a happy night!

Different places, different stories — both have a start, a middle and an end!

Two story pages side by side. One is a story about a kite at the beach, and one is a story about lamps on a night of lights. Both have a start, a middle and an end marked.

The kite (Mei's story) Start: Mei and Dad go to the beach. The wind is big. Middle: Up, up goes the kite! Oh no — down it goes, into the sea! End: A bird sits on the kite. Mei laughs. Dad gets the kite, and they fly it again.

The night of lights (Arjun's story) Start: It is the night of lights. Middle: Arjun and Mum put lamps by the door. The lamps glow. End: The family eats sweet food and sings. What a happy night!

Different places, different stories — but both have a start, a middle and an end. Stories are predictable!

Example 7 — a song with a part that comes back

Songs from many places have a part that comes back. We can sing that part again. The teacher reads — or sings!



Songs from many places have a part that comes back.

Four lines of a song about lights. The words *Shine, shine, shine!* are marked with a star, and a note says this is the part we sing again.

Light the lamps, one, two, three, Shine, shine, shine! Light the lamps for you and me, Shine, shine, shine!

Which part comes back? *Shine, shine, shine!* We sing it two times. Songs are predictable too — we can wait for the part that comes back, and sing it loud!

Your turn

The teacher reads each one. You listen, look, talk, point, number or draw.

Q1. Look at the picture of the six places. Point to two texts at school. Point to two texts in our community. Say the job of one text.

Q2. The teacher reads four texts. Match each text to its job.

Texts: the gate sign, *Please walk.* · the list, *Milk, bread, eggs.* · Rosa's party card, *Come to my party!* · Grandma's noodle soup.

Jobs: tells us what to do · helps us remember · asks us to come · tells us how to make food.

Q3. The steps of Grandma's noodle soup are out of order. Say them in the right order:

Add the egg and stir. · Get the water hot. · Put the noodles and the peas in. · Now eat!

Q4. The teacher reads this invitation: *Come to my party! Where: at my house.* — Rosa. One part is missing! What part can we not see? What do we need to know?

Q5. Look at the eight cards. The teacher reads each card. Say the job of each card. Jobs: **tells us what to do** · **asks us to come** · **helps us remember** · **tells us how to make food** · **tells us a story** · **tells us news** · **tells us how to make it** · **a song to sing**

Eight texts — what are their jobs?

English 1 · 5B

The teacher reads each card. Say the job of each card.

1 A gate sign Please walk.	2 A party card Come to my party on Sunday!	3 A shopping list Milk, bread, eggs.	4 A recipe Grandma's soup: what we need...
5 A story Once there was a little boat...	6 A school note Picnic on Friday!	7 A procedure How to make a paper boat: first, fold...	8 A song Shine, shine, shine!

Jobs: tells us what to do · asks us to come · helps us remember ·
tells us how to make food · tells us a story · tells us news · tells us how to make it · a song to sing

Eight cards in two rows. Each card shows the name of a text and its first line: a gate sign, a party card, a shopping list, a recipe, a story, a school note, a procedure and a song.

Q6. The teacher reads a new recipe:

Sweet bananas What we need: one banana, some honey. 1. A big person cuts the banana. 2. Put on the honey. 3. Now eat!

What parts does it have? Could you say the parts before the teacher read it? Why?

Q7. Listen to the song in Example 7 again. Clap each time you hear the part that comes back. How many times did we sing *Shine, shine, shine!*?

Q8. Draw a text from your home or your family. It can be a list, a song, a story or a recipe. Tell a friend: what is its job? What parts does it have?

Answers

A1. Answers will be different! At school: the gate sign, the class chart, the class book, the note from school. In our community: the shop sign, the number on the bus, the recipe at home. Jobs: the sign tells us what to do, the chart tells us who does what, the book tells us a story, the note tells us news.

A2. The gate sign → tells us what to do. The list → helps us remember. Rosa's party card → asks us to come. Grandma's noodle soup → tells us how to make food.

A3. 1 Get the water hot. 2 Put the noodles and the peas in. 3 Add the egg and stir. 4 Now eat!

A4. When. The invitation does not say when the party is. An invitation needs who, when and where.

A5. Card 1 tells us what to do · Card 2 asks us to come · Card 3 helps us remember · Card 4 tells us how to make food · Card 5 tells us a story · Card 6 tells us news · Card 7 tells us how to make it · Card 8 is a song to sing.

A6. The name, what we need, and the steps. Yes — a recipe usually has the same parts, so we can say them before we see them. That is what predictable means.

A7. Two times. We clap two times.

A8. Answers will be different! Every text is right if the child can say its job and its parts.

Why the answers are right

Teacher notes, read aloud as needed.

Q1. Texts are all around us — at school and in our community. Each text has a job. Listen for the child naming the job, not just the text: a sign tells us what to do, a book tells us a story.

Q2. A sign tells us what to do. A list helps us remember what to get. An invitation asks us to come. A recipe tells us how to make food. These are the purposes of these text types — the same job at school and in our community.

Q3. The steps of a recipe go in order. The water gets hot before the noodles go in, and the noodles and peas go in before the egg. We eat last! A recipe with its steps out of order does not work.

Q4. Invitations have predictable parts: who, when and where. This one says who (Rosa) and where (her house), but not when — so we do not know when to come. The children are using the parts of a text type to see what is missing.

Q5. The job of a text is its purpose. Card 1 (*Please walk.*) is a sign — it tells us what to do. Card 2 (*Come to my party on Sunday!*) asks us to come. Card 3 (*Milk, bread, eggs.*) is a list — it helps us remember. Card 4 (*Grandma's soup: what we need...*) is a recipe — it tells us how to make food. Card 5 (*Once there was a little boat...*) tells us a story. Card 6 (*Picnic on Friday!*) tells us news. Card 7 (*How to make a paper boat...*) tells us how to make it. Card 8 (*Shine, shine, shine!*) is a song to sing.

Q6. Texts with the same job usually have the same parts. A recipe has a name, what we need, and the steps — so a new recipe has them too, even before we read it. That is what predictable means: we can say the parts before we see them.

Q7. Songs from many places have a part that comes back. In this song, *Shine, shine, shine!* comes back, so we sing it two times and clap two times. The part that comes back makes the song easy to sing together.

Q8. Any text from home is a good answer — a shopping list, a song, a story, a recipe card. Listen for two things: can the child say the job of the text, and can the child say its parts? A list has the things to get. A song has a part we can sing again. A story has a start, a middle and an end. A recipe has a name, what we need and the steps. Texts from all homes and all cultures have a job and parts!

Stories, information and opinions: same and different

Teacher, please read this page out loud. Every task here can be done by talking, pointing, drawing or writing with help. No child has to read this page on their own. All the texts on these pages were made for this book.

What we are learning

Owns	VC2E1LY11
We learn to	describe some similarities and differences between narrative, informative and persuasive texts
Draws on	VC2E1LY11 .E01 comparing and discussing different types of texts, identifying some features that distinguish those that ‘tell stories’ from those that ‘give opinions’ VC2E1LY11 .E02 selecting text types for a particular purpose or task, for example a website that will give information about a learning area topic, or a book that will tell a story about an animal
From last year	we met text types we know, and saw that a story and a facts text are not the same (VC2EFLY10, VC2EFLY11)
On to next year	we will see the same thing in different text types (VC2E2LY08), think about who a text is for (VC2E2LY09), and make our own persuasive texts (VC2E2LY11)

In our words: texts come in families! Some texts tell stories. Some texts give us facts. Some texts say what people think. We can look at two texts and say what is the same and what is different. We can pick the right text for a job.

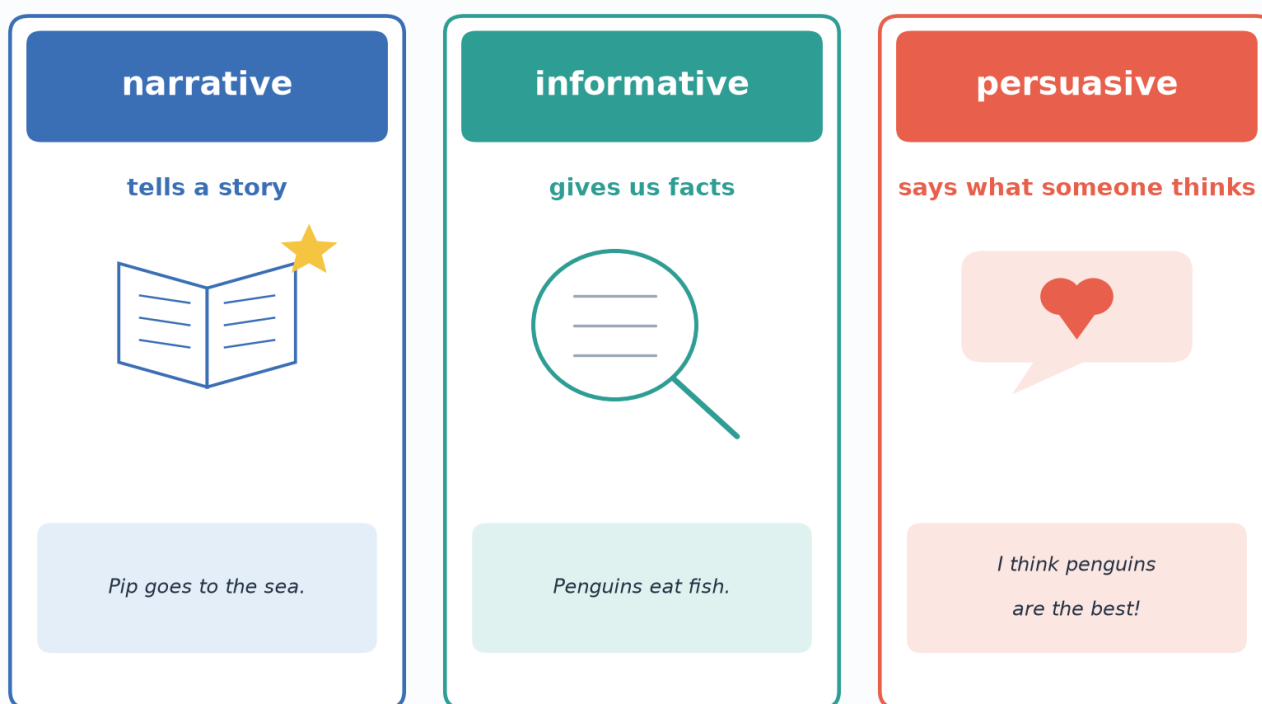
About our words: an **opinion** tells what someone thinks or feels. Two people can think different things, and both can be right for them. In this part, a **persuasive** text is a text that says what someone thinks and wants us to think the same, or to do something. A **fact** is something that is true.

The big idea

Part 1 — Three text families

You know from Part 1C that texts have jobs. In this part, we put texts into three big families.

- A **narrative** tells a story. It is often made up. It has a beginning, a middle and an end.
- An **informative** text gives us facts and information. Its facts are things that are true.
- A **persuasive** text gives us opinions. It says what someone thinks. It wants us to think the same, or to do something.



Same family, same job!

Three cards, one for each text family. A narrative tells a story. An informative text gives us facts. A persuasive text says what someone thinks

The job of a text is its **purpose**. You know this word from Part 1C. Same family, same job!

Part 2 — Same and different

Two texts can be about the same thing and do different jobs. We look at three things:

- the **job** of each text — tell a story, give facts, or say what someone thinks
- the **shape** of each text — a story has a beginning, a middle and an end; a facts text is a list of true things; an opinion text says what someone thinks and gives reasons
- the **clue words** in each text — little words that show us which family a text is in

Part 3 — Features

The parts of a text we can look for are called its **features**. A story has a **character** — who the story is about — and a place where the story is. An opinion text has clue words like *I think* and *because*. Features help us say which family a text is in.

Three texts about penguins

The teacher reads three texts. All three are about penguins!

Example 1 — a story

English 1 · 5C

Pip the Penguin

Pip is a little penguin.

Pip lives on the snowy ice.

One day, Pip slides on his tummy.

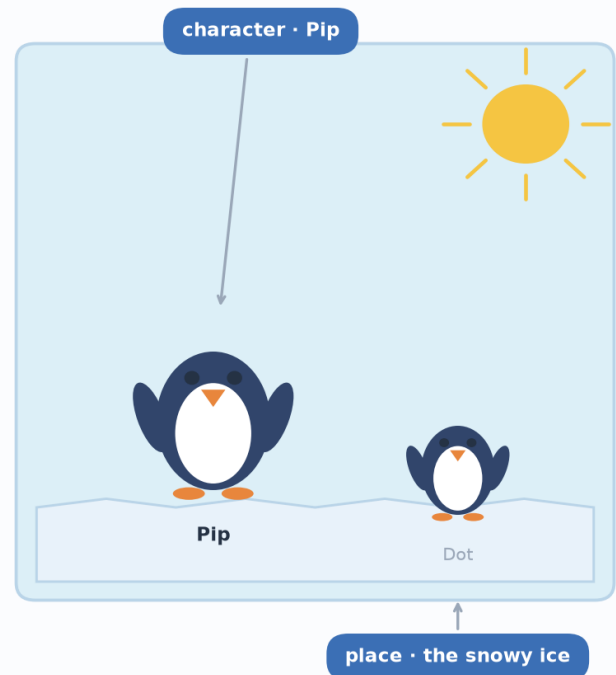
Whee! He goes fast!

He goes into the sea. Splash!

Pip swims with his friend Dot.

What a fun day!

beginning · middle · end



A page with the story *Pip the Penguin*. Tags point to the character, the place, and the beginning, middle and end

The teacher reads:

Pip the Penguin Pip is a little penguin. Pip lives on the snowy ice. One day, Pip slides on his tummy. Whee! He goes fast! He goes into the sea. Splash! Pip swims with his friend Dot. What a fun day!

Talk about it: this text tells a story. It is made up. Pip is the character. The snowy ice is the place. The story has a beginning, a middle and an end. This is a **narrative** text.

Example 2 — a facts text

All About Penguins

- ✓ Penguins are birds.
- ✓ Penguins cannot fly.
- ✓ They have wings, but they swim in the sea.
- ✓ Penguins eat fish.
- ✓ Many penguins live in cold places.
- ✓ Penguins are black and white.



title

facts

each fact is true

picture

an informative text

A page with the facts text *All About Penguins*. Tags point to the title, the facts and the picture

The teacher reads:

All About Penguins Penguins are birds. Penguins cannot fly. They have wings, but they swim in the sea. Penguins eat fish. Many penguins live in cold places. Penguins are black and white.

Talk about it: this text gives us facts. Each sentence tells us something true about penguins. It has a title and a picture. It does not tell a story, and it does not say what someone thinks. This is an **informative** text.

Example 3 — an opinion text

English 1 · 5C

Penguins Are the Best!

I think penguins are the best birds.

I think this because they are funny.

They slide on their tummies. Whee!

They swim very fast.

I think we should read a book about penguins.

Penguins are great!

I think penguins are the best!



says what someone thinks

a persuasive text

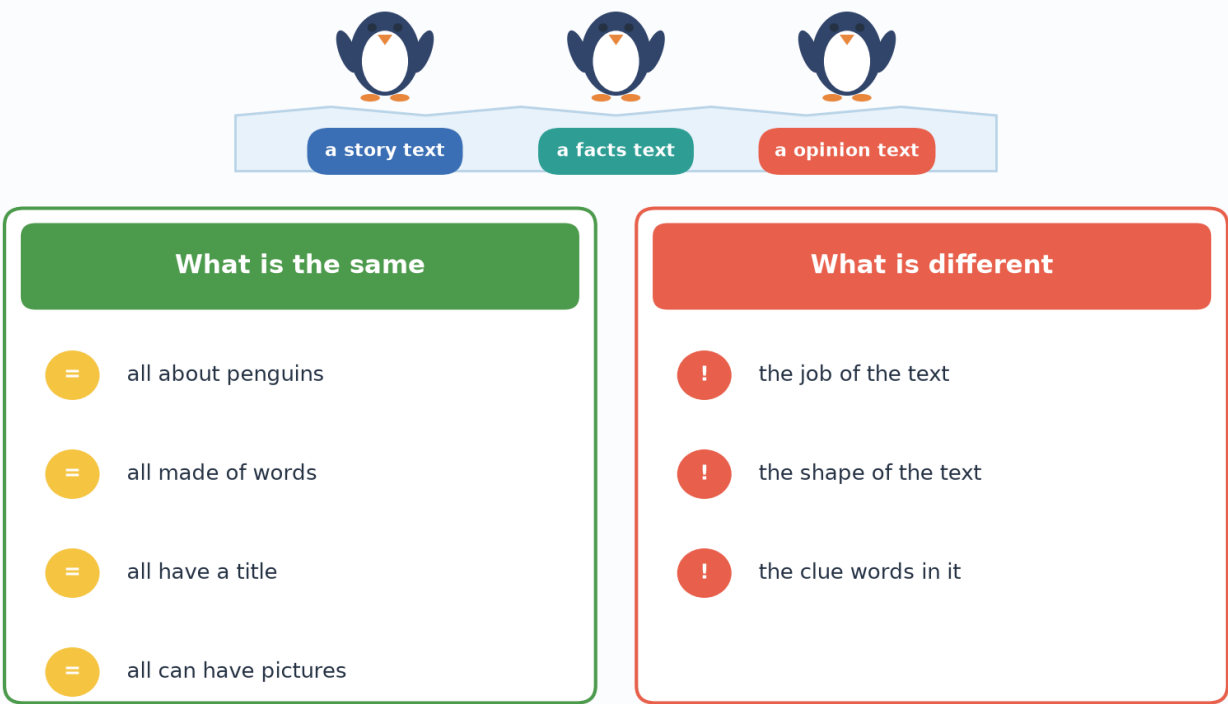
A page with the opinion text *Penguins Are the Best*. The clue words *I think*, *because* and *should* are in circles

The teacher reads:

Penguins Are the Best! I think penguins are the best birds. I think this because they are funny. They slide on their tummies. Whee! They swim very fast. I think we should read a book about penguins. Penguins are great!

Talk about it: this text says what someone thinks. Listen for the clue words: *I think*, *because*, *should*, *best* and *great*. It wants us to think the same — that penguins are the best! This is a **persuasive** text.

Same thing, three jobs. All three texts are about penguins. But they do three different jobs!



A chart with two big parts. The left part lists what is the same about the three penguin texts. The right part lists what is different

We look together

Try 1 — with help: use the features table

Look at the features table. The teacher reads each line. Say which family it tells about. The last line is a trick — it is true for all three families!

Features table

English 1 · 5C

look for ...	story	facts	opinion
Tells a story?	✓	✗	✗
Gives us true facts?	✗	✓	✗
Says what someone thinks?	✗	✗	✓
Has a character?	✓	✗	✗
Has a beginning, middle and end?	✓	✗	✗
Can have pictures?	✓	✓	✓

pictures can be in all three families!

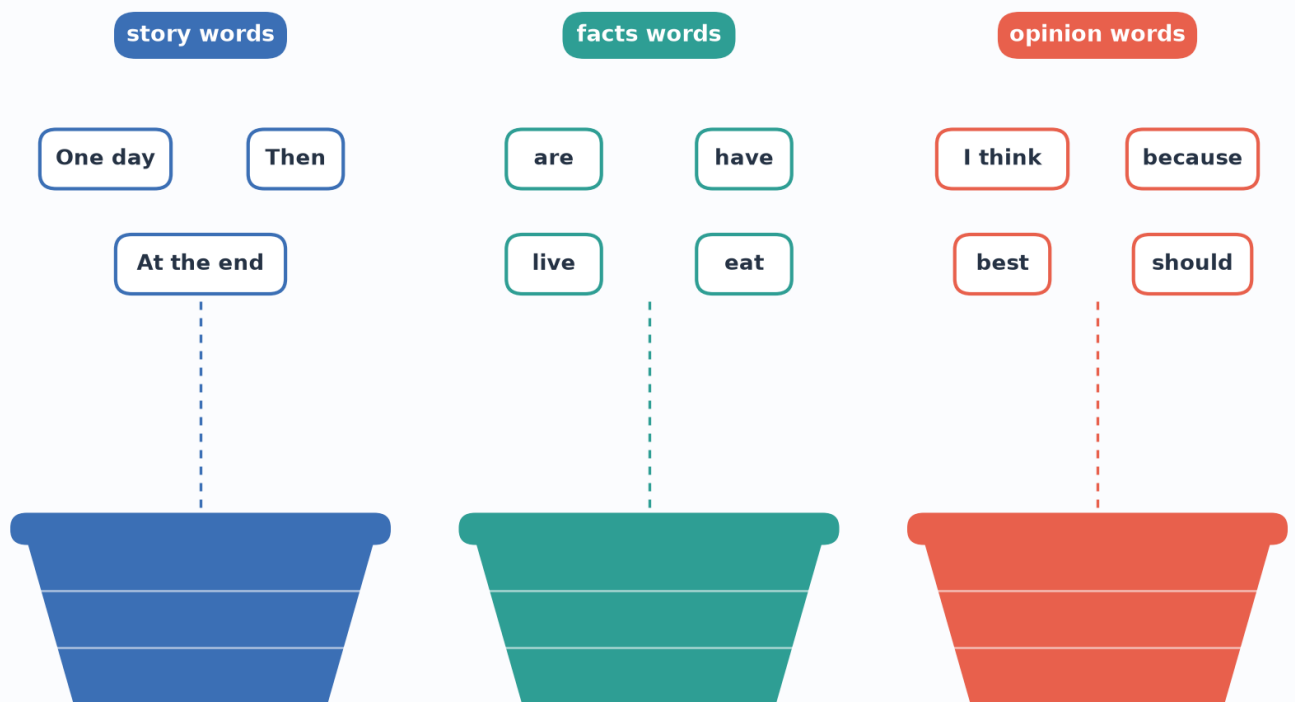
A table of features. Lines ask if a text tells a story, gives true facts, says what someone thinks, has a character, has a beginning middle and end, and can have pictures. The three text families sit across the top

Try 2 — with help: put clue words in baskets

The teacher reads each clue word. Say which basket it goes in. Then draw a line from each word card to its basket on your page.

Clue word baskets

English 1 · 5C



Three baskets for the three text families. Clue word cards sit in the right basket for each family

Try 3 — with help: story or opinion?

Look at the two texts about Pip. One is a story. One is an opinion. How do you know? Find the clue words!

Text A

Pip slides on the ice.

He goes fast!

Whee!



VS

Text B

I think Pip is cute!

He is the best bird.

I like penguins!



a story · tells what Pip does

an opinion · says what someone thinks

Same penguin · different jobs!

Two small texts about Pip side by side. One is a story and one is an opinion. Flags name what makes them different

Pick the right text

Every job has a best text family! The teacher reads each job. You pick the best text.

Pick the right text

English 1 · 5C



1 You want a story about an animal.	a story book	a facts book or web page	an opinion text
2 You want to know what penguins eat.	a story book	a facts book or web page	an opinion text
3 You want to know how rain falls.	a story book	a facts book or web page	an opinion text
4 You want to tell friends why penguins are great.	a story book	a facts book or web page	an opinion text

Every job has a best text family!

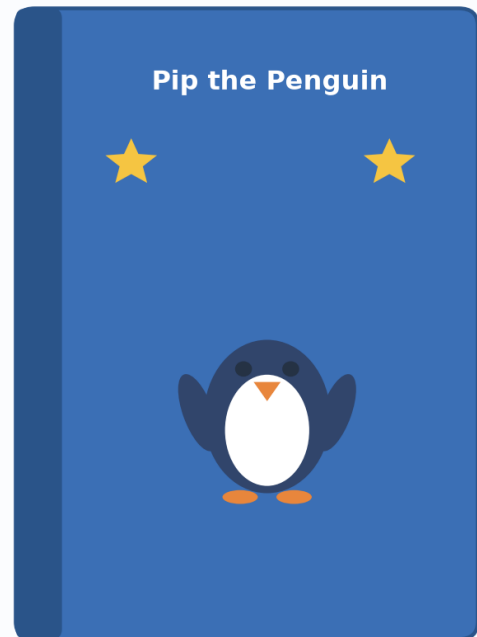
Four job cards. Each card names a job and shows three texts to pick from. One text is the best for the job

Texts can live in many places. A facts text can be in a book, or on a website. A website is a text we see on a computer. Stories live in books too! Both texts below are about penguins. But they do different jobs, and they live in different places.

Both are about penguins!



a web page · it gives us facts



a book · it tells a story

A web page and a book side by side. Both are about penguins. The web page gives facts, and the book tells a story

Now you try

Teacher note. Read each task to the children. Children answer by talking, pointing, drawing or writing with help.

With help

Q1. Look at the three family cards at the start of this part. The teacher says a job. Point to the family that does that job. (a) gives us facts (b) tells a story (c) says what someone thinks

Q2. Look at the three penguin texts (Examples 1, 2 and 3). Say the family of each text. Then say how you know. Look for features and clue words!

Q3. The teacher reads a clue word. Say its family: *One day · because · have · should · Then · eat*

Q4. The teacher reads a sentence. Is it a story sentence, a facts sentence, or an opinion sentence? (a) Penguins have wings. (b) I think snow is fun! (c) One day, Pip went for a swim.

Q5. Look at the six cards below. The teacher reads each card. Put each card in its family: story, facts or opinion.

Six cards, three families

English 1 · 5C

1 One day, Pip goes
to the sea.

2 Penguins are black
and white.

3 I think penguins
are the best!

4 Then he plays with
his friend Dot.

5 Penguins eat fish.

6 I like to watch
penguins swim.

Where does each card go?



Six small cards with one line on each. Two cards are stories, two are facts and two are opinions. Three baskets wait for the cards

Q6. Look at the four job cards in *Pick the right text*. Say the best text for each job. Then say why.

Q7. Think about *Pip the Penguin* and *All About Penguins*. What is the same about these two texts? What is different?

Q8. Look at the web page and the book. (a) Point to the text that gives facts. (b) Point to the text that tells a story. (c) Which one do you want to read? Tell a friend why.

On your own

Q9. My three jobs page. Pick an animal you love. Say one story about it. Say one true fact about it. Say one opinion about it. Draw the one you like best. Tell the class which family it is in.

Q10. You want to know where penguins live. Which text family do you pick? Say why.

Answers

Q1. (a) informative — the facts family. (b) narrative — the story family. (c) persuasive — the opinion family. **Q2.** Example 1 is a narrative (it is made up, and it has a character). Example 2 is an informative text (it gives true facts). Example 3 is a persuasive text (it says what someone thinks, with clue words like *I think*). **Q3.** *One day* — story · *because* — opinion · *have* — facts · *should* — opinion · *Then* — story · *eat* — facts. **Q4.** (a) facts (b) opinion (c) story. **Q5.** Story cards: *One day, Pip goes to the sea* and *Then he plays with his friend Dot*. Facts cards: *Penguins are black and white* and *Penguins eat fish*. Opinion cards: *I think penguins are the best!* and *I like to watch penguins swim*. **Q6.** Job 1 — a story book. Job 2 — a facts book or a web page. Job 3 — a facts book or a web page. Job 4 — an opinion text. **Q7.** Answers will be different — see *How the answers work*. **Q8.** (a) the web page (b) the book (c) answers will be different. **Q9, Q10.** Answers will be different — see *How the answers work*.

How the answers work

Q1. Each family has one job. An informative text gives us facts. A narrative tells a story. A persuasive text says what someone thinks.

Q2. We use features to say the family. A story is made up and has a character, a place, and a beginning, middle and end. A facts text gives us true things. An opinion text uses clue words like *I think* and *because*.

Q3. Clue words are a big help. Story words like *One day* and *Then* tell us something is happening. Facts words like *have* and *eat* tell us true things. Opinion words like *because* and *should* show what someone thinks.

Q4. *Penguins have wings* tells us a true thing, so it is a facts sentence. *I think snow is fun!* says what someone thinks, so it is an opinion sentence. *One day, Pip went for a swim* tells about something that happens in a story, so it is a story sentence.

Q5. We look for the job of each card. Cards that tell about something happening are stories. Cards that tell true things are facts. Cards with *I think* or *I like* are opinions.

Q6. A story about an animal needs a narrative. To know what penguins eat, or how rain falls, we need a text that gives facts — a facts book or a web page. To tell friends why penguins are great, we use an opinion text. We picked the right text for each job!

Q7. Listen for both sides. Same: both texts are about penguins, both are made of words, and both can have pictures. Different: the story is made up and has a character called Pip; the facts text tells true things about all penguins. Same thing, different jobs!

Q8. The web page gives facts about penguins. The book tells the story of Pip. Texts can live in books and on websites. For (c), listen for a reason: *I want the book because I love Pip!* is a great answer.

Q9. Any animal is good. Listen for the three jobs: a story (made up, with a beginning, middle and end), a true fact, and an opinion with *I think* or *I like*. The drawing can be of any one of the three.

Q10. A facts text! To know where penguins live, we need true facts. A facts book or a website can help us. A story is fun, but it will not tell us where penguins live.

Comprehension strategies: visualising, predicting, connecting, summarising, questioning

Teacher, please read this page out loud. Every task here can be done by talking, drawing, listening or acting. No child has to read this page on their own.

What we are learning

Owns

VC2E1LY12

We learn to

use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, and draw on learnt vocabulary and growing knowledge of context and text structures to build literal and inferred meanings

Draws on

VC2E1LY12 .E01 identifying information and details from spoken informative texts

VC2E1LY12 .E02 building topic knowledge and learning new vocabulary before and during reading

VC2E1LY12 .E03 making predictions from the cover, from illustrations and at points in the text before reading on, and confirming and adjusting understanding after reading

VC2E1LY12 .E04 drawing inferences and explaining inferences using clues from the text

VC2E1LY12 .E05 making connections with existing knowledge and personal experiences

From last year

we used comprehension strategies on texts we listened to, watched and read (VC2EFLY12)

On to next year

we will add one more strategy to our five (VC2E2LY10)

In our words: when we listen or read, we do more than hear the words. We use five plans that help us understand. These plans are called **strategies**. They help us get two kinds of meaning — the meaning right there in the words, and the meaning we work out.

The big idea

Part 1 — Five strategies that help us understand

Comprehension is a big word. It means *understanding what we listen to and read*. A **strategy** is a plan that helps us do something well. A **text** is anything we listen to, read or look at. A story is a text. A talk is a text too.

Here are our five comprehension strategies:

- **Visualising** — I make a picture in my head.
- **Predicting** — I say what might happen next.
- **Connecting** — I join the story to my life and what I know.
- **Summarising** — I say the big bits in a short way.
- **Questioning** — I ask questions.

Our five strategies

English 1 · 5D

A strategy is a plan that helps us. Here are five plans that help us understand.

1

Visualising

I make a picture in my head.

2

Predicting

I say what might happen next.

3

Connecting

I join the story to my life and what I know.

4

Summarising

I say the big bits in a short way.

5

Questioning

I ask questions.

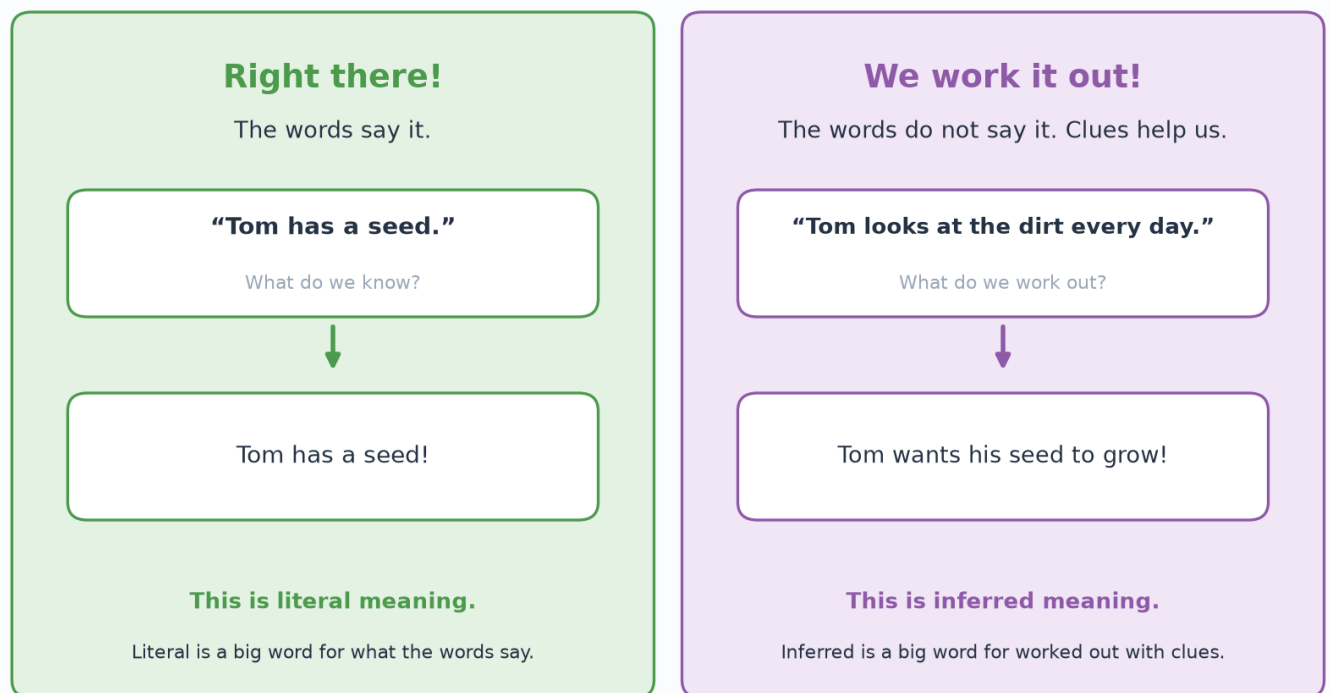
We use all five when we listen and read!

Five strategy cards: visualising, predicting, connecting, summarising and questioning

Part 2 — Two kinds of meaning

Some meaning is right there in the words. The words say it! This is **literal** meaning.

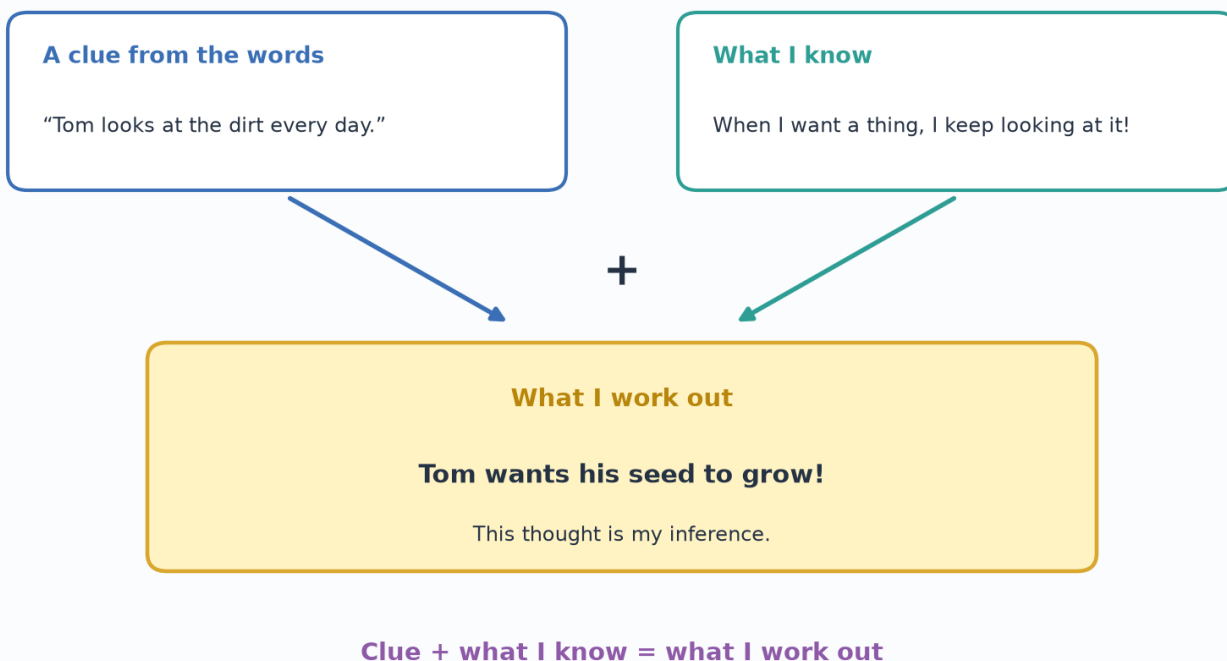
Some meaning is not right there. We work it out. We use clues from the words and what we know. A **clue** is a bit of the text that helps us work things out. When we work something out like this, we make an **inference**. **Inferred** means *worked out with clues*.



Two kinds of meaning: right there in the words, and worked out with clues

Let us make an inference together. The story says, "Tom looks at the dirt every day." That is our clue. What do we know? When we want a thing, we keep looking at it! So we work this out: Tom wants his seed to grow. That thought is our inference.

Clue + what I know = what I work out!



A clue from the words plus what I know makes what I work out

Part 3 — Before, when and after

We can use our strategies at all times:

- **Before we read** — we learn new words. We look at the cover. We say what might happen.
- **When we listen or read** — we make pictures in our heads. We ask questions. We join the text to our life and what we know.
- **After we read** — we check: were we right, or do we change our minds? We say the big bits of the text in a short way.

Words to know first

Before we read, let us learn four new words. Say each word, then say what it means!

Word	What it means
seed	A seed is very small. A new plant lives inside it.
dirt	Dirt is the ground in the garden. Plants grow in it.
feather	Feathers are soft. They are on a bird.
duckling	A duckling is a baby duck.

Words to know first

English 1 · 5D

We learn new words before we read. Say each word, then say what it means!

 seed A seed is very small. A new plant lives inside it.	 dirt Dirt is the ground in the garden. Plants grow in it.	 feather Feathers are soft. They cover a bird.	 duckling A duckling is a baby duck.
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New words help us understand what we read and hear!

Four word cards: seed, dirt, feather and duckling

New words help us understand what we read and hear!

Our texts for today

Text 1 — Tom's Seed (a story)

Tom has a small seed. Tom puts the seed in the dirt. He gives it some water. The sun comes out. The dirt gets warm. Tom looks at the dirt every day. One day, Tom sees a little green plant! It has two small leaves. "Grow, little plant!" says Tom.

Tom's Seed

Tom has a small seed.

Tom puts the seed in the dirt.

He gives it some water.

The sun comes out. The dirt gets warm.

Tom looks at the dirt every day.

One day, Tom sees a little green plant!

It has two small leaves.

"Grow, little plant!" says Tom.

a story • read out loud



seed



plant

The story Tom's Seed on a card, with a sun, a seed and a little plant

Text 2 — All About Ducks is a talk. Your teacher says it out loud. You listen with your ears — you do not read the words.

Listen! I will tell you all about ducks. Ducks are birds. Birds have feathers and two wings. Ducks love water. They swim on ponds. A duck has a flat mouth. It gets its food out of the mud. Baby ducks are called ducklings. A duckling stays close to its mum. Ducks can fly too! Quack, quack!

This talk is a **spoken text** — we listen to it. It gives us **information**. It tells us about ducks. Texts that give us information are **informative** texts.

We listen to a talk: All About Ducks

English 1 · 5D



listen!

All About Ducks

Listen! I will tell you all about ducks.

Ducks are birds. Birds have feathers
and two wings.

Ducks love water. They swim on ponds.

A duck has a flat mouth. It gets its food
out of the mud.

Baby ducks are called ducklings.

A duckling stays close to its mum.

Ducks can fly too! Quack, quack!

a talk • we listen, we do not read

1

Job 1

What is the
talk about?

ducks!

2

Job 2

Say one new
thing you
learned.

"Ducks can fly!"

This talk is a spoken text. It gives us information.

The talk *All About Ducks*, with two listening jobs

Text 3 — Duck in the Mud is a book we made up for our class. First, look at the cover. What do you see?

Predicting: what do I think will happen?

English 1 · 5D



the title

I think Duck will jump in the mud!

I think Duck will get wet and muddy.

the picture

I think Duck will have fun!

Look at the cover, then predict!

The cover of *Duck in the Mud*, with arrows to three prediction bubbles

Text 3 — Duck in the Mud (a story)

Duck sees a big puddle of mud. “I will get wet,” says Duck. Duck jumps in! Splash! Now Duck is muddy from head to tail. Duck is happy. Mud is fun!

We do it together

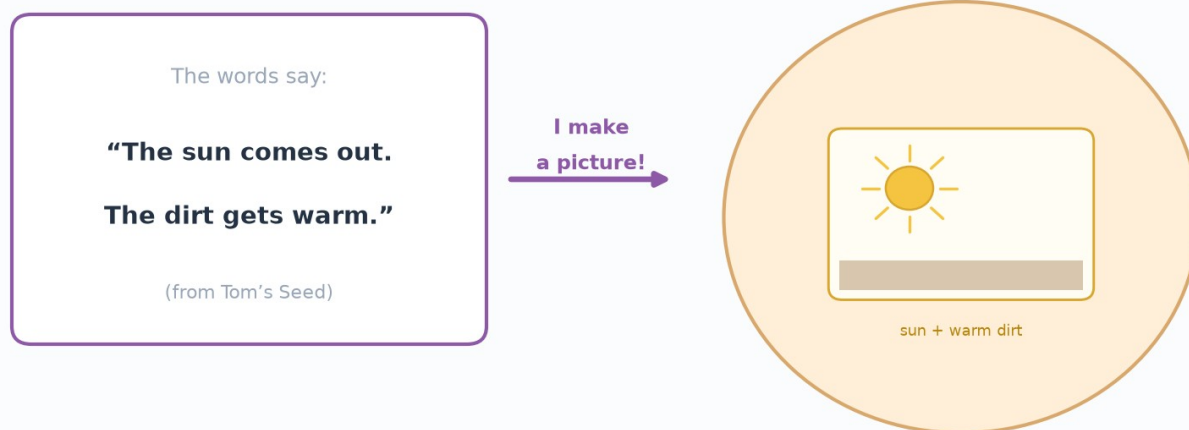
Try 1 — with help: visualising

Close your eyes. Your teacher reads one line from Tom’s Seed: “The sun comes out. The dirt gets warm.”

Make a picture in your head. Can you see the big sun? Can you see the warm dirt? That picture is your **visualising**. Open your eyes and draw your picture!

Visualising: a picture in my head

English 1 · 5D



Close your eyes. Can you see it?

The picture in your head is your visualising.

Words from the story go into a head and become a picture of sun and warm dirt

Try 2 — with help: predicting

Before we read Duck in the Mud, look at the cover again. The title and the picture are clues. When we say what might happen before we read, we make a **prediction**.

Say: “I think Duck will _____.”

Now your teacher reads the story. Stop at “Duck jumps in!” What do you think happens next? Say it out loud. Then your teacher reads to the end.

After we read, we check our prediction:

- Yes! I was right. — good thinking!
- Oh! I change my mind. — good thinking too!

A prediction can change when we read more.



A prediction can change when we read more.

Being right or changing your mind — both are good thinking!

A predicting path: before I read, I read on, and after I read

Try 3 — with help: connecting

A story can join to your life and what you know. That is **connecting**.

In the story

In my life

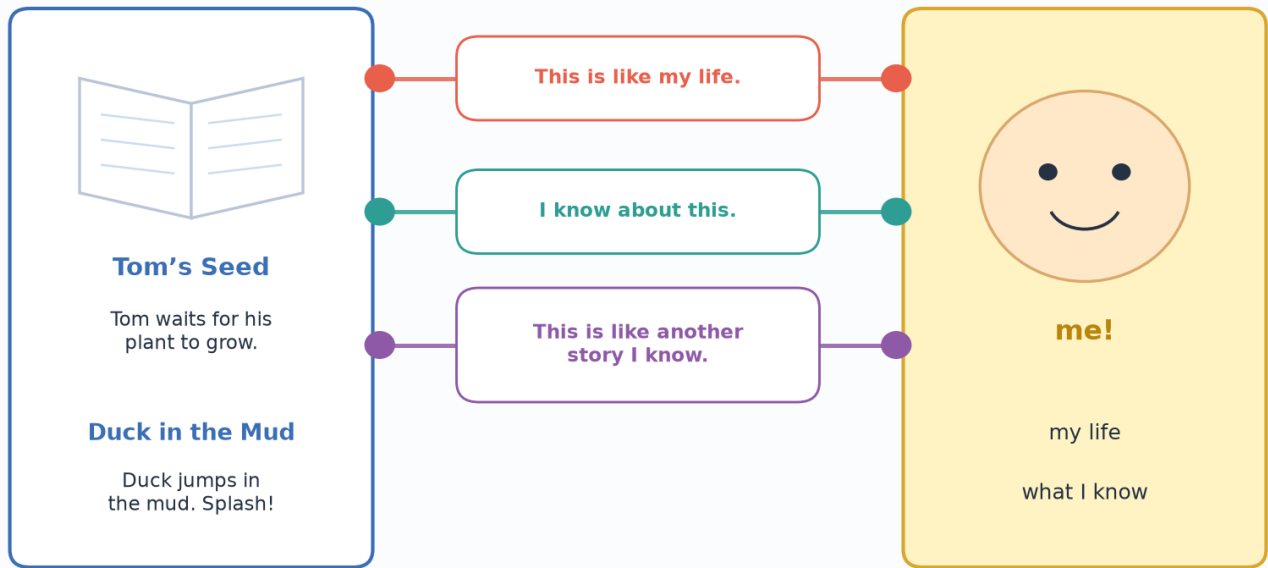
Tom waits for his plant.

I waited for my cake to cook!

Duck loves water.

I love water too — the beach!

Now say: “*Tom’s Seed* makes me think of ____.”



When a story joins to your life, you are connecting!

A story card and a me card joined by three connecting lines

Try 4 — with help: summarising

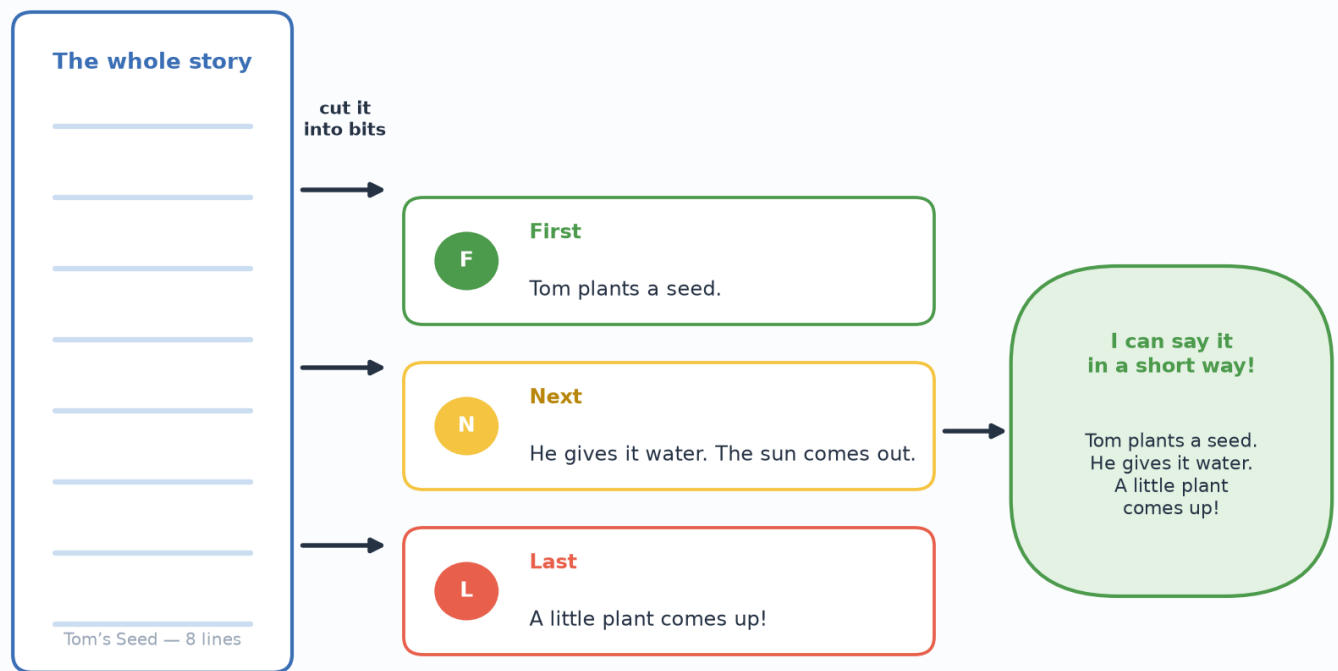
Let us say Tom's Seed in a short way. We keep only the big bits:

	The big bits
First	Tom plants a seed.
Next	He gives it water. The sun comes out.
Last	A little plant comes up!

That is **summarising**! The long story is now short.

Summarising: say the big bits

English 1 · 5D



Summarising keeps only the big bits. It is short!

A long story cut into three big bits: first, next and last

Try 5 — with help: questioning

Questions help us understand. We can ask them before, when and after we read:

When do we ask?	Our question about Tom's Seed
Before	What will Tom do with the seed?
When we read	Will the seed grow?
After	Why does Tom look at the dirt every day?

Ask your teacher one more question about the story!

Question cards: ask away!

English 1 · 5D

Who? Who has a seed?	What? What do ducks love?	Where? Where do ducks swim?
When? When does Tom see the plant?	Why? Why does Duck jump in the mud?	How? How does a duck get its food?

Questions help us understand. Ask them before, during and after!

Six question cards: who, what, where, when, why and how

Try 6 — with help: working things out

The words of Duck in the Mud do not say “Duck likes mud.” But we can work it out!

- Clue: Duck jumps in the mud. Splash! Duck is happy.
- What we work out: Duck likes mud!

We used clues from the text. We made an inference!

Now you try

With help

Q1. Close your eyes. Your teacher reads this line from Tom’s Seed: “He gives it some water.” Make a picture in your head. Open your eyes and draw the picture.

Q2. Look at the cover of Duck in the Mud. Make a prediction. Say: “I think Duck will _____.” After the story, circle one: **I was right!** or **I changed my mind!**

Q3. Is it right there in the words, or do we work it out? Put a tick in one box for each line.

The words	Right there!	We work it out!
Duck jumps in! Splash!		
Duck likes mud.		

Q4. Say: “Tom’s Seed makes me think of _____.” Tell a friend why.

Q5. Say Tom's Seed in a short way. Use first, next and last.

First: _____

Next: _____

Last: _____

Q6. Listen to All About Ducks again. Ask two questions about the talk. Use the question cards to help you.

On your own

Q7. Here is a clue from Tom's Seed: "The sun comes out. The dirt gets warm." What do you work out? Circle one: **It is a cold, wet day.** or **It is a warm, sunny day.** Then say how you know.

Q8. Tom's plant is little now. What do you think happens next? Draw it. Say: "I think the plant will _____."

Q9. Tom waits and waits for his plant. Think of a time you waited for a long time. Draw it. Say: "I waited for _____."

Q10. Listen to All About Ducks one more time. Say two new things you learned from the talk. Then draw one of them.

Q11. Make up your own question about Duck in the Mud. Say it to the class. Then ask a friend to answer it.

Q12. My thinking page. Draw a picture of you using one strategy today. Finish the words: "Today I used _____. It helped me _____."

Answers

Q2. Predictions will be different. After the story, most children will circle “I was right!” — Duck does jump in the mud! **Q3.** “Duck jumps in! Splash!” is right there in the words. “Duck likes mud.” is worked out. **Q7.** It is a warm, sunny day. **Q1, Q4–Q6, Q8–Q12.** Answers will be different — see *How the answers work*.

How the answers work

Q1. One way: draw Tom giving water to the seed. The picture in your head is your visualising.

Q2. One way: “I think Duck will get wet and muddy.” The story says Duck jumps in the mud, so that prediction was right! If your prediction was different, you change your mind. Both are good thinking.

Q3. The story says “Duck jumps in! Splash!” — the words are right there. The story does not say “Duck likes mud.” We work it out from clues: Duck jumps in, and Duck is happy. That is an inference.

Q4. One way: “Tom’s Seed makes me think of the seeds we planted at school.”

Q5. One way: First, Tom plants a seed. Next, he gives it water and the sun comes out. Last, a little plant comes up.

Q6. One way: “What do ducks love?” and “What are baby ducks called?” Any question about the text is good.

Q7. The sun makes the dirt warm, so it is a warm, sunny day. We used the clue and what we know: the sun makes things warm.

Q8. One way: “I think the plant will grow big and tall.” Draw the big plant!

Q9. One way: “I waited for my cake to cook.” Draw a picture of you waiting!

Q10. One way: “Ducks have feathers and two wings.” and “Baby ducks are called ducklings.”

Q11. One way: “Why does Duck jump in the mud?” A friend can answer: “Because Duck loves mud!”

Q12. One way: “Today I used predicting. It helped me think about what comes next.” Any of the five strategies is right.

English Level 1 — Chapter 5 check (C5)

Chapter check C5 · Chapter 5 — Literacy: reading and understanding texts (sections 5A–5D) · 12 marks

English Level 1 (Year 1) · Victorian Curriculum 2.0

Chapter coverage: Chapter 5 — reading decodable and authentic texts with phrasing and fluency; different types of texts and their purposes; stories, information and opinions; comprehension strategies (literal and inferred meaning) on listened-to and read texts.

Content descriptions assessed:

- VC2E1LY09 — read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and make and monitor meaning using context and grammatical knowledge (section 5A)
- VC2E1LY10 — discuss different types of texts drawn from a range of cultures and experiences (section 5B)
- VC2E1LY11 — describe some similarities and differences between narrative, informative and persuasive texts (section 5C)
- VC2E1LY12 — use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, and draw on learnt vocabulary and growing knowledge of context and text structures to build literal and inferred meanings (section 5D)

Marks and structure: 12 marks over 10 items — **Sitting 1:** items 1–4 (7 marks) · **Sitting 2:** items 5–10 (5 marks).

Timing: untimed. No time pressure at all. Guidance: no more than 12 minutes per sitting, once the teacher has read the texts aloud (about 1 minute per mark).

Permitted materials: none needed. At Level 1 the aids are the teacher’s voice and the pictures. Answers are given on screen.

This is a school-designed check. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 1 achievement standard, not against a mark on this check.

Conditions

- The teacher reads the decodable passage (sitting 1) and the informative text (sitting 2) aloud before the items, and reads every stem aloud. The children may read along with the teacher. Every item also works as a listening item: the child listens, then answers on screen. Reading is not what is being checked, and the teacher will not help with answers.
- No student sits for more than 15 minutes at once. This check is given in **two sittings** (sitting 1, then sitting 2 on another day). The two sittings are independent.
- There is no time limit within a sitting.

Words you need (read these with the children before starting):

- **text** — something we read or listen to
 - **decodable text** — a text made only from sounds we know, so we can sound it out
 - **information** — telling about something that is true, like “Frogs can jump and swim.”
 - **opinion** — telling what someone thinks, like “I think frogs are the best!”
-

Sitting 1 — items 1–4 (7 marks)

The decodable passage — “The big tent”

An original decodable text written for this book, made only from sounds the class knows (Part 4). The teacher reads it aloud once; the children may read along.

Ned has a big tent.

The tent is red.

Ned and his dog go up the path.

The wind is big.

The tent can flip!

Run, Ned, run!

The dog gets the tent.

The tent is safe.

Ned and the dog sit in the tent.

It is fun in the sun.

[Picture: Ned and a small dog inside a big red tent, with a path, a big sun and a windy day.]

Item 1 — Finish the sentence. Type the missing word. [1 mark]

The teacher reads the sentence aloud.

Ned and his dog _____ up the path.

Item 2 — Finish the sentence. Type the missing word. [1 mark]

The teacher reads the sentence aloud.

The tent _____ safe.

Item 3 — Match each text to what it is for. [2 marks]

The teacher reads each text aloud. Two of these texts are for the same purpose — and they are made the same way: first the day or the place, then what happened. Match each text to its purpose card. One mark for each text on the right purpose card, up to 2 marks.

The teacher reads ...

Purpose

1. "On Sunday we went to the park.
We ran and jumped."

A. tells about something that happened

2. "How to draw a cat. First, draw a
big round face. Next, add two ears."

B. tells how to do something

3. "At the zoo I saw a big frog. It
jumped on the path."

C. tells about something that happened

Item 4 — Put each sentence in its box. [3 marks]

The teacher reads each sentence aloud. One mark for each sentence in the right box.

Boxes:

- **story** — tells about something that happens
- **information** — tells about something that is true
- **opinion** — tells what someone thinks

Cards:

- Card A: "One day, a little frog lost his hat."
- Card B: "Frogs can jump and swim."
- Card C: "I think frogs are the best!"

Sitting 2 — items 5–10 (5 marks)

The informative text — “Rain”

An original informative text written for this book. The teacher reads it aloud before the items.

The sun warms the sea.

The water goes up into the sky.

Up high, it is cold.

The water makes clouds.

The clouds get big and dark.

Then the rain comes down.

Rain falls on the land.

It helps the plants grow.

[Picture: the sun over the sea, clouds up high in the sky, and rain falling on land with small plants.]

Item 5 — What does the text say? [1 mark]

What warms the sea?

- A. the sun
- B. the moon
- C. the wind

Item 6 — What does the text say? [1 mark]

Up high, what does the water make?

- A. clouds
- B. trees
- C. fish

Item 7 — Work it out from the text. [1 mark]

The text says rain falls on the land and helps the plants grow. Why is rain good for plants?

- A. It gives the plants water.
- B. It gives the plants beds.
- C. It gives the plants toys.

Item 8 — What happens next? [1 mark]

The teacher reads the text again and stops at “The clouds get big and dark.”

What do you think happens next?

- A. The rain comes down.
- B. The sea goes home.
- C. The sun gets cold.

Item 9 — Make the picture in your head. [1 mark]

The teacher reads this sentence again: “The water makes clouds.”

Which picture matches the sentence?

A. [Picture: white clouds up high in the sky]

B. [Picture: rain falling on the land]

C. [Picture: the sun over the sea]

Item 10 — Tell about the whole text. [1 mark]

Which set of sentences tells about the **whole** text?

A. “The sun warms the sea. Water goes up and makes clouds. Rain comes down and helps plants grow.”

B. “The sun cools the sea. The clouds make the sun. Rain falls up into the sky.”

C. “The wind eats the clouds. The rain is hot. The sea goes to sleep.”

End of Chapter 5 check (C5). The solutions and marking key start on the next page.

English Level 1 — Chapter 5 check (C5) — Solutions and marking key

Teacher copy · 12 marks · Keep this block with the check. The check is auto-marked on screen; this key is for the teacher's record and for paper administration.

Content descriptions assessed: VC2E1LY09 (5A), VC2E1LY10 (5B), VC2E1LY11 (5C), VC2E1LY12 (5D) — Chapter 5.

Stimulus texts: “The big tent” (original decodable passage, D11 phonics scope) and “Rain” (original informative text), both written for this book.

This is the marking key for a school-designed check. It is not a VCAA instrument.

How to administer. Give the check in two sittings. Sitting 1: read “The big tent” aloud once, let the children read along if they wish, then give items 1–4. Sitting 2 (another day): read “Rain” aloud, then give items 5–10; for item 8 read the text again and stop at “The clouds get big and dark.” Read every stem aloud at a normal pace; repeat any item once if a child asks. The child answers on screen. No time limit. Picture support appears with every picture-based item. For items 1–2 a child may point at the missing word instead of typing; the selection is the mark.

Marking key

Item	Family (H5P)	CD	Answer	Mark
1	F2 Fill in the Blanks	VC2E1LY09	go — “Ned and his dog go up the path.” Accepted answer: <i>go</i> only (case-insensitive). The blank holds a high-frequency word from the section 4E/5A bank, met inside the decodable passage.	1
2	F2 Fill in the Blanks	VC2E1LY09	is — “The tent is safe.” Accepted answer: <i>is</i> only.	1
3	F5 Matching	VC2E1LY10	Text 1 → A or C (tells about something that happened) · Text 3 → the other of A/C · Text 2 → B (tells how to do something). Texts 1 and 3 share the recount purpose and the same structure (first the day or the place, then what happened) — that is the row’s “same-purpose texts share a structure” half (VC2E1LY10.E02). 1 mark per text	2

Item	Family (H5P)	CD	Answer	Mark
			on the right purpose card, up to 2 marks.	
4	F8 Drag and Drop	VC2E1LY11	Card A → story (something happens to the frog) · Card B → information (true about frogs) · Card C → opinion (what someone thinks, signalled by “I think”). 1 mark per sentence in the right box, up to 3 marks.	3
5	F1 Multiple Choice	VC2E1LY12	A. the sun — the text’s first sentence: “The sun warms the sea.” Literal detail from the listened-to text (VC2E1LY12.E01).	1
6	F1 Multiple Choice	VC2E1LY12	A. clouds — “The water makes clouds.” Literal detail.	1
7	F1 Multiple Choice	VC2E1LY12	A. It gives the plants water. — inference with text clues (VC2E1LY12.E04): the text says rain falls on the land and helps plants grow; rain is water, so the clue is that the water from the rain is what the plants use. B and C are not supported by any clue.	1
8	F1 Multiple Choice	VC2E1LY12	A. The rain comes down. — prediction from the text (VC2E1LY12.E03): after big dark clouds, the text’s next sentence is “Then the rain	1

Item	Family (H5P)	CD	Answer	Mark
9	F1 Multiple Choice	VC2E1LY12	comes down.” A. white clouds up high in the sky — visualising (VC2E1LY12 strategy list): the picture the sentence makes in the head is clouds in the sky, not rain on land (a later event) or the sun over the sea (an earlier event).	1
10	F7 Summary	VC2E1LY12	A. “The sun warms the sea. Water goes up and makes clouds. Rain comes down and helps plants grow.” — the summarising strategy: the set that covers the whole text. B contradicts the text (cools, rain falls up); C contradicts the text (eats, hot, goes to sleep).	1
Total				12

Capped rows. Items 8, 9 and 10 carry the LY12 row’s three named strategy tasks (predicting; visualising via the matching picture; summary selection) but the row allocates 2 marks: award 1 mark per correct item, capped at 2 across items 8–10. Item 3 carries three texts on two purpose cards for a 2-mark row: award 1 mark per text correctly placed, capped at 2. Both caps are stated on the instrument.

CD marks on this check: VC2E1LY09 2 · VC2E1LY10 2 · VC2E1LY11 3 · VC2E1LY12 5 — as scheduled in TOC §7.3 (12 marks).

Model answers — construction and selection items (P2)

Items 1–2 (cloze on high-frequency words in the decodable passage). Model completions: *go* and *is* — both high-frequency words from the bank (section 4E: *go* is a decodable “green” card word, *is* a sight “red” card word), each met inside “The big tent”. Accepted-alternatives list: exactly *go* for item 1 and *is* for item 2 (case-insensitive); no other word makes the passage sentence read as written. The passage itself stays on the page while the child completes each sentence, so the task is recognition and recall of the high-frequency word in context (VC2E1LY09.E01), not decoding of new print.

Item 3 (matching texts to purpose). The accepted-match list is in the key. On screen, Text 1 and Text 3 may each take either of the two identical “tells about something that happened” cards — both placements are accepted; Text 2 takes the how-to card. Texts 1 and 3 model VC2E1LY10.E02 directly: same purpose, same predictable structure (when/where first, then what happened), while Text 2’s how-to structure (title, first/next steps) is the different shape.

Item 4 (drag-and-drop sort). Model placement: A → story, B → information, C → opinion. The clue words match the section 5C teaching: stories tell about something that happens to someone; information tells what is true; opinions

tell what someone thinks, often signalled by “I think”. This is the row’s sort of sentences into story / information / opinion, checking VC2E1LY11 .E01 (the ‘tell stories’ vs ‘give opinions’ distinction, with informative texts alongside).

Item 10 (summary selection). Model summary is option A. A summary set covers the whole text in order (sun warms sea → water up → clouds → rain down → helps plants). The wrong sets are each internally consistent sentences with the same high-frequency words, so the child chooses on meaning, not on decoding.

Per-item content-description mapping

Item	CD	Elaborations drawn on
1–2	VC2E1LY09	.E01 (recognising high-frequency words when reading a text — <i>go, is</i> in the decodable passage)
3	VC2E1LY10	.E01 (types of texts encountered at school and their purposes), .E02 (types of texts with similar purposes have predictable structures — two recounts share one structure)
4	VC2E1LY11	.E01 (features that distinguish texts that ‘tell stories’ from those that ‘give opinions’, with informative texts alongside)
5–6	VC2E1LY12	.E01 (identifying information and details from a spoken informative text)
7	VC2E1LY12	.E04 (drawing an inference and explaining it using clues from the text)
8	VC2E1LY12	.E03 (making a prediction at a point in the text)
9	VC2E1LY12	the CD’s own strategy list — visualising (building a literal meaning from the sentence’s image)
10	VC2E1LY12	the CD’s own strategy list — summarising (choosing the statement set that covers the whole read-aloud text)

Exclusions honoured: Chapter 5 has no §2A exclusion (0 excluded elaborations — TOC §3 chapter totals). All four CDs are drawn on in full. The five-strategy list of VC2E1LY12 is honoured at the row’s named altitude (visualising, predicting, summarising, literal and inferred meaning); connecting and questioning remain evidenced in the sections and return in R1 — no §7.3 cell is left unsatisfied. **Monitoring** (a Level 2 strategy, VC2E2LY10) is not tested (TOC §6).

Decodable-text compliance (D11). “The big tent” is built to the exact Level 1 phonics scope and nothing beyond: short vowels a/e/i/o/u (*has, red, big, dog, up, wind, flip, run, sit, fun, sun, get*); the common long-vowel magic-e pattern (*safe*); beginning blend *fl* (*flip*) and end blends *nt* (*tent*), *nd* (*wind*); the digraph *th* (*path*); one-syllable words throughout; high-frequency words from the 4E bank (*has, and, the, is, can, it, in, go, up*). No vowel digraphs, no less common long-vowel patterns, no silent letters, no prefixes or suffixes. The inflected *gets* carries the 4F grammatical morpheme -s, in scope.

Level discipline check (TOC §6): every sentence in both stimulus texts is a simple sentence; boundary punctuation only; “and” joins words and predicates only. No compound sentences, no commas in lists. No persuasive text is

produced; the opinion sentence is recognised only, per 5C. Tone rule held: the tent flipping in the wind is mild fun and resolves.

Sourcing: both texts, all picture descriptions and all item sentences are original compositions written for this book (TOC D7, §6; P3 context-first; P5). No published or NAPLAN/VCAA content is reproduced. The section teaching texts (“The Wet Pup”, “Meg’s Big Picnic”, “The Little Boat”, the penguin texts, “Tom’s Seed”) are not reused.

End of C5 solutions. This block is removable as a whole page unit (L1).