

English Level 3

Chapter 1 — Language: interacting with others and structuring texts

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Cooperating with others: social conventions and turn-taking language

Curriculum link — code VC2E3LA01 · draws on elaboration VC2E3LA01.E01

Content description (Victorian Curriculum 2.0 English, Level 3, verbatim): understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality

Elaboration E01 (verbatim): recognising and using collaborative language in group and pair work; for example, initiating a topic, changing a topic through negotiation, affirming other speakers and building on their comments, asking relevant questions, providing useful feedback, prompting, and checking individual and group understanding

What you need to know

You already know that the words you pick change with the place and the people. This section builds on that idea and looks at how we talk when we work together.

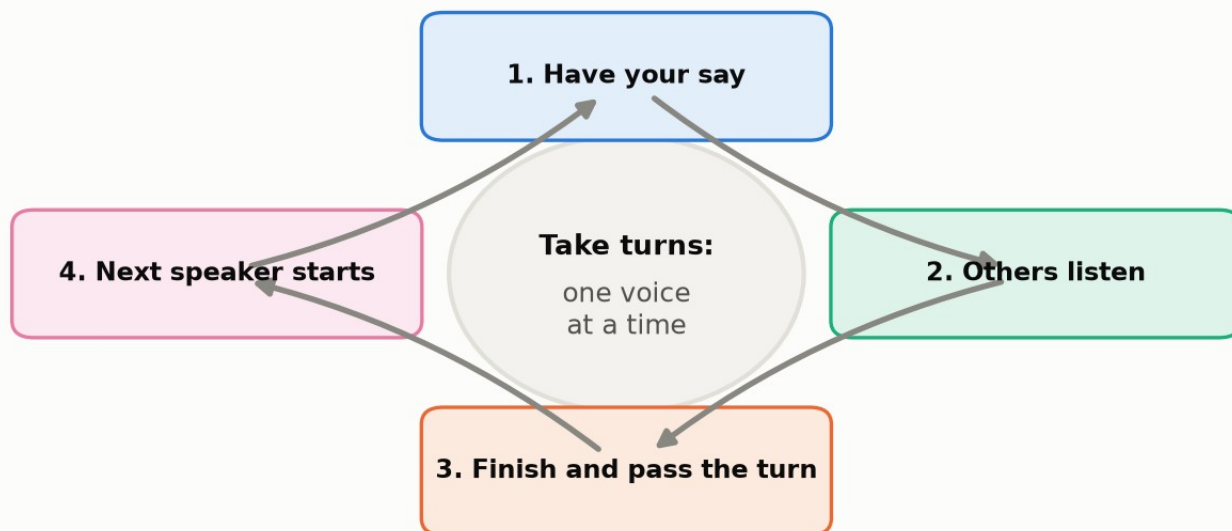
Cooperation means working together so that everyone gets a turn and everyone's ideas get a fair go. Cooperation only works when everyone in the group understands the same rules for how to talk. Those shared rules are called **social conventions**.

New word — social convention. The learning plan we follow at school uses the words *social convention* but does not say exactly what they mean. In this section, a *social convention* is a way of acting that most people in a group know and follow, so that everyone gets along. Saying “please”, waiting your turn and looking at the person who is talking are all social conventions. Different groups can have different conventions, and that is okay.

The biggest convention in talk is **turn-taking**: one person speaks at a time, the others listen, and then the turn moves on. A *topic* is what the talk is about.

How turns work in a talk

One person speaks at a time, then the turn moves on.



If two people start at once, one says "You go first."

A circle diagram showing four steps of a turn in a talk: have your say, others listen, finish and pass the turn, next speaker starts, going around one voice at a time.

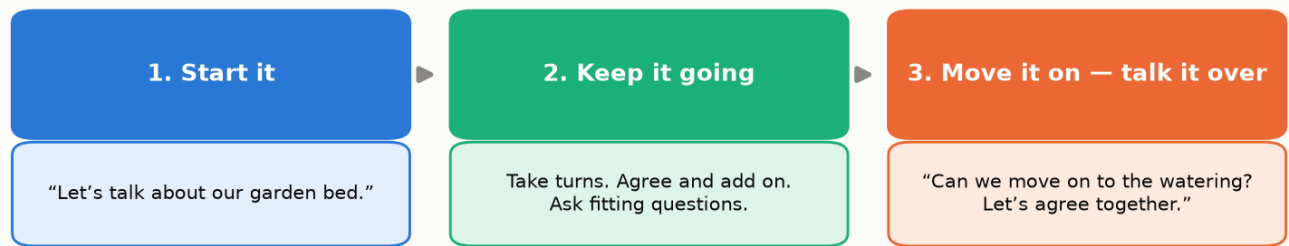
The moves that keep a talk going. When a group works together, good speakers make seven helpful moves. These are the moves named in the learning plan at the top of this page, in kid words:

1. **Start a topic** — say what the talk is about.
2. **Change the topic** — **talk it over** — move the talk on when the group agrees.
3. **Agree and add on** — say yes to an idea and put your own idea next to it.
4. **Ask a question that fits** — ask about the topic, not about something else.
5. **Give useful feedback** — say what went well and what could happen next. *Feedback* is telling someone what went well and what to do next.
6. **Help along** — give a stuck speaker a helping word (the learning plan calls this *prompting*).
7. **Check we all get it** — stop and make sure everyone understands.

Topics start, keep going, and can move on. To move a topic on, talk it over until the group agrees:

The life of a topic

Topics start, keep going, and sometimes move on — together.



To move a topic on, you talk it over until the group agrees.
You don’t boss, and you don’t give up —
you find a way that works for everyone.

A new topic then starts the loop again.

A flow of three steps for a topic: start it, keep it going by taking turns, and move it on by talking it over until the group agrees, then a new topic starts again.

Here is what those moves sound like as sentence starters:

Sentence starters for working together

Pick a starter that fits the move you want to make.

Start a topic	"Let's talk about ..."	"What about ...?"
Change the topic — talk it over	"Can we move on to ...?"	"Let's finish this one first."
Agree and add on	"I like that idea. And ..."	"Yes, and we could also ..."
Ask a fitting question	"Can you tell me more?"	"How will we ...?"
Give useful feedback	"What went well was ..."	"Next time we could ..."
Prompt — help a stuck speaker	"Take your time."	"Do you mean ...?"
Check we all get it	"Have we all got it?"	"Who can say what we do next?"

A table of sentence starters grouped by move: start a topic, change the topic, agree and add on, ask a fitting question, give useful feedback, help a stuck speaker, and check we all get it.

A model talk. Watch how Mia and Zac use the moves while they plan the class garden bed:

A talk that works

Mia and Zac plan the class garden bed. Watch the move each one makes.

STARTS THE TOPIC	Mia: Let's plan our garden bed. What should we put in it?
HAS A TURN	Zac: Tall flowers at the back.
AGREES AND ADDS ON	Mia: I like that idea, Zac. Let's put the seeds at the front too.
ASKS A FITTING QUESTION	Zac: Who will water it in the holidays?
GIVES USEFUL FEEDBACK	Mia: Good question. Let's make a watering plan together.
GETS STUCK	Zac: And we could also ... um ...
PROMPTS — HELPS ZAC ALONG	Mia: Take your time. Were you going to talk about the soil?
CHECKS UNDERSTANDING	Zac: So — flowers at the back, seeds at the front, a watering plan. Have we all got it?

A modelled conversation between Mia and Zac planning a garden bed, with each line labelled by the move it uses: starts the topic, has a turn, agrees and adds on, asks a fitting question, gives useful feedback, gets stuck, gives a helping word, and checks understanding.

Formal and informal. The same moves work in every talk, but the words we pick change with how careful the talk is.

New words — formal and informal. A *formal* talk is serious, careful talk, like at assembly or when talking with the principal. An *informal* talk is relaxed talk, like chatting with friends at lunch. These are our special words for how careful a talk is. In a formal talk we use careful words, full sentences and “please”. In an informal talk we can use relaxed words and short sentences.

Same message, two ways to say it

We pick our words to fit the place and the people.

FORMAL

serious, careful talk

Where you might use it

Assembly

Talking with the principal

A class talk

What it could sound like

"Good morning, Ms Lee."

"May I have a turn, please?"

"Thank you for listening."

INFORMAL

relaxed talk

Where you might use it

Lunch with friends

Pair work with a buddy

Games in the playground

What it could sound like

"Hi!"

"My turn next!"

"Guess what we did!"

Both are good manners. The place and the people help us choose.

A two-column chart sorting formal and informal talks: formal places are assembly, talking with the principal and a class talk with phrases like "May I have a turn, please?"; informal places are lunch with friends, pair work and playground games with phrases like "My turn next!"

How careful is the talk?

The same turn-taking moves work all along this line. Only the words change.

Chatting with friends
at lunch

**Most relaxed
(informal)**

Pair work
with a buddy

Sharing an idea
with the class

Talking with the principal
or at assembly

**Most careful
(formal)**

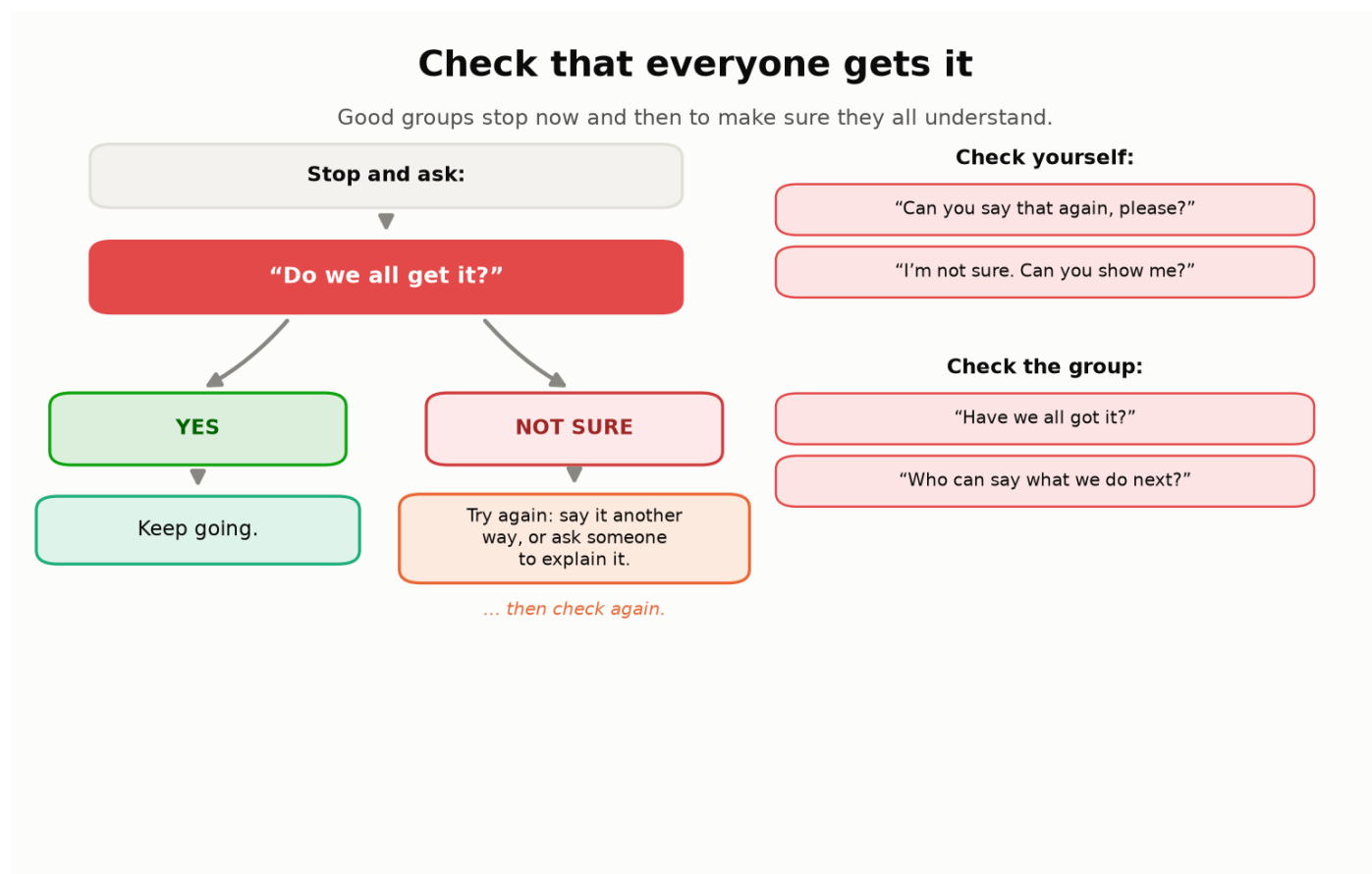
relaxed words, short sentences

more careful as you go right

careful words, full sentences, "please"

A scale from most relaxed to most careful talk, showing chatting with friends, pair work with a buddy, sharing an idea with the class, and talking with the principal or at assembly, with the words getting more careful along the scale.

Checking everyone gets it. Good groups stop now and then to check that each person and the whole group understand. If someone is not sure, the group says it another way and checks again.



A flow chart for checking understanding: stop and ask "Do we all get it?"; if yes, keep going; if not sure, say it another way or ask someone to explain it, then check again; with example checking questions for yourself and for the group.

Worked examples

Example 1 — done with you

Look at the model talk above, where Mia and Zac plan the garden bed. Here is the move each line makes. Read each one and check you can see why it fits.

Line	Move
Mia: "Let's plan our garden bed. What should we put in it?"	Starts the topic.
Mia: "I like that idea, Zac. Let's put the seeds at the front too."	Agrees and adds on.
Zac: "Who will water it in the holidays?"	Asks a question that fits.
Mia: "Take your time. Were you going to talk about the soil?"	Helps Zac along (prompting).

Example 2 — done with you

The group will tell the principal about their garden bed. Watch how each informal line changes into a formal one.

Informal (playground)	Formal (principal)
"Hey! Guess what we did!"	"Good morning, Ms Lee. May we tell you about our garden bed?"
"My turn next!"	"May I have a turn, please?"

“Thanks for listening!”

“Thank you for listening.”

Practice questions

Practice with help

- Q1.** Which line *starts a topic*? (a) “Who will water it?” (b) “Let’s talk about our garden bed.” (c) “Take your time.”
- Q2.** Sort these into **formal** or **informal**: assembly; lunch with friends; talking with the principal; games in the playground.
- Q3.** Pick a sentence starter from the word bank. To *agree and add on* you could say “_____”. To *check we all get it* you could say “_____”.
- Q4.** Your buddy gets stuck and stops talking. Write one line that helps them along.
- Q5.** Put the turn steps in order: others listen; have your say; next speaker starts; finish and pass the turn.
- Q6.** Which question *fits* the topic “What should we put in the garden bed?” (a) “Who will water it in the holidays?” (b) “What did you have for tea?” (c) “Can we put seeds at the front?”

Practice on your own

- Q7.** Your group has finished the garden plan. Write one line that moves the topic on to the watering plan, in a way the whole group agrees to.
- Q8.** Write two lines of a **formal** talk with the principal about your garden bed. Use careful words and full sentences.
- Q9.** Write two lines of an **informal** talk with a friend about the same garden bed. Use relaxed words.
- Q10.** Your group is not sure everyone gets the plan. Write one question you could ask to check.

Text task

Read this talk. It is about making a reading corner in the classroom.

Ruby: Let’s make a reading corner. What do we need? **Tom:** Soft cushions and a rug. **Ava:** I like that, Tom. And a box for the books. **Sam:** Wait, I was going to say— **Ruby:** Sorry, Sam. You go first. What were you going to say? **Sam:** We could put our favourite books in the box. **Ava:** So — cushions, a rug, a book box and our favourite books. Have we all got it?

- T1.** Which line starts the topic?
- T2.** Which line agrees and adds on?
- T3.** Sam and Ava start to talk at the same time. What does Ruby do to fix it, and why is that good cooperation?
- T4.** Which line checks that the group all get it?

Answers

Q1. (b). **Q2.** Formal: assembly; talking with the principal. Informal: lunch with friends; games in the playground. **Q3.** Any matching starters, for example “I like that idea. And ...” and “Have we all got it?” **Q4.** Any helping line, for example “Take your time. Do you mean the seeds?” **Q5.** Have your say; others listen; finish and pass the turn; next speaker starts. **Q6.** (a) and (c) both fit; (b) does not fit. **T1.** Ruby’s first line. **T2.** Ava’s line “I like that, Tom. And a box for the books.” **T4.** Ava’s last line.

Q7, Q8, Q9, Q10, T3 are your own words — see the worked answers below.

Worked answers

Q7. “Can we move on to the watering? Let’s agree together.” This moves the topic on *and* lets the group agree, so no one bosses.

Q8. “Good morning, Ms Lee. May we tell you about our garden bed? Thank you for listening.” Careful words, full sentences and “please” suit a formal talk.

Q9. “Hey, guess what! Our garden bed is going to look great.” Relaxed words and short sentences suit an informal talk with a friend.

Q10. “Have we all got it?” or “Who can say what we do next?” These let the group check that everyone understands.

T3. Ruby stops, says sorry and gives the turn back to Sam (“You go first.”). That is good cooperation because it keeps one voice at a time and makes sure Sam’s idea is heard, so everyone gets a fair go.

You will use these skills again in Section 1B (words that show what you think and feel) and Section 4A (taking part in group talk).

The language of evaluation and emotion: varying forcefulness

This section owns **VC2E3LA02** and draws on **VC2E3LA02.E01** and **VC2E3LA02.E02**. It is part of the Level 3 Speaking and Listening standard: students “explore the language of evaluation and emotion.”

What the Victorian Curriculum says

VC2E3LA02 — Students learn to: understand how the language of evaluation and emotion can be varied to be more or less forceful.

This may involve students:

VC2E3LA02.E01 — recognising how choice of adverbs, nouns and verbs present different evaluations of characters in texts.

VC2E3LA02.E02 — exploring examples of language that demonstrate a range of emotions and positions, and building a vocabulary to express judgements about characters or events, for example ‘The wizard was cunning, expert, inventive’.

Word box

Feeling words (emotion words) tell how someone feels: happy, scared, cross, proud.

Evaluation words tell what someone thinks about a person, a thing or an event — how good or bad it is, or how well something went. These words together are called the *language of evaluation*. We will also call them **what-you-think words**.

The **strength** of a word is how much it says. *Pleased* says a little. *Thrilled* says a lot. A **mild** word is quiet. A **strong** word is loud.

Your words, your view. An evaluation word tells what *you* think. Two readers can think different things about the same character, and both can be right — as long as each can say *why*. That is why giving a reason is part of every task in this section.

Learn

If you can already say what you like about a story and give a reason, this section starts there and gives those words more strength.

Our class text. We will work from one short story all the way through. Read it once, just for the story. Then we will look again at *how* its words work.

The Storm at Hill Farm

One wild night, a storm rolled over Hill Farm. The wind howled. The rain drummed on the roof. Boom! Crash! Thunder shook the house, and the lights went out.

Mara felt scared. The dark felt big and cold. She held her breath and listened.

Then she heard Nan. Nan was not scared at all. She hummed a little tune as she found the candles, one by one. Soft golden light began to glow and dance on the walls.

“Storms pass,” said Nan. “They always do.”

Nan wrapped a rug around Mara’s shoulders and told her a funny story about a pig that loved puddles. Mara giggled. The storm still growled outside, but Mara felt safe now.

When the lights came back on, Mara gave Nan a huge hug. “You are the bravest, calmest person I know,” she said. Nan just smiled.

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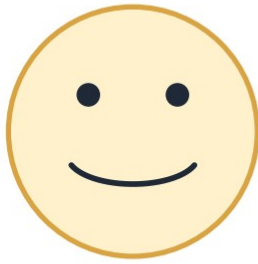
When the lights came back on, Mara gave Nan a huge hug. “You are the bravest, calmest person I know,” she said. Nan just smiled.

Our class text

A story card titled The Storm at Hill Farm showing our class text: a storm knocks out the lights, Mara feels scared, then calm Nan lights candles, tells a funny story, and Mara ends feeling safe and hugging Nan.

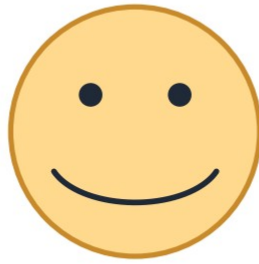
Feelings come in strengths. Look at Mara. Her feeling is *scared* — but that feeling can be small or big. The same feeling, said more softly or more loudly:

The same feeling can be small or big



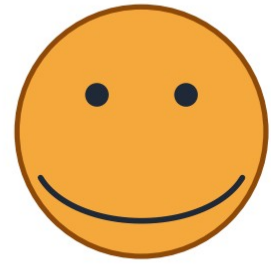
glad

a small, soft feeling



happy

a bigger feeling



thrilled

a big, strong feeling!

Three cartoon faces with growing smiles labelled glad, happy and thrilled, showing that the same feeling can be small, bigger or big and strong.

Feeling words come in strengths

SOFT

STRONG



Three rows of feeling words on a soft-to-strong scale: glad then happy then thrilled; a bit cross then cross then furious; a little scared then scared then terrified.

What you think comes in strengths too. You can say what you think about Nan. *Nan was good* says a good thing quietly. *Nan was brilliant* says the same good thing loudly. Saying good things and saying bad things both have a soft end and a strong end:

Saying what you think comes in strengths too

Says a good thing



Says a bad thing

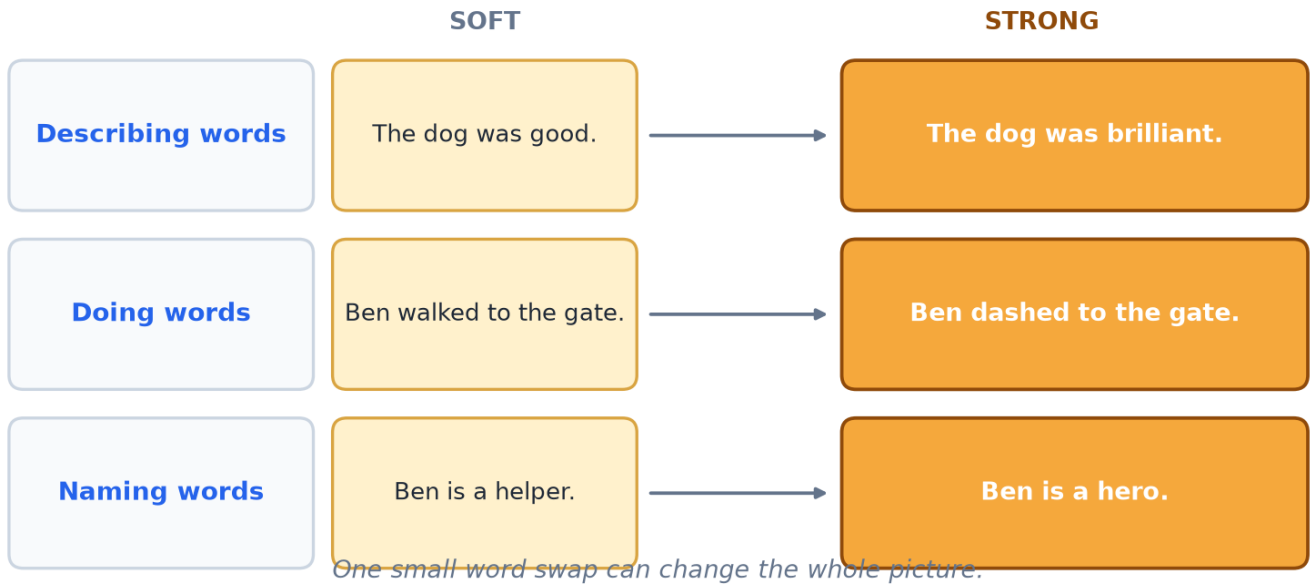


Two soft-to-strong scales of evaluation words: a bit good then good then great then brilliant, and a bit bad then bad then awful then terrible.

Three word switches change the strength. Writers swap three word kinds to change an evaluation — adverbs, nouns and verbs — and describing words work too. Here are all four switches, with the word for each kind:

- **Describing words (adjectives).** An *adjective* is a word that tells more about a person, place or thing: kind, big, golden.
- **Doing words (verbs).** A *verb* is a word that tells what someone or something does: walked, dashed, growled.
- **Naming words (nouns).** A *noun* is a word that names a person, place or thing: helper, hero, storm.
- **How-words (adverbs).** An *adverb* is a word that tells how something is done, often ending in -ly: softly, loudly.

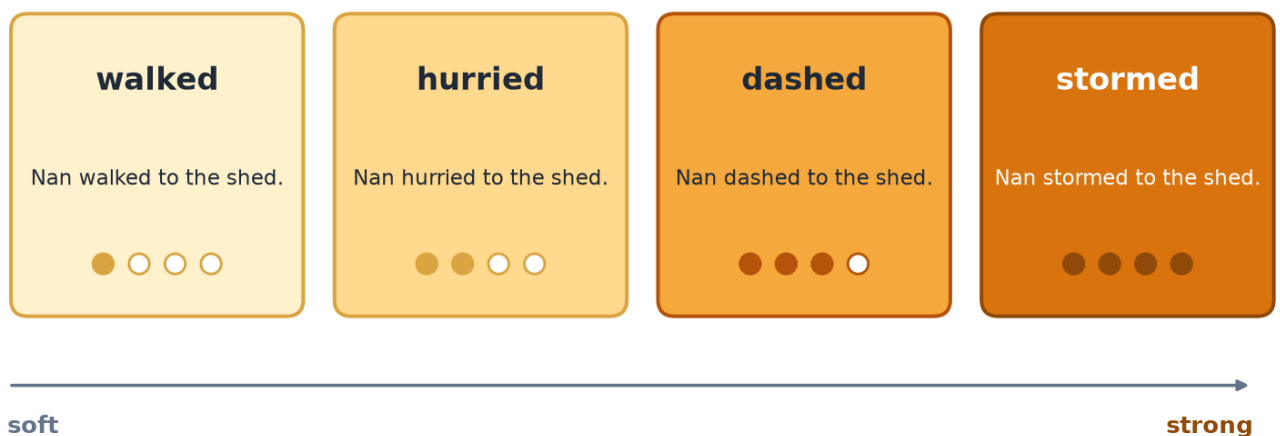
Three word switches change the strength



A three-row poster of word switches, each with a soft sentence and a strong sentence: describing words, The dog was good to The dog was brilliant; doing words, Ben walked to the gate to Ben dashed to the gate; naming words, Ben is a helper to Ben is a hero.

Doing words are a quick switch. Watch the same sentence turn up as the doing word changes — the strength dots under each card count the strength:

Doing words can turn the strength up

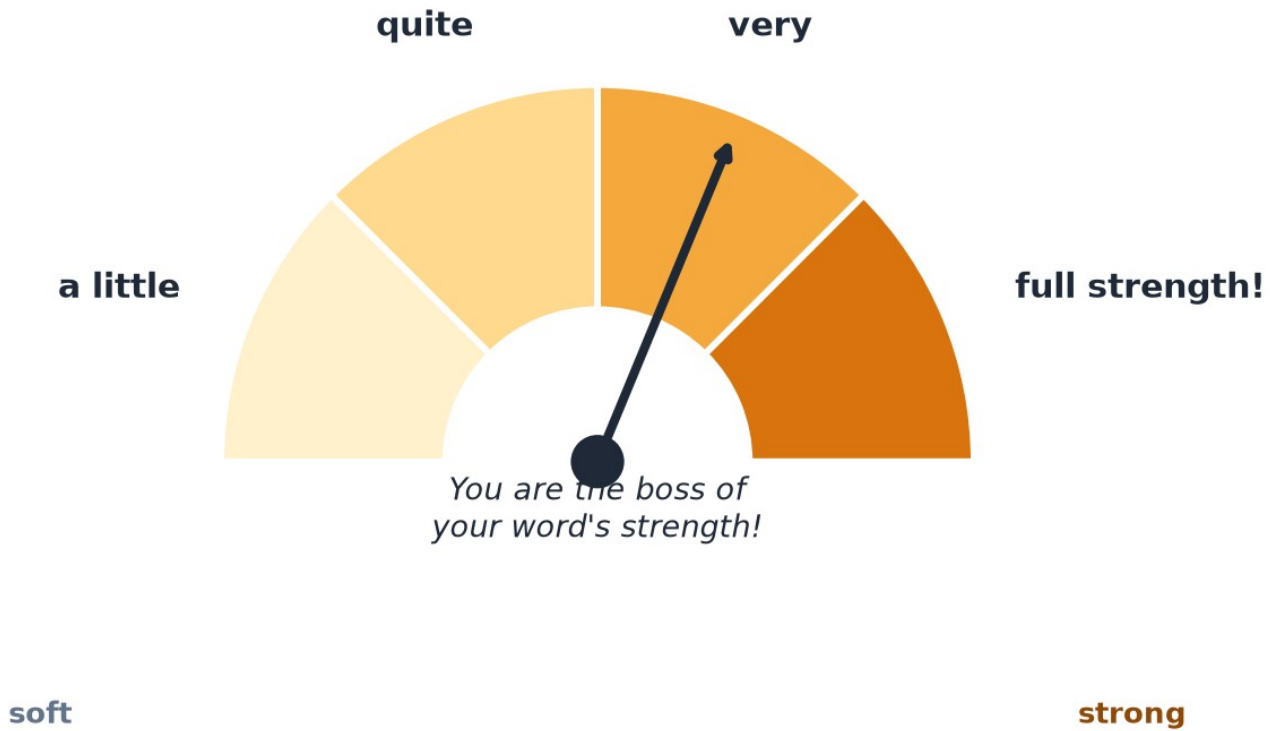


Four cards on a soft-to-strong arrow, each with a sentence and strength dots: walked, one dot; hurried, two dots; dashed, three dots; stormed, four dots.

Pick the right strength. The strongest word is not always the best word. If every book is “the best book ever,” the strong words stop working. Set your word’s strength to match how you really think or feel — then be ready to say why:

The strength dial

How strong do you want your word to be?



A round dial with four steps from soft to strong, a little, quite, very and full strength, with a needle on very and the words: you are the boss of your word's strength.

Worked examples

Here is our word bank. Keep it beside you for the practice questions.

The word bank

Borrow these words, or add your own.

Feeling words		Evaluation words	
mild	strong	mild	strong
glad	thrilled	good	brilliant
pleased	furious	okay	fantastic
happy	terrified	fine	awful
a bit scared	delighted	a bit bad	terrible

The word bank: feeling words mild (glad, pleased, happy, a bit scared) and strong (thrilled, furious, terrified, delighted); evaluation words mild (good, okay, fine, a bit bad) and strong (brilliant, fantastic, awful, terrible).

Example 1 — turning a feeling up and down

Start with a line from our text: *Mara felt scared.*

New sentence

What changed

Mara felt a little scared.

We added *a little*, so the feeling is softer.

Mara felt terrified.

We swapped *scared* for a stronger feeling word.

Mara felt terrified! The dark felt big and cold.

The strong word plus a part that shows the feeling.

Same feeling, three strengths. The writer picks the strength that fits.

Example 2 — turning an evaluation up

Start softly: *Nan was kind.*

New sentence

What changed

Nan was very kind.

We added *very*, so it says more.

Nan was the kindest, calmest person on the farm.

Two strong describing words, plus the naming word *person*.

“You are the bravest, calmest person I know!”

The strongest one — Mara’s own words from our text.

One idea, three strengths

SOFT

Nan was nice.



MEDIUM

Nan was very kind.



STRONG

You are the bravest, calmest person I know!



*The strong one comes from our story, *The Storm at Hill Farm*.*

One idea at three strengths on strength-dot cards: soft, Nan was nice; medium, Nan was very kind; strong, you are the bravest, calmest person I know.

Practice questions

With help

Q1. Sort these feeling words into mild or strong: glad, furious, pleased, terrified.

Q2. Underline the feeling word. Then write the sentence again with a *stronger* feeling word: *Tom was scared when the lights went out.*

Q3. Circle the evaluation word in each sentence. Then say if it is mild or strong: (a) The cake was good. (b) The cake was fantastic!

Q4. Swap the doing word for a stronger one from the bank (hurried, dashed, stomped): *Mara walked to the door.* Then say what changes in your head-picture.

Q5. Fill each missing word with the how-word (adverb) made from the word at the end of the line: (a) The rain came down _____ and the baby slept on. (soft) (b) The crowd shouted _____ when the team scored. (loud)

Q6. Pick the naming word that says more, helper or hero, and write the whole sentence: *When the pup jumped in the pond, Ben was a _____.* Then say why you picked it.

On your own

Q7. Write two sentences about the same storm: one mild, one strong. Underline the strength word in each.

Q8. A friend wrote: "The story was good, good, GOOD!" Pick *one* word that says exactly what your friend thinks, and write one sentence to say why you picked it.

Q9. Write one feeling sentence and one evaluation sentence about Nan. Make both strong, and underline the strong words.

Q10. Someone says every book they read is “the best book ever.” What happens to strong words if everything is the best ever? Then write a better sentence about a book that was good but not the best.

Text task

Back to *The Storm at Hill Farm*.

T1. Find two feeling words in the text. Copy the sentence each one is in.

T2. Find the strongest evaluation in the text. Who says it, and who is it about?

T3. “The storm still growled outside.” A storm is not a dog. Why does *growled* work here? What does it help you feel?

T4. Mara says “the bravest, calmest person I know,” not “a nice person.” What would change about the sentence if she said *nice*?

T5. Your turn: write one more sentence to add at the end of the text. Use one feeling word and one strong evaluation word, and underline both.

Before you finish any writing task, check it:

Strength picker

Check these before you finish your writing.

☐

Does my word say just what I think or feel?

☐

Is my word strong enough, but not too strong?

☐

Can I say why I picked that word?

☐

Did I check my feeling words and my evaluation words?

A checklist titled Strength picker with four boxes: does my word say just what I think or feel; is my word strong enough but not too strong; can I say why I picked that word; did I check my feeling words and my evaluation words.

Answers

Q1. Mild: glad, pleased. Strong: furious, terrified.

Q2. Feeling word: *scared*. Example answer: Tom was terrified when the lights went out.

Q3. (a) *good* — mild. (b) *fantastic* — strong.

Q4. Example answer: Mara dashed to the door. Now I picture Mara moving fast, maybe worried or excited — not just walking.

Q5. (a) softly. (b) loudly.

Q6. Example answer: When the pup jumped in the pond, Ben was a hero. *Hero* says more than *helper* — a helper helps, but a hero saves the day.

Q7. Example answer: Mild — The wind was a bit loud. Strong — The wind howled and roared all night.

Q8. Example answer: The story was brilliant, because my friend said GOOD three times, so it was much more than just good.

Q9. Example answer: Feeling — Mara felt safe and glad at the end. Evaluation — Nan was brilliant, the calmest person on the farm.

Q10. If everything is “the best ever,” the words stop meaning anything — then a truly great book has no words left. Example answer: This book was really good, and I would read it again.

T1. Example answer: scared (*Mara felt scared.*) and safe (*...Mara felt safe now.*).

T2. “You are the bravest, calmest person I know.” Mara says it about Nan.

T3. Example answer: *Growled* makes the storm sound like a cross animal outside, so we feel a little scared with Mara — but the word also says the storm is only making noise now, not hurting anyone.

T4. Example answer: *Nice* is mild, so the sentence would feel small. Mara feels a big thank-you, so she needs strong words to match.

T5. Example answer: Mara was happy, and she thought it was the best night of the whole winter.

How text types across the curriculum are structured for purpose

For the teacher — where this part sits. Victorian Curriculum 2.0 English, Level 3 · Language · VC2E3LA03: “describe how different types of texts across the curriculum have different language features and structures depending on purposes”. Here we draw on VC2E3LA03 . E01 (the stages of a basic argument) and VC2E3LA03 . E02 (the typical structure, language features and purposes of factual recounts, autobiographies, information reports, narratives, personal responses, sequential explanations, verse poetry and simple arguments).

In this part. The children describe the job (purpose) of eight types of texts, name how each one is built (its structure), and spot the features each type usually has. The texts come from more than one learning area, in print and on screens. This is Level 3: the children read the model texts with you and spot the parts, moving from Level 2’s “identify” to Level 3’s “describe” — so always ask *why* a text is built its way, not just *what* it is.

Not in this part. The children describe these types here; they write their own versions later in 5E. Paragraphs as a way to group writing are 1D. Finding your way around a text — headings, links, menus — is 1E. Rhythm and sound-words studied as their own topic are 3D; here rhythm is only met as a feature of poetry. §2A does not touch this part of the curriculum — nothing here is left out.

Teaching plan

1. **Warm-up — one topic, three texts.** Put up Figure 1 where the class can see it. Read the three worm texts. Ask: are these three texts the same? The children should hear that one tells a story, one gives facts and one tries to win you over. All three are about worms — but each has a different job, so each is built in a different way. That idea is the whole of this part.
 2. **The big idea and the word bank.** Read the big-idea words below together. Build the word bank one word at a time. Show Figure 2, the big map, and read each card: the name of the type, its job, and how it is built. Keep this map up for the whole lesson — it is the map the rest of the book comes back to.
 3. **Walk through the model texts.** Work through Examples 1–8. Read each model text together while the children look on; ask the spotting questions; point to each label in the figure as you name that part.
 4. **Practice with help.** Questions 1–6, in pairs or as a class.
 5. **On their own.** Questions 7–10.
 6. **Text task.** Question 11 — read the short passage and answer the questions about its job, its parts and its features.
 7. **Talk about it.** Question 12 — each child says which type of text they like best and gives a reason. This feeds the giving-reasons work of 1B and the personal-response work of 3B.
-

The big idea

Read this together.

Every day we meet many texts. A **text** is anything with a message that we read, look at or listen to. A story book is a text. A science page is a text. A poem is a text. A website is a text too.

Texts come in different **types**. Each type has a job to do. The job of a text is its **purpose** — to tell a story, to give facts, to tell how something happens, or to win you over.

And each type is built in its own way. How a text is built is its **structure** — its parts, and the order they come in. A text also has **language features** — the kinds of words and parts we keep noticing in that type, like time words, or rhyming words.

Why? Because a text is built to do its job. That is the big idea: **the purpose shapes the structure.**

Our word bank. These are the new words we are learning.

New word

What it means

text	anything with a message that we read, look at or listen to
------	--

New word	What it means
type of text	a kind of text. Each type has its own job
purpose	the job of a text — why it is made
structure	how a text is built — its parts and their order
language feature	a kind of word or part we keep noticing in one type
narrative	a text that tells a story
factual recount	a text that tells about things that really happened, in order
autobiography	the story of a person's life, written by that person
information report	a text that gives us facts about one thing
explanation	a text that tells how something happens, step by step
simple argument	a text that says what you think and gives reasons, to win you over
personal response	a text that says what you think and feel about a text you read, with reasons
verse poetry	a text built from verses and lines, with rhythm and rhyme
rhyme	words that end with the same sound
rhythm	the beat you can hear when a poem is read aloud

The same topic, in three different types.

Same topic, different jobs

All three texts are about worms. But each has a different job.

Narrative	Information report	Simple argument
Wally the worm lived under a big tree. One day, a bird tried to catch him. Wally dug down, down, down and was safe!	A worm is a small animal with a long, soft body. It has no legs. It lives in soil and eats dead leaves.	Worms are good for gardens. They help plants grow. So let us look after worms!
Its job: to tell a story	Its job: to give us facts	Its job: to get you to agree

Because each text has a different job, each one is built in a different way.

Three short texts about worms, side by side. One is a story, one gives facts and one tries to win you over. Each card names its type and its job.

Figure 1 — same topic, different jobs. All three texts are about worms. One is a **narrative** (it tells a story), one is an **information report** (it gives facts) and one is a **simple argument** (it tries to win you over). They are built in different ways because they have different jobs.

The big map — eight types on one page.

Eight types of texts — and their jobs

Narrative Its job: to tell a story How it is built: opening → problem → events → ending	Factual recount Its job: to tell about things that really happened How it is built: who, when, where → events in order → how it felt	Autobiography Its job: to tell the story of your own life How it is built: who I am → my life in order → now and one day	Information report Its job: to give us facts about one thing How it is built: title → opening → facts in groups → picture
Explanation Its job: to tell how something happens, step by step How it is built: title → steps in order → what happens last	Simple argument Its job: to get you to agree with an idea How it is built: what I think → reason 1 → reason 2 → said again	Personal response Its job: to say what you think of a text, with reasons How it is built: the text → what I liked → my reasons → my ending	Verse poetry Its job: to paint pictures and play with sounds How it is built: verses and lines → rhythm → rhyming words

Every text has a job to do. How a text is built helps it do its job.

A chart of eight types of texts. Each card gives the name of the type, its job, and how it is built: narrative, factual recount, autobiography, information report, explanation, simple argument, personal response and verse poetry.

Figure 2 — the big map. This is the map for this part, and for the rest of the book. When we meet a new text in science, maths or any other learning area, we can ask: which type is it, what is its job, and how is it built?

Across the curriculum. These types do not live only in English.

Where you meet it	The type of text you often find
Science	information reports (animals, plants), explanations (how things happen)
Maths and science	explanations (the steps you follow)
History and our class news	factual recounts (what happened)
English	narratives, verse poetry, personal responses
Posters that try to win you over, and class votes	simple arguments

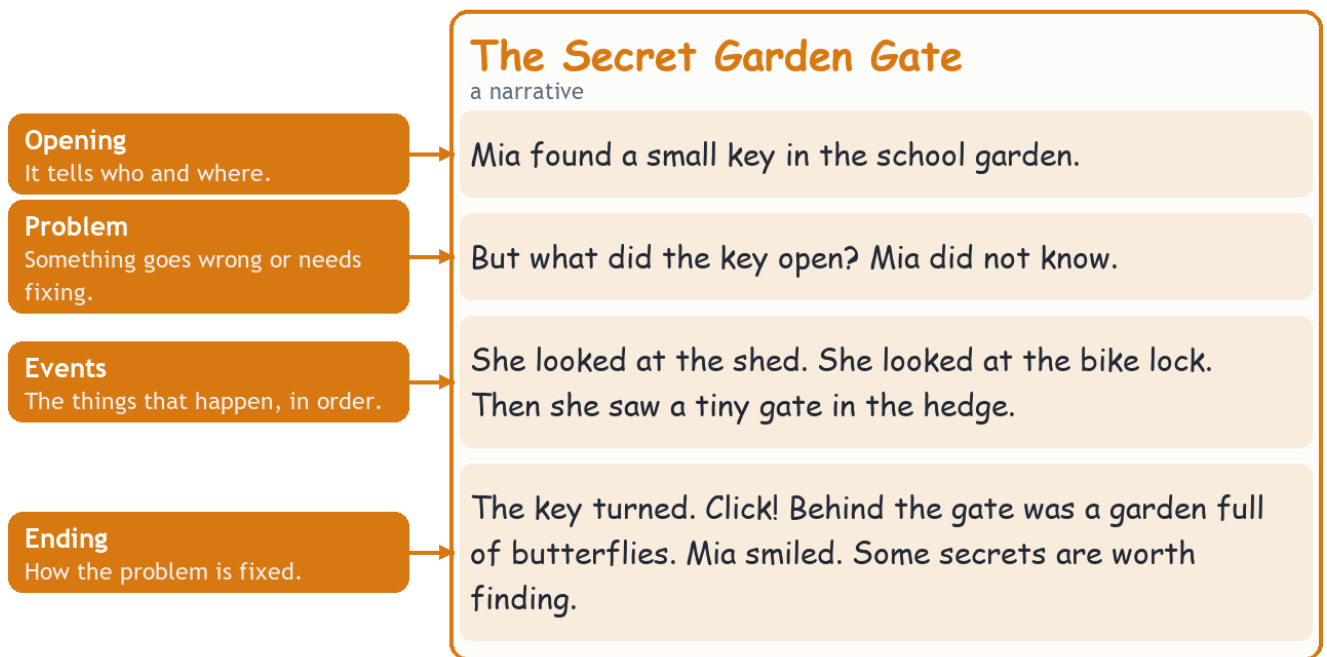
Texts can be in **print** (books, posters, pages) or **digital** (on a screen, like a website). The type and its job stay the same either way.

Worked examples

Example 1 — a narrative

A narrative: The Secret Garden Gate

one of the eight types of texts



A narrative tells a story. It is built with an opening, a problem, events and an ending.

A model narrative called *The Secret Garden Gate*. Labels point to its four parts: the opening, the problem, the events and the ending.

Figure 3. Read the story together. Then spot the parts:

- Who and where do we meet at the start? (*Mia, in the school garden.*) That is the **opening**.
- What needs fixing? (*The key is a mystery — what does it open?*) That is the **problem**.
- What happens? (*She checks the shed and the bike lock, then finds a tiny gate.*) Those are the **events**.
- How is it all wrapped up? (*The key opens the gate to a butterfly garden.*) That is the **ending**.

A **narrative** tells a story. Its purpose is to tell a story, and it is built with an opening, a problem, events and an ending. We will write our own narratives in 5E.

A factual recount: Our Sports Day

one of the eight types of texts



A factual recount tells about things that really happened, in the order they happened.

A model factual recount called *Our Sports Day*. Labels point to its opening, its events in order and its ending. The time words *first*, *next* and *then* are picked out in blue.

Figure 4. Read it together. Ask:

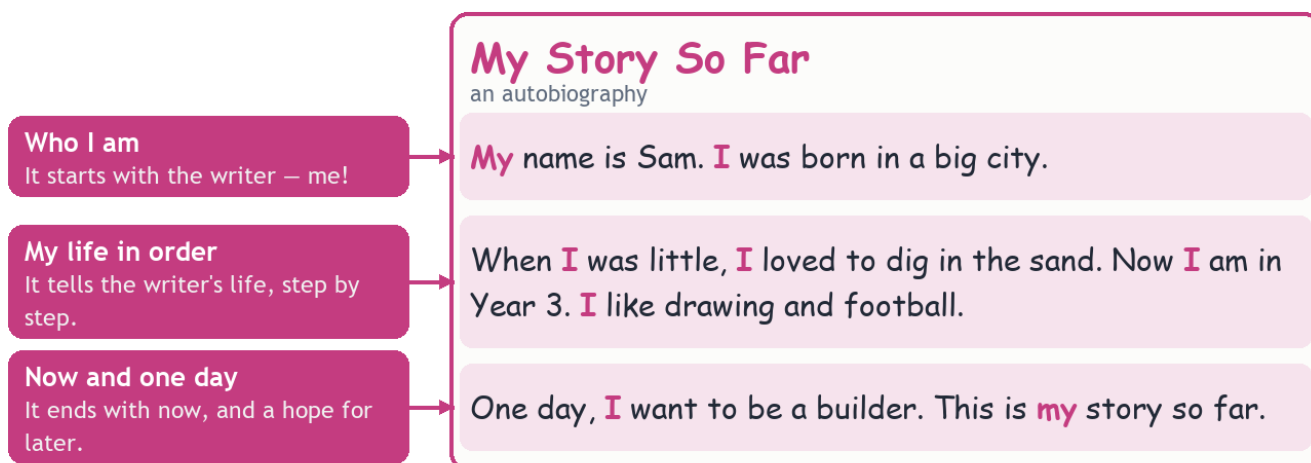
- Did this really happen, or is it made up? (*It really happened.*)
- Which little words show the order? (*First, next, then — the blue **time words**.*)
- How did the ending feel? (*It was a great day!*)

A **factual recount** tells about things that really happened, in the order they happened. Its purpose is to tell what happened. Its opening tells who, when and where; its events go in order with time words; its ending tells how it felt. A recount like this is how we might write up a history visit or a class science trip.

Example 3 — an autobiography

An autobiography: My Story So Far

one of the eight types of texts



An autobiography is the story of a person's life, written by that person. It uses the words *I*, *me* and *my*.

A model autobiography called *My Story So Far*. Labels point to who the writer is, the writer's life in order, and the ending. The words *I*, *me* and *my* are picked out in pink.

Figure 5. Read it together. Ask:

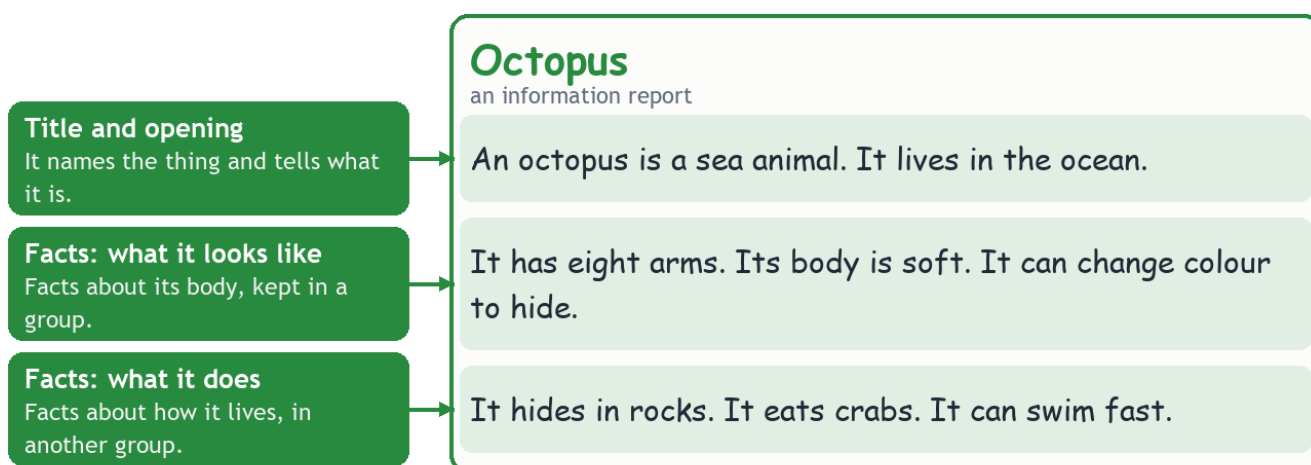
- Who wrote this, and who is it about? (*The same person — Sam writes about Sam.*)
- Which little words show that? (*I, me, my — the pink words.*)
- What order does it follow? (*From being little, to now, to one day.*)

An **autobiography** is the story of a person's life, written by that person. Its purpose is to tell the story of one life. It is built like a recount — in order — but it uses the words *I*, *me* and *my*, and it covers a whole life, not just one day.

Example 4 — an information report

An information report: Octopus

one of the eight types of texts



An information report gives us facts about one thing. The facts are kept in groups.

A model information report called *Octopus*. Labels point to its title and opening, one group of facts about what it looks like, and another group of facts about what it does.

Figure 6. Read it together. Ask:



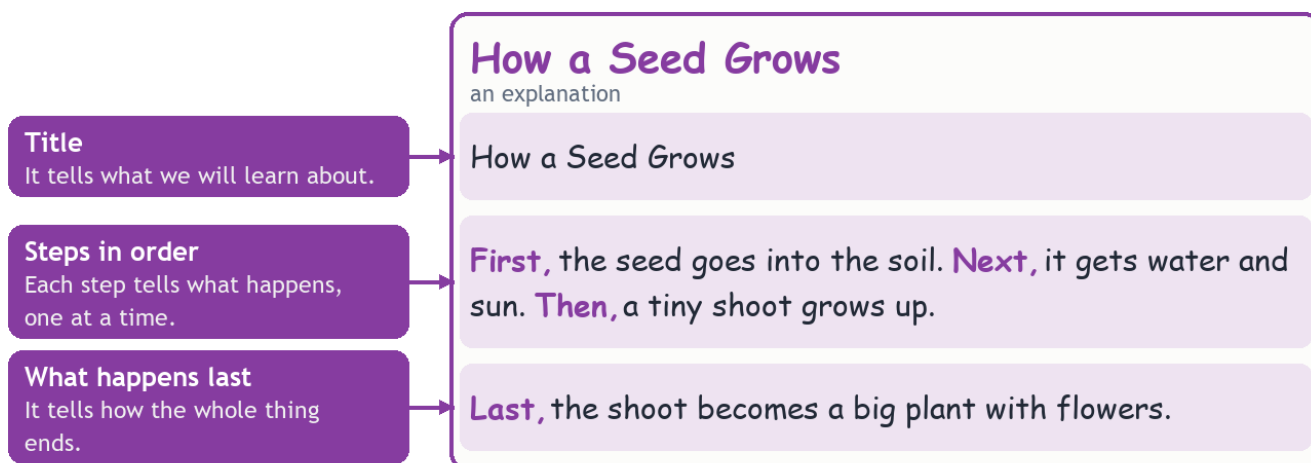
- Is this a story? (*No — it gives facts about one thing.*)
- How are the facts put together? (*Facts about its body in one group, facts about what it does in another group.*)
- Are the words about now, or about long ago? (*Now — it is, it has, it hides.*)

An **information report** gives us facts about one thing. Its purpose is to give facts. It is built with a title, an opening that says what the thing is, and facts kept in groups. Reports like this live all across the curriculum — in science, in geography, in any page that gives you facts.

Example 5 — an explanation

An explanation: How a Seed Grows

one of the eight types of texts



An explanation tells how something happens, step by step. The steps must go in the right order.

A model explanation called *How a Seed Grows*. Labels point to its title, its steps in order and what happens last. The time words *first*, *next*, *then* and *last* are picked out in purple.

Figure 7. Read it together. Ask:

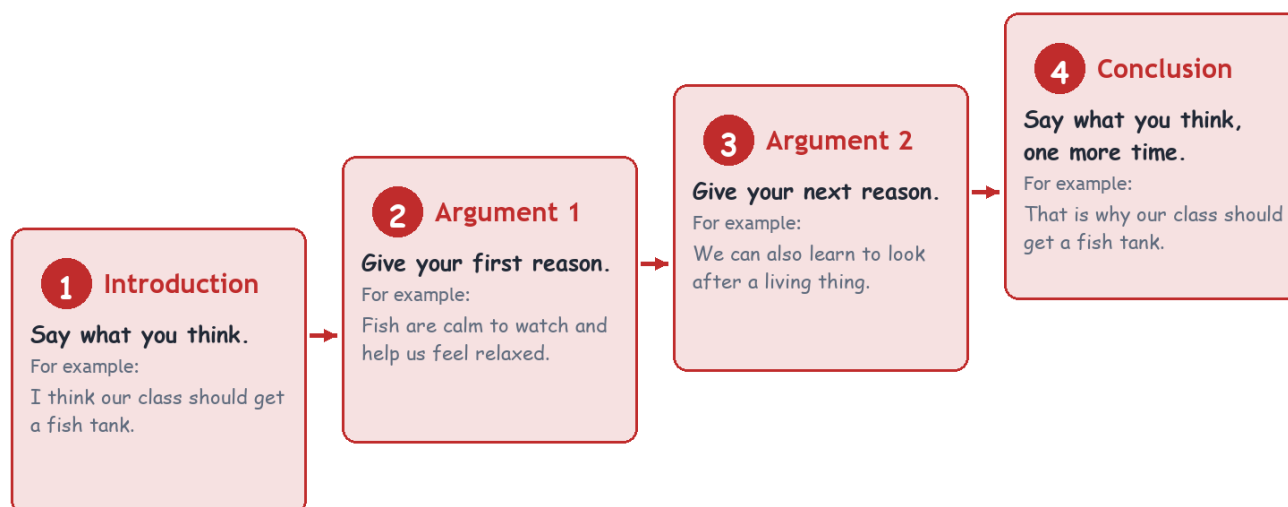
- What is this text teaching us? (*How something happens.*)
- Which words show the steps are in order? (*First, next, then, last.*)
- What if we put the last step first? (*A big plant before a seed — the order would be wrong!*)

An **explanation** tells how something happens, step by step. Its purpose is to explain a process. It is built with a title and steps that must go in the right order. Explanations live in science (how a seed grows, how rain falls) and in maths (the steps you follow to solve a problem).

Example 6 — a simple argument, built in four stages

The four stages of an argument

An argument is built in steps, like climbing stairs.



First say what you think. Then give reasons. Last, say it again.

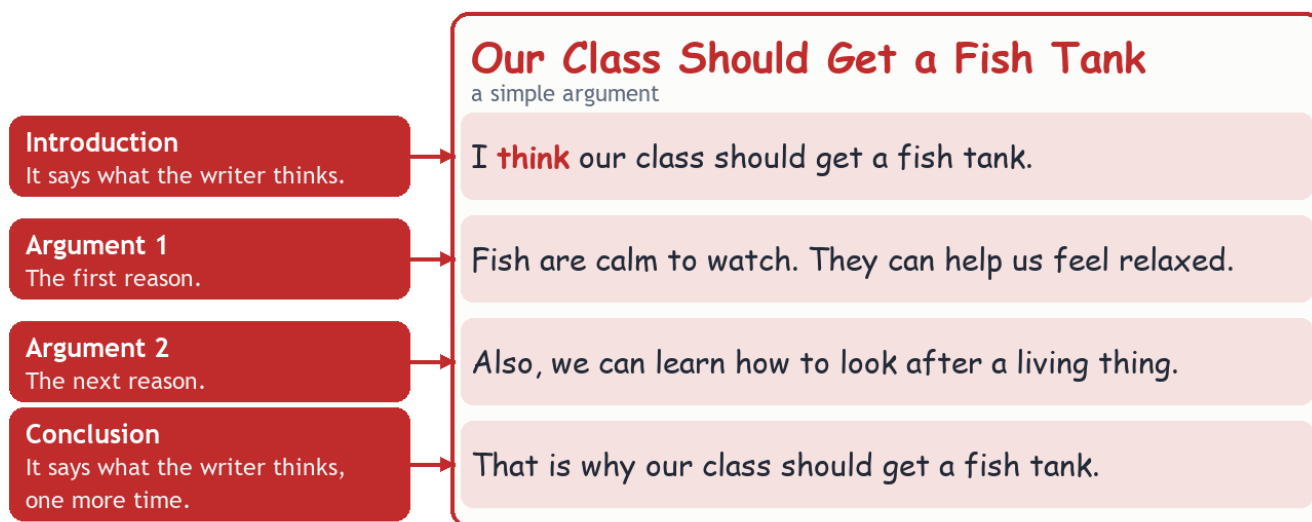
The four stages of a simple argument as rising steps: introduction, argument 1, argument 2 and conclusion. Each step says its job and gives an example.

Figure 8. This is the shape of a basic argument (E01). Read the four stages: **introduction** (say what you think), **argument 1** (first reason), **argument 2** (next reason), **conclusion** (say what you think, one more time).

Now here is a real argument built on that shape.

A simple argument: Our Class Should Get a Fish Tank

one of the eight types of texts



A simple argument says what you think and gives reasons, so others will agree with you.

A model simple argument called *Our Class Should Get a Fish Tank*. Labels point to the introduction, argument 1, argument 2 and the conclusion.

Figure 9. Read it together. Ask:

- Which sentence says what the writer thinks? (*I think our class should get a fish tank.*) That is the **introduction**.

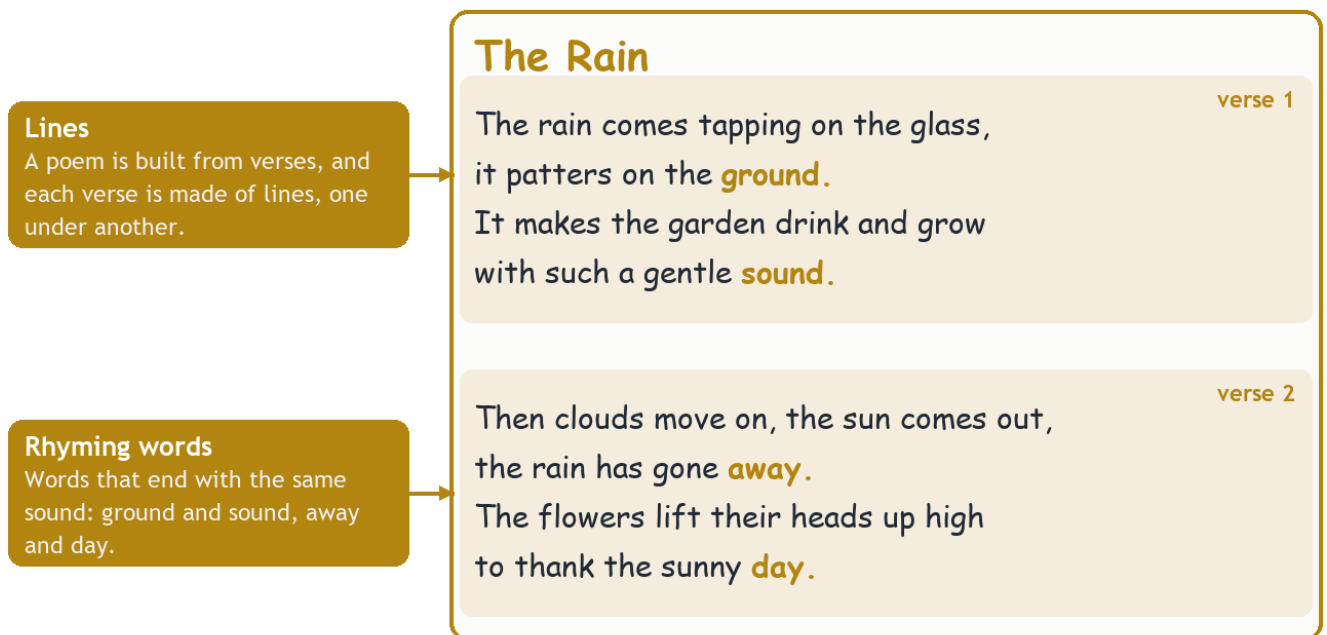
- What are the two reasons? (*Fish are calm to watch; and we learn to look after a living thing.*) Those are **argument 1** and **argument 2**.
- What does the conclusion do? (*It says the idea again, to win you over.*)

A **simple argument** says what you think and gives reasons, so others will agree with you. Its purpose is to win you over. It is built with an introduction, argument 1, argument 2 and a conclusion.

Example 7 — verse poetry

A verse poem: The Rain

one of the eight types of texts



Verse poetry paints pictures with words and plays with rhythm and rhyme.

A model verse poem called *The Rain*, in two labelled verses. The rhyming words *ground and sound*, and *away and day*, are picked out in gold. Labels point to the lines and the rhyming words.

Figure 10. Read the poem aloud together — twice, because poems like to be heard twice. Ask:

- What is the poem built from? (*Two **verses**, and each verse is made of **lines**.*)
- Which words rhyme? (*Ground and sound; away and day.*)
- Can you hear the beat? (*That is the **rhythm** — clap along if you like.*)

Verse poetry paints pictures with words and plays with sound. Its purpose is to make us feel and hear something. It is built from verses and lines, and it often has rhythm and rhyme.

Example 8 — a personal response to a text

A personal response: The Secret Garden Gate

one of the eight types of texts



A personal response says what you think and feel about a text, and gives reasons.

A model personal response to the story *The Secret Garden Gate*. Labels point to the text being discussed, what the writer liked, the writer's reasons and the ending.

Figure 11. This response is about the story from Figure 3. Read it together. Ask:

- Which text is it about? (*The Secret Garden Gate*.)
- What did the writer like, and why? (*Mia did not give up — that is the reason, with the word because*.)
- How did it make the writer feel? (*Happy*.)

A **personal response** says what you think and feel about a text you read, and gives reasons. Its purpose is to share your view of a text. It is built with the text, what you liked, your reasons, and your ending. This is the same giving-reasons skill as 1B and 3B.

Practice questions

With help

Q1. Look at the three worm texts (Figure 1). Match each text to its job. Draw a line.

The text

The job

Wally the worm (a story)

to give us facts

A worm is a small animal...

to win you over

Worms are good for gardens...

to tell a story

Q2. Complete the sentences. Use the words in the box.

purpose · structure · features

- The job of a text is its ____.
- How a text is built is its ____.
- Time words and rhyming words are language ____.

Q3. Look at *My Story So Far* (Figure 5). Circle the words that show it is an autobiography: *I · they · my · we · me*

Q4. Put the stages of a simple argument in order. Number them 1 to 4.

- () Argument 1 — the first reason
- () Conclusion — say it again
- () Introduction — say what you think
- () Argument 2 — the next reason

Q5. Look at *How a Seed Grows* (Figure 7). Underline the four time words that show the steps are in order.

Q6. Look at the big map (Figure 2). Which type of text would you choose for each job?

- To tell the class what happened on our class trip: ____
- To give facts about dinosaurs: ____
- To win the class over that playtime should be longer: ____

On your own

Q7. Read this text. What type of text is it? How do you know?

On Tuesday, our class planted a garden. First, we turned the soil. Next, we put in some seeds. Then, we gave them water. It was hard work, but we were proud!

Q8. Read this text. What type of text is it? What is its job?

A frog is an animal that can live on land and in water. It has four legs. It jumps and it swims. It eats flies and other small animals.

Q9. Read this text. It is a simple argument. Find and copy the conclusion.

I think every class should have a plant. Plants make the room pretty. Plants also help us learn to look after things. That is why every class should have a plant.

Q10. Look at *The Rain* (Figure 10). Write down two pairs of rhyming words.

Text task

Q11. Read the short text below, then answer a–d.

Our Garden Dig

Last week, our class made a garden bed behind the hall. First, we turned over the soil. Next, we found three worms and put them back gently. Then, we planted some seeds. At the end, our hands were dirty and we were tired, but we were happy with our work.

- **a.** What type of text is this?
 - **b.** What is its purpose (its job)?
 - **c.** Copy the opening. What does it tell us (who, when, where)?
 - **d.** Underline the time words that put the events in order.
-

Answers

Q1. Wally the worm → to tell a story · A worm is a small animal... → to give us facts · Worms are good for gardens... → to win you over.

Q2. purpose · structure · features.

Q3. I, my, me. (*They* and *we* are not about one writer's own life.)

Q4. From the top: 2, 4, 1, 3. (Introduction 1, Argument 1 2, Argument 2 3, Conclusion 4.)

Q5. first, next, then, last.

Q6. class trip → factual recount · dinosaurs → information report · playtime longer → simple argument.

Q7. A factual recount. It tells about things that really happened, in order, with the time words *first*, *next*, *then*, and an ending that tells how it felt (*we were proud*).

Q8. An information report. It gives facts about one thing (a frog). Its job is to give facts.

Q9. "That is why every class should have a plant."

Q10. ground / sound and away / day.

Q11. a. A factual recount. b. Its job is to tell about something that really happened, in order. c. "Last week, our class made a garden bed behind the hall." It tells who (our class), when (last week) and where (behind the hall). d. First, next, then.

Q12. Answers will be different. One good answer: "I like narratives best, because I like to find out how the problem gets solved." Look for: a type named and a reason — the same giving-reasons work as 1B and 3B.

Talk about it

Q12. Think about the eight types of texts we met today. Which one do you like best? Tell the class which one, and why. There is no one right answer — say what you like, and give a reason.

Paragraphs: grouping related information in written texts

Curriculum focus — This section teaches **VC2E3LA04** (Victorian Curriculum F–10 Version 2.0, English, Level 3 — Language, Text structure and organisation):

“Understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together.”

It draws on the elaboration ids below. These are linkage keys for the question bank and coverage records — illustrations of the CD, not a lesson checklist (TOC D7):

- **VC2E3LA04.E01** — “recognising that longer informative texts are organised into paragraphs, which begin with a topic sentence that predicts how the paragraph will develop and is then elaborated on in various ways”
 - **VC2E3LA04.E02** — “recognising that paragraphs in narrative texts vary in length and do not always follow a predictable structure”
 - **VC2E3LA04.E03** — “examining models of well-constructed paragraphs and identifying their features”
-

Learn

Beat 1 — Ideas go in groups

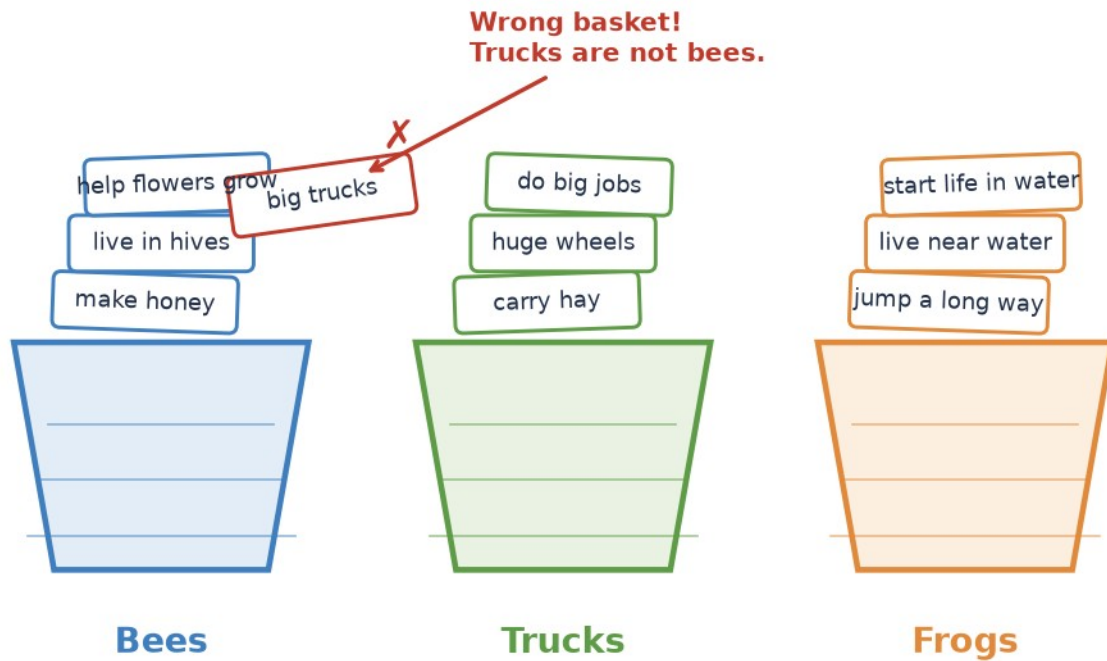
Writers have many ideas to share. Good writers do not put all their ideas in one big pile. They sort their ideas into small groups. Each group of sentences is called a paragraph.

paragraph (say it: *PAIR-uh-graf*) — a group of sentences that keeps one idea together. This section uses *paragraph* in the sense given by the Victorian Curriculum F–10 Version 2.0 (VCAA). Other books may use the word in other ways, but in this section this is what it means.

A paragraph is like a basket at the market. Each basket holds one kind of food. Apples go in the apple basket. Oranges go in the orange basket. No one puts fish in the fruit basket!

Paragraphs work the same way. Each paragraph holds one idea. The sentences that belong to that idea go inside it. When a writer moves to a new idea, they start a new paragraph on a new line.

A paragraph is like a basket: one idea in each



Writers sort their sentences into paragraphs the same way.

Three labelled baskets holding sentence cards that all fit one idea, while one card about trucks sits in the wrong basket

Figure 1 — Each paragraph holds one idea, like each basket holds one kind of food.

Little words like *he*, *she*, *it* and *they* already tie your sentences together (you met them in Level 2) — a paragraph is the next step up, keeping a whole group of sentences on one idea.

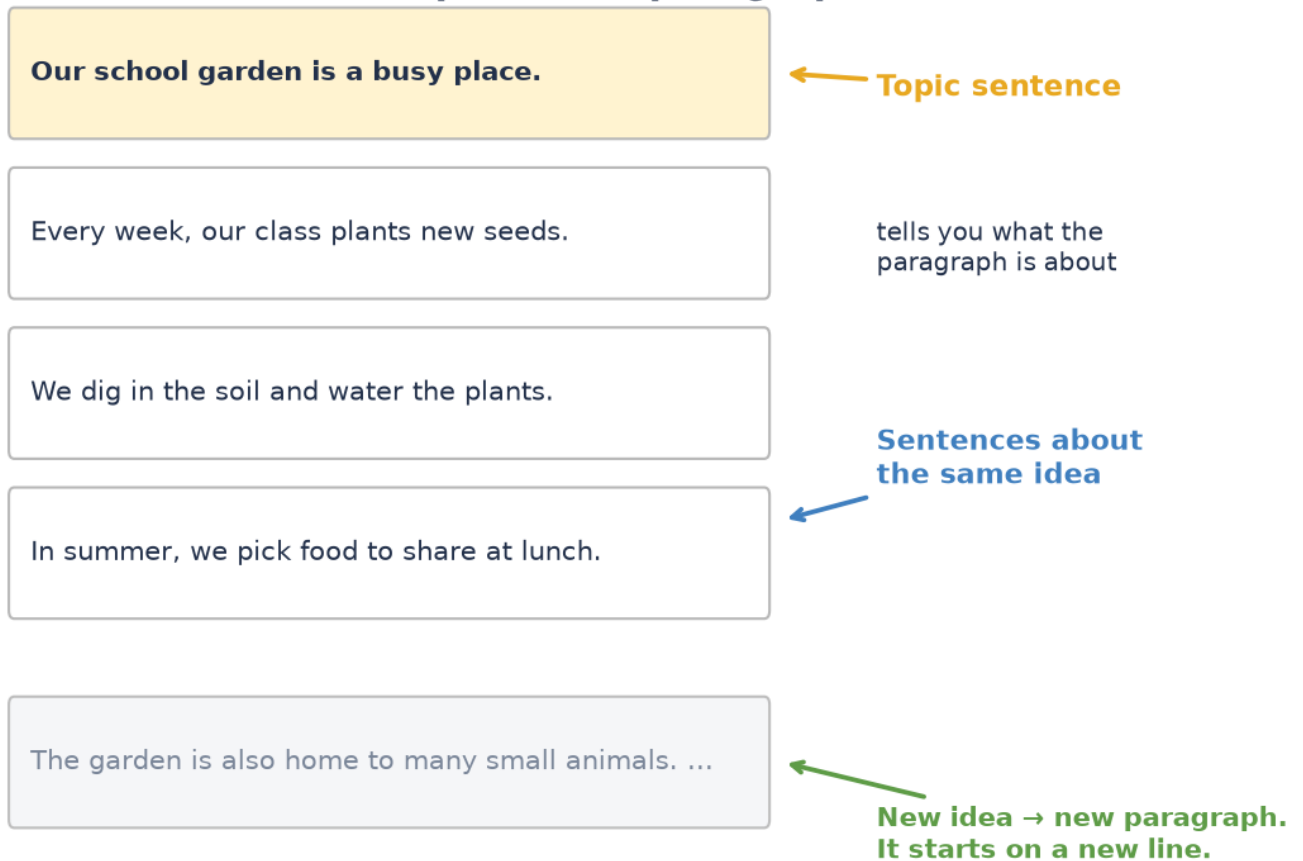
Beat 2 — The topic sentence: the label on the basket

Most paragraphs begin with a special sentence. It is called the **topic sentence**.

topic sentence — the sentence at the start of a paragraph that tells the reader what the paragraph will be about.

The topic sentence is like a label on a basket. It tells you what is inside. If the topic sentence is “Bees are busy insects”, you can predict that the rest of the paragraph will tell you more about bees — not about trucks! Reading the topic sentence first helps you know what is coming next.

The parts of a paragraph



A labelled diagram of one paragraph. Its topic sentence is highlighted at the top and the other sentences are grouped under it

Figure 2 — The parts of a paragraph.

Now go on a topic sentence hunt. Three sentences from one paragraph are shown below. Which one tells you what the whole paragraph is about?

Which one is the topic sentence?

These three sentences make one paragraph.

- 1 Worms are very helpful.
- 2 They dig in the soil.
- 3 They help plants to grow.

Hint: which sentence tells you what the whole paragraph is about?

Three numbered sentences from one paragraph, with a hint box asking which one is the topic sentence

Figure 3 — Find the topic sentence. The answer is in the Answers at the end of this section.

Beat 3 — Does every sentence fit?

A good paragraph holds only the sentences that fit its idea. Read this paragraph about frogs:

“Frogs are amazing animals. They can jump a long way. They live near water. My shoe is blue.”

Wait! “My shoe is blue” does not fit. It is not about frogs. A writer would take that sentence out, or start a new paragraph just for it. Watch for sentences that do not belong when you read — and when you write.

Beat 4 — Paragraphs in informative texts

informative text — a text that tells you true facts about something. A class book about penguins is an informative text. So is a poster that shows you how to wash your hands.

In longer informative texts, writers group their facts into paragraphs. Each paragraph gets its own topic sentence. Read just the topic sentences, and you get a quick map of the whole text!

Here is our class text. It is an informative text called “Our School Garden”.

Our School Garden

class text — an informative text

Paragraph 1

Our school garden is a busy place.

topic sentence

Every week, our class plants new seeds.

We dig in the soil and water the plants.

In summer, we pick food to share at lunch.

Paragraph 2

The garden is also home to many small animals.

topic sentence

Bees fly from flower to flower.

Birds hop along the grass.

Under the soil, pink worms help the plants to grow.

The class text Our School Garden shown as two paragraph boxes, with the topic sentence of each paragraph highlighted and labelled

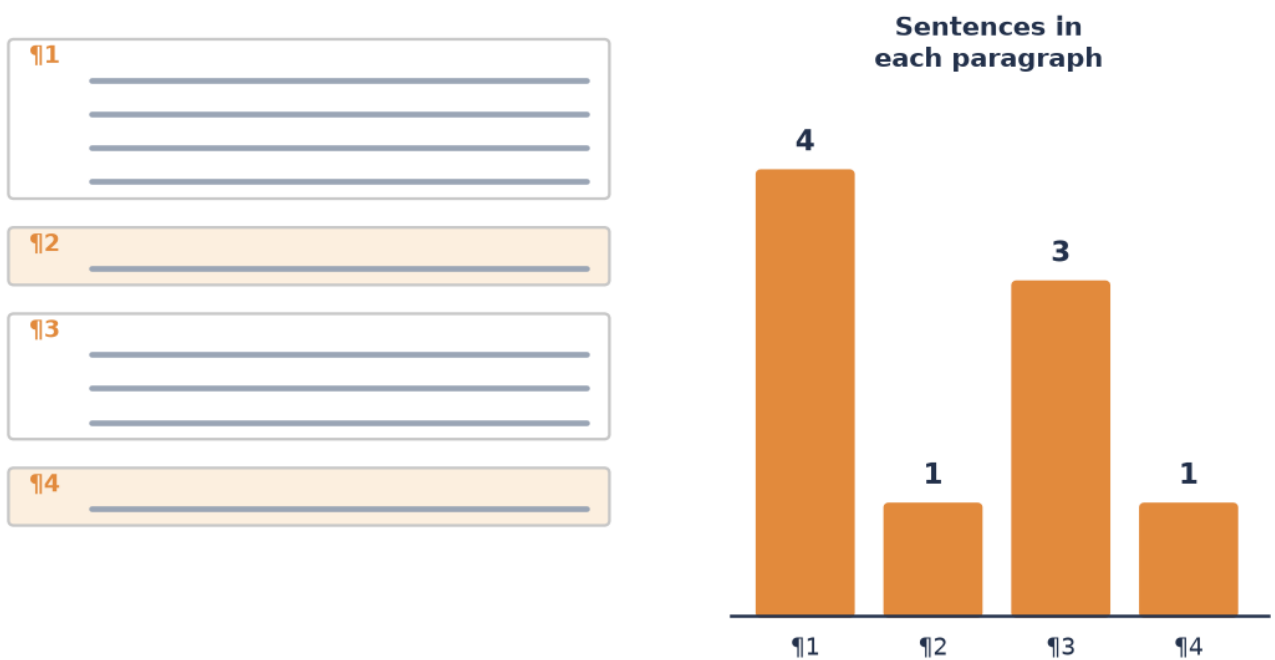
Figure 4 — “Our School Garden”, our class text. Each paragraph begins with a topic sentence.

Beat 5 — Story paragraphs change

narrative — a text that tells a story. “The Storm” in the Text task is a narrative.

Story paragraphs do not all look the same. Some are long. Some are short. A story paragraph can even be just one sentence long! Writers use a very short paragraph to make a moment feel quick and surprising.

Story paragraphs change length



A story paragraph can be just one sentence long!

Four story paragraphs shown as blocks of very different lengths, with the sentence count beside each block

Figure 5 — Story paragraphs change length. Paragraphs 2 and 4 here have just one sentence each.

Beat 6 — Learn from good paragraphs

You can look at good paragraphs and learn from them. This chart shows how paragraphs usually work in informative texts and in stories.

Two kinds of paragraphs

Informative text paragraphs	Story paragraphs
Usually start with a topic sentence.	Do not always start with a topic sentence.
Group facts about one idea together.	Move the story along.
Often about the same length.	Can be long, short, or just one sentence!

A two-column chart comparing the paragraphs of informative texts with the paragraphs of stories

Figure 6 — Two kinds of paragraphs, side by side.

And here is a checklist to use when you write your own paragraphs. You will meet it again in Chapter 5, when you write your own texts.

Paragraph checklist

☒

My paragraph has one idea.

☒

I started with a topic sentence.

☒

Every sentence fits the idea.

☒

I used capital letters and full stops.

☒

I read it back to check.

Tick each box — then you can say: I am done!

A poster checklist with five yes-or-no checks for a finished paragraph

Figure 7 — The paragraph checklist. Tick each box!

Worked examples

Example 1 — with help

Use the class text “Our School Garden” (Figure 4). Find the topic sentence of each paragraph. Then say what the other sentences do.

Working	Why
Read the first sentence of paragraph 1: “Our school garden is a busy place.”	All the other sentences tell you about things that happen in the garden. So this is the topic sentence.
The other sentences of paragraph 1: “Every week, our class plants new seeds. We dig in the soil and water the plants. In summer, we pick food to share at lunch.”	Each sentence tells you more about the busy garden. They all fit the one idea.
Read the first sentence of paragraph 2: “The garden is also home to many small animals.”	The rest of the paragraph names animals that live in the garden. So this is the topic sentence.
The other sentences of paragraph 2: “Bees fly from flower to flower. Birds hop along the grass. Under the soil, pink worms help the plants to grow.”	Each sentence names something that lives in the garden. They all fit the topic sentence.

Example 2 — with help

Sam wrote a paragraph about the school garden. One sentence does not fit. Find it, and fix the paragraph.

Sam’s paragraph:

“The garden is home to many small animals. Bees fly around the flowers. Worms live under the soil. My bike has two wheels. Birds hop along the grass.”

Working

Ask about each sentence: “Is this about the garden and its animals?”

“My bike has two wheels” is about a bike, not the garden.

Fix: take out the bike sentence.

Fixed paragraph: “The garden is home to many small animals. Bees fly around the flowers. Worms live under the soil. Birds hop along the grass.”

Why

The topic sentence tells us the idea of the paragraph. Every sentence must fit it.

That sentence does not fit the idea. It is the odd one out.

Sam could start a new paragraph about bikes, or save that sentence for another text.

Now every sentence fits the one idea.

Find the sentence that does not fit

Sam's paragraph is about the garden and its animals.

The garden is home to many small animals.

Bees fly around the flowers.

Worms live under the soil.

~~My bike has two wheels.~~

X

Birds hop along the grass.

It is about a bike, not the garden!

Sam’s paragraph with the sentence about a bike crossed out, because it does not fit the idea of the paragraph

Figure 8 — The odd one out. “My bike has two wheels” does not fit this paragraph.

Practice questions

With help

Q1. Circle the topic sentence in this paragraph.

“Our class pet is a very busy rabbit. She hops around her pen all day. She digs in the hay. She chews on long green grass.”

Q2. Match each topic sentence to the paragraph it fits. Draw a line from the topic sentence to the paragraph.

Paragraphs:

- **Paragraph A:** “We run and jump. We kick balls and throw rings. Everyone joins in.”
- **Paragraph B:** “Lunch boxes come out. Friends chat and laugh together. Soon the tables are full of food.”
- **Paragraph C:** “Water falls from the grey sky. Puddles grow on the path. The grass turns a deep green.”

Topic sentences:

1. “Lunch time is a happy time.”
2. “Rain comes to the school.”
3. “Sport time is busy and fun.”

Q3. This paragraph is about frogs. Tick (✓) each sentence that fits the paragraph. Cross (✗) each sentence that does not fit.

- Frogs are amazing animals.
- They can jump a long way.
- They live near water.
- Baby frogs start life in the water.
- The moon is bright at night.

Q4. Sort these sentences into the right group. Write them under the right heading. The first one is done for you.

Sentences: “Bees make sweet honey.” · “Trucks carry hay to farms.” · “Bees live together in hives.” · “Some trucks have huge wheels.” · “Bees help flowers to grow.” · “Trucks help farmers do big jobs.”

Bees

Trucks

Bees make sweet honey.

Q5. Read “Sports Day”. Then answer the questions.

“Sports Day is a big day for our school. We wait for it all year.

Everyone helps to get the field ready. We draw lines on the grass. We put out the flags.

Families come to watch and cheer. Mums and dads clap for every runner. It is a happy day for all.”

- (a) How many paragraphs are there?
- (b) How many sentences are in paragraph 2?
- (c) Circle the topic sentence of paragraph 3.

Q6. Which sentence is the best topic sentence for this paragraph? Write A, B or C.

“_____ It has a tall slide. There are swings and a sand pit. Many children play there after school.”

- **A.** “The park is a fun place to play.”
- **B.** “I like to eat red apples.”
- **C.** “Trucks have big wheels.”

On your own

Q7. Read “Little Penguins”.

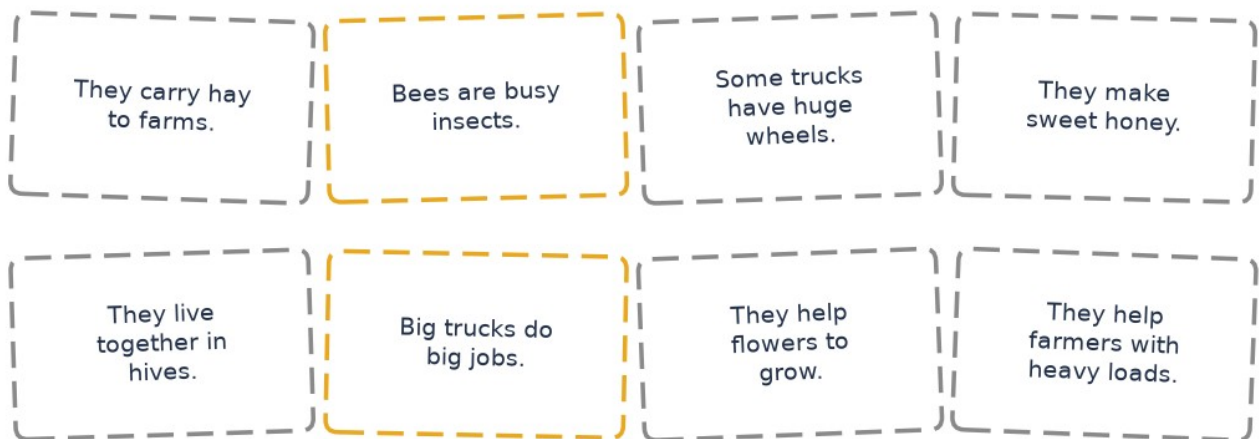
“Little penguins are the smallest penguins in the world. They live by the sea in Australia and New Zealand. They are only about 30 cm tall.

Little penguins are great swimmers. They catch small fish in the sea. Their soft feathers keep them warm in cold water.”

- (a) Underline the topic sentence of paragraph 1.
- (b) Write one more sentence that could go in paragraph 2. Your sentence must fit the paragraph’s idea.

Q8. Use the sentence cards in Figure 9. Sort the cards into two paragraphs, then write both paragraphs. Start each paragraph with its topic sentence card.

Sort the cards into two paragraphs



The two cards with gold edges are topic sentences. They go first!

Eight sentence cards about bees and trucks, mixed up and ready to be sorted into two paragraphs

Figure 9 — The sentence cards for Q8.

Q9. Read “The Race”.

“The sun was hot on the day of the big race. Mia stood at the start line with her red bike. She held the grips with both hands. Her heart went thump, thump, thump.

Bang! The race was on.

Mia pedalled as fast as she could. The wind rushed past her ears. Up ahead, she could see the finish flag.”

- (a) Which paragraph is the shortest? Write its number.
- (b) What happens in that paragraph?
- (c) Why did the writer use such a short paragraph there?

Q10. Now you write! Write a paragraph of four sentences about your favourite place to play. Start with a topic sentence. Make every sentence fit your idea. Then use the checklist in Figure 7 to check your work.

Text task

Read the story “The Storm”. Then answer the questions below.

The Storm

“Dark clouds rolled over the hills. The wind began to push the big tree from side to side. Ava looked up at the sky from the back step. Her dog Spot sat close to her feet.

Then the rain came down hard.

Ava and Spot ran inside. The house felt warm and safe. They watched the storm from the window.

Soon the sun came back out.”

T1. How many paragraphs does this story have?

T2. Which paragraphs have just one sentence each? Write their numbers.

T3. Paragraph 2 is very short. What does that make you feel as a reader? Think about how the rain starts.

T4. Talk with a partner. What is each paragraph about? Use these words: “Paragraph 1 is about ...”

Answers

Q1. “Our class pet is a very busy rabbit.” **Q2.** Paragraph A — 3; Paragraph B — 1; Paragraph C — 2. **Q3.** ✓, ✓, ✓, ✓, ✗ — the moon sentence does not fit. **Q4.** Bees: “Bees live together in hives.” · “Bees help flowers to grow.” Trucks: “Trucks carry hay to farms.” · “Some trucks have huge wheels.” · “Trucks help farmers do big jobs.” **Q5.** (a) 3. (b) 3. (c) “Families come to watch and cheer.” **Q6.** A. **Q7.** (a) “Little penguins are the smallest penguins in the world.” (b) One answer: “They can swim very fast.” **Q8.** See the full answer. **Q9.** (a) Paragraph 2. (b) The race starts. (c) Answers can be different. **Q10.** Answers can be different. **T1.** 4. **T2.** Paragraphs 2 and 4. **T3.** Answers can be different. **T4.** One answer: paragraph 1 — the storm is coming; paragraph 2 — the rain starts; paragraph 3 — Ava and Spot go inside; paragraph 4 — the storm ends.

Full answers

Q1. The topic sentence tells you what the whole paragraph is about. “Our class pet is a very busy rabbit” is the topic sentence. The other sentences show you how the rabbit is busy: she hops, digs and chews.

Q2. Paragraph A is about sport, so it matches topic sentence 3, “Sport time is busy and fun.” Paragraph B is about eating with friends, so it matches 1, “Lunch time is a happy time.” Paragraph C is about rain, so it matches 2, “Rain comes to the school.”

Q3. The first four sentences are all about frogs, so they get a tick. “The moon is bright at night” is not about frogs. It does not fit the idea, so it gets a cross. A writer would leave it out or give it its own paragraph.

Q4. Ask each question: “Is this about bees, or about trucks?” Sentences about honey, hives and flowers go under Bees. Sentences about hay, wheels and farm jobs go under Trucks.

Q5. (a) There are 3 paragraphs. Each one starts on a new line. (b) Paragraph 2 has 3 sentences. (c) “Families come to watch and cheer” is the topic sentence of paragraph 3. The other sentences tell you more about the families.

Q6. The answer is A. The paragraph is about a place to play, and “The park is a fun place to play” tells you that. B is about apples and C is about trucks. B and C do not fit the sentences about a slide, swings and a sand pit.

Q7. (a) The topic sentence of paragraph 1 is “Little penguins are the smallest penguins in the world.” (b) Your sentence must fit the idea “great swimmers”. One answer: “They can swim very fast.” A sentence about penguin homes would fit paragraph 1 instead, so it would not work here.

Q8. Sort the cards by idea first. Bees: “Bees are busy insects.” (topic) · “They make sweet honey.” · “They live together in hives.” · “They help flowers to grow.” Trucks: “Big trucks do big jobs.” (topic) · “They carry hay to farms.” · “Some trucks have huge wheels.” · “They help farmers with heavy loads.” Write each group as a paragraph, with its topic sentence first.

Q9. (a) Paragraph 2 is the shortest. It has just two short parts: “Bang! The race was on.” (b) The race starts in that paragraph. (c) One answer: the short paragraph makes the start feel quick and sudden, like a real race start. Long paragraphs slow a reader down. Short ones make a reader go fast.

Q10. One answer: “The park near my house is my favourite place to play. It has a tall tree I can climb. My friends and I play tag on the grass. We stay until the street lights come on.” Check: one idea (the park) ✓ · topic sentence first ✓ · every sentence fits ✓ · capital letters and full stops ✓ · read back to check ✓.

T1. The story has 4 paragraphs. Each one starts on a new line.

T2. Paragraphs 2 and 4 each have just one sentence.

T3. One answer: the short paragraph makes the rain feel sudden and big. The storm was building up, and then — all at once — the rain arrives. A long paragraph would make the rain feel slow and soft instead.

T4. One answer: “Paragraph 1 is about the storm coming. Paragraph 2 is about the rain starting. Paragraph 3 is about Ava and Spot going inside. Paragraph 4 is about the sun coming back. Each paragraph keeps one idea together.”

Layout features and navigation words in print and digital texts

Strand: Language · **Sub-strand:** Text structure and organisation **Code:** VC2E3LA05 — *identify the purpose of layout features in print and digital texts and the words used for navigation* **Draws on:** .E01 examining the words used as hyperlinks · .E02 discussing words used as headings and subheadings in digital and print information texts · .E03 discussing words used for chapter headings in narratives

What you need to know

Words to know

- **layout** — how the words and pictures sit on a page
- **layout feature** — one part of a page, like a heading, a photo or a glossary
- **navigation words** — words that help you find your way around a text, like a contents list or a menu
- **heading** — the words that tell you what a part of a text is about
- **contents list** — the list at the front of a book that tells you the chapters and their pages
- **menu** — the row of words at the top of a web page that takes you to the parts of the site
- **hyperlink** — words on a screen that you tap or click to go to a new page
- **subheading** — a small heading that names a part inside a bigger part
- **glossary** — a list of words with what they mean
- **caption** — the small words near a photo that tell you about it

Part 1 — Every page is built

You have already used chapters, contents lists and menus to find your way around books and sites. Now this section asks a new question: *why is each part there?*

Look at this information text, written for this book.

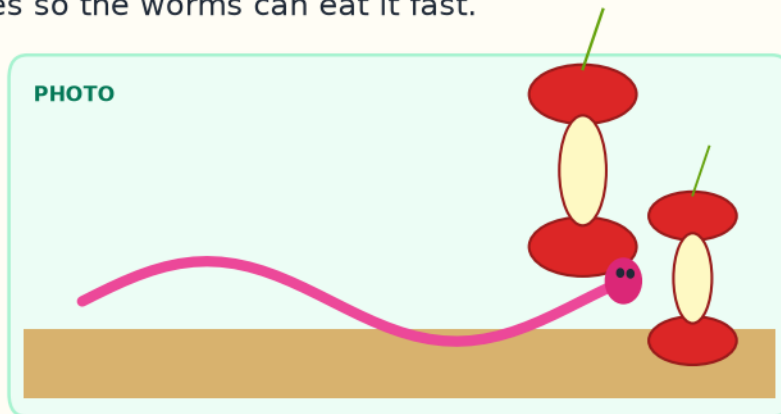
Worms at Work

Why We Made a Worm Farm

Our class made a worm farm in the school garden. **Compost** is rich soil, and worms help to make it. They turn old food and plant parts into compost.

What the Worms Eat

Worms eat soft fruit and old leaves. They do not eat meat or bread. We **chop** the food into small pieces so the worms can eat it fast.



Class 3B puts apple cores into the worm farm.

Glossary

compost — old food and plant parts that turn into rich soil

chop — to cut into small pieces

Words in dark print in the text are in the glossary.

A page of the original information text Worms at Work, with a title, a heading, two short parts, a photo with a caption under it, and a glossary box at the bottom.

Now here is the same page with every part named.

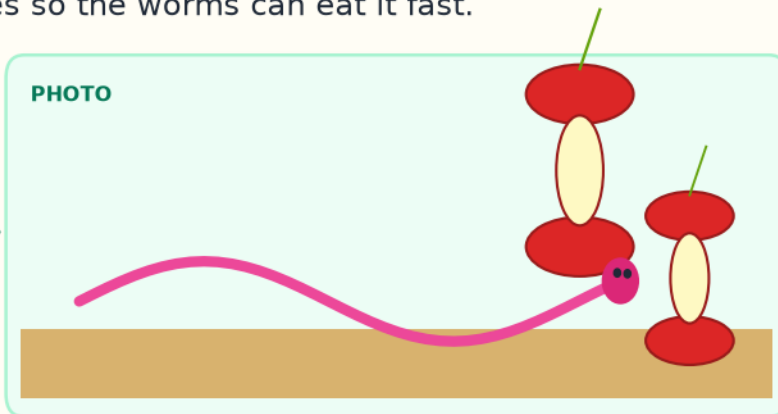
title

heading

subheading

dark-print word

PHOTO



caption

Words in dark print in the text are in the glossary.

glossary

Layout features and what they do

Feature	What it does	Where you find it
title	tells you what the whole text is about	print + digital
heading	names what a part of the text is about	print + digital
subheading	splits a part into smaller parts	print + digital
photo	shows you what something looks like	print + digital
caption	tells you about the photo near it	print + digital
dark-print word	a word to know; find it in the glossary	print + digital
glossary	a list of words with what they mean	print + digital
contents list	lists the chapters and their pages	print
chapter heading	names a part of the story	print
menu	takes you to the parts of a site	digital
hyperlink	words you tap or click to go to a new page	digital

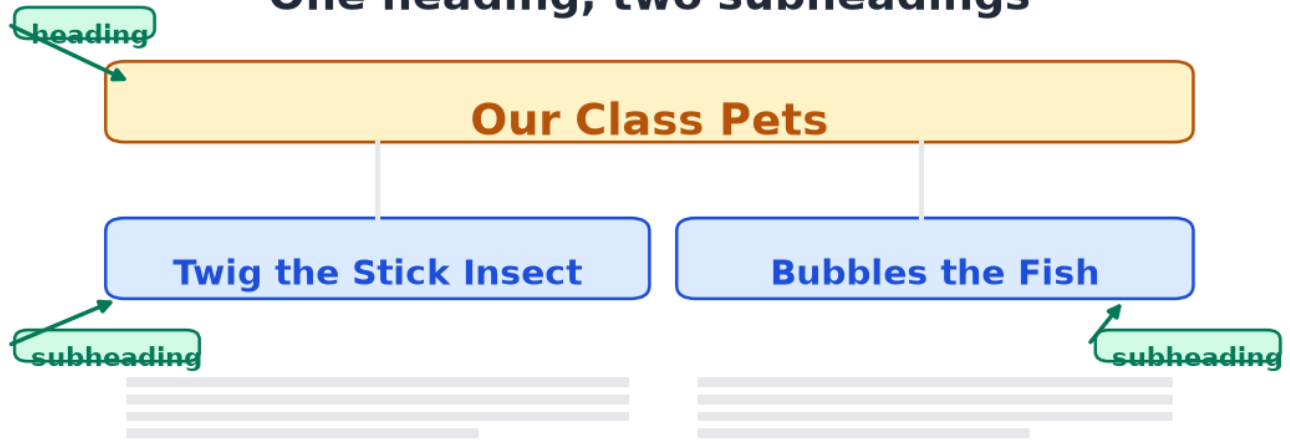
Every one of these helps you in two ways:
it tells you something, or it helps you find something.

A table of layout features. For each feature it says what the feature does, and whether you find it in print texts, in digital texts, or in both.

Part 2 — Headings and subheadings

A **heading** names what a part is about. A **subheading** names a smaller part inside it. They help you find what you need, without reading every word.

One heading, two subheadings



The heading names the big idea.
Each subheading names a smaller part under it.

*A diagram with one big heading box, **Our Class Pets**, and two smaller subheading boxes under it, **Twig the Stick Insect** and **Bubbles the Fish**, with grey lines standing in for the text under each subheading.*

If you want to read about Bubbles, you go straight to the part under *Bubbles the Fish*. You do not have to read the part about Twig. That is the purpose of a heading and its subheadings.

Part 3 — Print books: contents lists and chapter headings

A chapter book has a **contents list** at the front. It lists the chapters and the page where each one starts.

POSSUM PARK

Contents

Chapter 1 A New Home	3
Chapter 2 The Loud Dog	8
Chapter 3 Up the Big Gum	14
Chapter 4 Lost in the Rain	19
Chapter 5 A Warm Bed	25
Chapter 6 Home at Last	30

The contents list tells you the chapters
and the page where each one starts.
You use it to find your way around the book.

The contents page of the chapter book Possum Park. It lists six chapters, from A New Home on page 3 to Home at Last on page 30, each with its page number.

Each chapter starts with a **chapter heading** — the name of that part of the story. It tells you what is coming.

from the book *Possum Park*

Chapter 3

Up the Big Gum



Pip the possum woke up when the sun came up. Her tummy was empty. She looked up at the big gum tree and began to climb.

The chapter heading tells you what will happen in this part of the story.

Chapter headings are navigation words too.

The chapter-opening page of Possum Park. It shows Chapter 3 with the chapter heading Up the Big Gum, a small picture of a possum, and the first three sentences of the chapter.

Up the Big Gum tells you that Pip is going to climb. Chapter headings are navigation words too: they help you find your way around a story.

Part 4 — Digital texts: menus and hyperlinks

A website has a **menu** — a row of words at the top that takes you to the parts of the site. It also has **hyperlinks** — words you tap or click to jump to a new page.



A made-up class web page called Twig's Home Page. It has a menu across the top with Home, Twig's Tank, Feeding Time, Photos and Help; a heading called Feeding Time; two short lines of text; two blue hyperlinks; and a photo box showing a stick insect.

Good link words tell you what you will find on the next page. Weak ones make you guess.

Link words: do they tell you what you will find?

Words on the page

Do they tell you what you will find?

[How to feed Twig](#)



Yes — you will find out about feeding Twig

[Twig's Tank](#)



Yes — you will see where Twig lives

[Help](#)



Yes — you will find help if you get stuck

[Click here](#)



No — you have to guess what you will find

Good link words tell you what is on the next page.

The words 'click here' do not. Try not to use them.

A table of link words. Good link words like *How to feed Twig* get a green tick because they tell you what you will find. The words *click here* get a red cross because you have to guess.

Worked examples

Example 1 — with help

Use the labelled page and the job table from Part 1.

Task. Match three features of *Worms at Work* to their jobs.

Feature	Job
<i>Worms at Work</i> — the title	tells you what the whole text is about
<i>What the Worms Eat</i> — a subheading	names the smaller part about food
the caption under the photo	tells you about the photo: who is in it and what they are doing

Thinking. The small words under the photo are the caption. The job table says a caption tells you about the photo. The photo shows the class putting apple cores in, and the caption says just that — so the caption and the photo are doing one job together.

Example 2 — with help

Use the web page from Part 4.

Task. Find three sets of navigation words on Twig's page. Say where each one takes you.

Navigation words	Where they take you
the menu word <i>Photos</i>	to the part of the site with the photos

the hyperlink *See photos of Twig*

to a new page with photos of Twig

the hyperlink *What to do if Twig hides*

to a new page that helps you if Twig hides

Thinking. The link words *See photos of Twig* tell me what I will find — photos of Twig. That is a good link. The words *click here* would not tell me that.

Practice questions

With help

Q1. Look at the labelled page. Write the name of the feature that is: (a) the name of the whole text; (b) the words about the photo; (c) the list of words with what they mean.

Q2. Look at *Worms at Work*. Two words are in dark print. (a) Write the two words. (b) Where on the page can you find what they mean?

Q3. Use the job table. Which feature: (a) tells you what the whole text is about? (b) splits a part into smaller parts? (c) takes you to a new page when you tap or click it?

Q4. Use the contents list of *Possum Park*. (a) Which chapter starts on page 19? (b) On which page does Chapter 5 start? (c) Which chapter comes straight after *The Loud Dog*?

Q5. Look at the chapter page. (a) What is the chapter heading? (b) What do you think will happen in this chapter?

Q6. Look at the heading tree. (a) What is the heading? (b) Name the two subheadings. (c) Why do the two subheadings sit under that heading?

On your own

Q7. Why do information texts use headings and subheadings? Answer in one or two sentences.

Q8. Here is a part of a text about class pets. The heading above it is *Our Class Pets*. Give this part a good subheading.

Bubbles is a goldfish. She swims in a tank. We feed her once a day.

Q9. Look at the link words table. One row has weak link words. (a) Which row? (b) Why are those words weak? (c) Fix them with better words.

Q10. You are making a web page about the class vegetable patch. Write: (a) a heading; (b) a subheading for the part about watering; (c) a hyperlink with good link words.

Text task

Read *The Big Bug Hotel*. Like every text in this book, it was written for this book.

The Big Bug Hotel

Why We Built a Bug Hotel

Bugs help our garden. Bees visit the flowers. Ladybugs eat the tiny bugs that hurt our plants. So we built a bug hotel next to the vegetable patch.

Who Moves In?

A bug hotel is a box with lots of small homes inside. We filled it with sticks, bark, dry leaves and old pots. Beetles hide under the bark. Spiders spin webs in the pots.

Photo: the class bug hotel, made from an old wooden box.

Glossary

bark — the skin on the outside of a tree **hotel** — a place where guests stay

T1. Name three layout features you can find in *The Big Bug Hotel*.

T2. What is the purpose of the subheading *Who Moves In?*

T3. The word *bark* is in dark print. Why do texts put some words in dark print?

T4. If this text were on a website, which words would you make into a hyperlink? Say where they should take the reader.

Answers

Q1. (a) the title; (b) the caption; (c) the glossary.

Q2. (a) *compost* and *chop*; (b) in the glossary at the bottom of the page.

Q3. (a) the title; (b) a subheading; (c) a hyperlink.

Q4. (a) Chapter 4, *Lost in the Rain*; (b) page 25; (c) Chapter 3, *Up the Big Gum*.

Q5. (a) *Up the Big Gum*; (b) answers can be different — Pip will climb the big gum tree, maybe to find food.

Q6. (a) *Our Class Pets*; (b) *Twig the Stick Insect* and *Bubbles the Fish*; (c) because Twig and Bubbles are both class pets — each subheading is a smaller part of the big idea.

Q7. Headings and subheadings tell you what each part is about, so you can find what you need without reading every word.

Q8. Answers can be different — for example, *Bubbles the Goldfish* or *Our Fish*.

Q9. (a) the row with *click here*; (b) those words do not tell you what you will find; (c) answers can be different — for example, *Feeding Twig* or *How to feed Twig*.

Q10. Answers can be different. Check: the heading names the whole page; the subheading names the watering part; the hyperlink words tell the reader what they will find (for example, *See our patch grow*).

Model answers

T1. Any three of: the title (*The Big Bug Hotel*); the headings (*Why We Built a Bug Hotel*, *Who Moves In?*); the photo; the caption under the photo; the glossary; the dark-print word (*bark*).

T2. It tells you what that part is about — which bugs move into the hotel — so you can find that part without reading the whole text.

T3. Dark print marks a word to know. The glossary at the bottom tells you what it means, so the dark print is a sign that says *look me up*.

T4. Answers can be different — for example, make *bees* a link to a page about bees, or *vegetable patch* a link to a page about the patch. The link words must tell the reader what they will find.

Checkpoint C1 — Interacting and structuring texts

This is a school-designed classroom check. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 3 achievement standard, not against a mark on this paper.

Checkpoint C1 · Chapter 1 — Language: interacting with others and structuring texts (sections 1A–1E)

English Level 3 (Year 3) · Victorian Curriculum 2.0 · ClassBasics English 3

Codes assessed: VC2E3LA01 (1A) · VC2E3LA02 (1B) · VC2E3LA03 (1C) · VC2E3LA04 (1D) · VC2E3LA05 (1E)

Name: _____ Date: _____

Total marks	20
Section structure	Section A — Working together (4 marks) · Section B — Strong and soft words (4 marks) · Section C — Types of texts (4 marks) · Section D — Paragraphs (4 marks) · Section E — Layout and navigation (4 marks)
Guidance time	About 25 minutes — about 1 minute per mark, plus 5 minutes reading time
Sittings	One sitting
Timing	This is a classroom check, not an exam. There is no strict time limit. Your teacher will let you finish.
Reading support	Your teacher may read any question or passage to you. Passages are read aloud by your teacher.
Permitted materials	A pencil or pen. Nothing else is needed.

This check looks at what you learned in Chapter 1: working together in talk, words that show what you think and feel, types of texts, paragraphs, and the parts of a page that help you find your way. Attempt every question.

Read this first — our shared text

Your teacher will read *Our Class Weather Station* with you. Some questions in Sections C, D and E use this text.

Our Class Weather Station

What Is a Weather Station?

A weather station is a place with tools to help you read the weather. Our class made one next to the school garden. We read it every morning.

The Tools We Use

A rain gauge catches the rain so we can see how much fell. A wind vane points the way the wind blows. A thermometer shows how warm or cold the air is. We write our readings in the class weather book.

Photo: our class wind vane, made from a paper arrow and a straw.

Glossary

rain gauge — a tool that catches the rain so you can see how much fell **thermometer** — a tool that shows how warm or cold something is **wind vane** — a tool that points the way the wind blows

Section A — Working together (4 marks)

Read the talk. Mia and Zac are planning the class weather chart.

Mia: Let's talk about our weather chart. What should we put on it? **Zac:** The sunny days and the rainy days. **Mia:** I like that idea. And the windy days too. **Zac:** Who will read the thermometer each morning?

Mia: We could take turns. One reader each week. **Zac:** Um ... I was going to say ... **Mia:** Take your time. Were you going to talk about the rain gauge? **Zac:** Yes! We should write down the rain too. **Mia:** So — sun, wind and rain. Do we all get it?

Question 1 (1 mark)

Look at Mia's first line: "Let's talk about our weather chart. What should we put on it?" Which move is Mia making?

- A. Starting the topic
- B. Checking everyone gets it
- C. Giving useful feedback
- D. Changing the topic

Answer: _____

Question 2 (1 mark)

Which line **agrees and adds on**?

- A. "The sunny days and the rainy days."
- B. "I like that idea. And the windy days too."
- C. "Who will read the thermometer each morning?"
- D. "We could take turns. One reader each week."

Answer: _____

Question 3 (1 mark)

Zac gets stuck and stops talking. What does Mia do to help him along?

- A. She gives him a kind prompt and a helping question.
- B. She changes the topic to something else.
- C. She ends the talk and walks away.
- D. She talks about the weather chart on her own.

Answer: _____

Question 4 (1 mark)

Look at Mia's last line: "So — sun, wind and rain. Do we all get it?" Which move is Mia making?

- A. Starting the topic
- B. Asking for a new idea
- C. Checking the group all understands
- D. Helping a stuck speaker

Answer: _____

Section B — Strong and soft words (4 marks)

Question 5 (2 marks)

Sort the words into **mild** or **strong**. Write the letter of each word in the right column.

Words: **a.** happy · **b.** furious · **c.** pleased · **d.** brilliant · **e.** a little scared · **f.** awful

Mild (quiet words)

Strong (loud words)

Marking: 2 marks for all six words in the right column; 1 mark for exactly one word in the wrong column.

Question 6 (1 mark)

Which sentence uses the **strongest** evaluation word?

- A. “The show was okay.”
- B. “The show was good.”
- C. “The show was brilliant!”
- D. “The show was fine.”

Answer: _____

Question 7 (1 mark)

Read this sentence: *Mia _____ to the door.*

Which doing word makes the sentence **strongest**?

- A. walked
- B. hurried
- C. dashed
- D. stormed

Answer: _____

Section C — Types of texts (4 marks)

Question 8 (2 marks)

Match each type of text to its job. Write the letter of the job next to each type.

Type of text

Job

narrative

information report

factual recount

simple argument

Jobs: **a.** to give us facts about one thing · **b.** to say what you think and give reasons, to win you over · **c.** to tell a story · **d.** to tell about things that really happened, in order

Marking: 2 marks for all four matches correct; 1 mark for exactly one match wrong.

Question 9 (1 mark)

Which list shows the four stages of a simple argument **in order**?

- A. introduction → argument 1 → argument 2 → conclusion
- B. argument 1 → introduction → conclusion → argument 2
- C. conclusion → argument 2 → argument 1 → introduction
- D. introduction → conclusion → argument 1 → argument 2

Answer: _____

Question 10 (1 mark)

Our Class Weather Station tells us how our class reads the weather every morning, with facts kept in groups. What type of text is it?

- A. a narrative
- B. an information report
- C. a factual recount
- D. a verse poem

Answer: _____

Section D — Paragraphs (4 marks)

Question 11 (1 mark)

Read these sentences:

_____ Every morning, we read the tools. We write our readings in the weather book. At the end of each month, we look back at our readings.

Which sentence is the **best topic sentence** for this paragraph?

- A. “Our class keeps a weather record.”
- B. “My dog likes the park.”
- C. “Rain falls from clouds.”
- D. “The garden has many flowers.”

Answer: _____

Question 12 (2 marks)

Here are four mixed-up sentences. Number them **1 to 4** to make a good paragraph. Put the topic sentence first.

Sentence

On windy days, it spins fast.

It points the way the wind blows.

The wind vane is our favourite tool.

We all run to look when it moves.

Marking: 2 marks for the paragraph in full order; 1 mark for exactly one sentence out of place.

Question 13 (1 mark)

Read this paragraph:

Rain is important for our garden. Plants need water to grow. Worms like wet soil. Stars shine at night.

Which sentence **does not fit** the paragraph's idea?

A. "Rain is important for our garden."

B. "Plants need water to grow."

C. "Worms like wet soil."

D. "Stars shine at night."

Answer: _____

Section E — Layout and navigation (4 marks)

Question 14 (2 marks)

Match each part of a text to its job. Write the letter of the job next to each part.

Part of a text

Job

heading

contents list

index

hyperlink

chapter heading

Jobs: **a.** words you tap or click on a screen to go to a new page · **b.** the list at the front of a book that tells you the chapters and their pages · **c.** tells you what a part of a text is about · **d.** helps you find where a word or topic is written about in a book · **e.** the name of a chapter in a story; it tells you what is coming in that part

Marking: 2 marks for all five matches correct; 1 mark for exactly one match wrong.

Question 15 (1 mark)

Why do information texts use headings and subheadings?

A. So readers can find what they need without reading every word.

B. To make the pages look pretty.

C. To hide the glossary from the reader.

D. So the text tells a story instead of giving facts.

Answer: _____

Question 16 (1 mark)

You are making a web page about the weather station. Which words make the **best hyperlink**?

A. “click here”

B. “How to read the rain gauge”

C. “go now”

D. “this one”

Answer: _____

Total: 20 marks

Checkpoint C1 — Solutions

Teacher-facing. C1 is a classroom check, not an exam: about 25 minutes guidance including 5 minutes reading, one sitting, pencil only. All items are objectively markable. Achievement is reported against the Level 3 achievement standard, not against this mark.

Answer key

Q	Section	Answer	Marks
1	A (1A)	A — starting the topic	1
2	A (1A)	B — “I like that idea. And the windy days too.”	1
3	A (1A)	A — she gives him a kind prompt and a helping question	1
4	A (1A)	C — checking the group all understands	1
5	B (1B)	Mild: a (happy), c (pleased), e (a little scared) · Strong: b (furious), d (brilliant), f (awful)	2
6	B (1B)	C — “The show was brilliant!”	1
7	B (1B)	D — stormed	1
8	C (1C)	narrative → c · information report → a · factual recount → d · simple argument → b	2
9	C (1C)	A — introduction → argument 1 → argument 2 → conclusion	1
10	C (1C)	B — an information report	1
11	D (1D)	A — “Our class keeps a weather record.”	1
12	D (1D)	1 The wind vane is our favourite tool. · 2 It points the way the wind blows. · 3 On windy days, it spins fast. · 4 We all run to look when it moves.	2
13	D (1D)	D — “Stars shine at night.”	1
14	E (1E)	heading → c · contents list → b · index → d · hyperlink → a · chapter heading → e	2
15	E (1E)	A — so readers can find what they need without reading every word	1
16	E (1E)	B — “How to read the rain gauge”	1
Total			20

Marking notes

- **Drag and sort items (Q5, Q8, Q12, Q14) — whole marks only:** 2 marks for all placements correct; 1 mark for exactly one placement wrong; 0 marks otherwise. On the platform these run as H5P *Drag the Words* with the same key.
- **Q5:** *happy, pleased* and *a little scared* sit at the soft end of the feeling ladders from 1B; *furious, brilliant* and *awful* sit at the strong end. All six words come from the 1B word bank.
- **Q7:** the doing-word ladder from 1B runs *walked* (softest) → *hurried* → *dashed* → *stormed* (strongest). *Stormed* carries the most strength.
- **Q10:** the stimulus text gives facts about one thing (the weather station), with the facts kept in groups under headings — the information report shape from 1C. It is not a recount (it does not tell one event in order) and not a narrative (no problem and ending).
- **Q12:** the topic sentence (*The wind vane is our favourite tool.*) comes first; the other three sentences each tell more about the wind vane. Sentence 2 (what it does) before sentence 3 (what it does on windy days) before sentence 4 (how we react) is the keyed order; award 1 mark if a student swaps only sentences 3 and 4 — that is exactly one placement pair out of order.
- **Q13:** the paragraph's idea is *rain and the garden*; stars do not fit that idea (1D, Beat 3 — “Does every sentence fit?”).
- **Q16:** good link words tell the reader what they will find on the next page (1E, Part 4); *click here, go now* and *this one* make the reader guess.

Per-item CD and family mapping (coverage audit)

Q	CD	Section	Item family	H5P type	Marks
1–4	VC2E3LA01	1A	F-MC	Multiple Choice	4
5–7	VC2E3LA02	1B	F-DRAG (Q5) · F-MC (Q6, Q7)	Drag the Words · Multiple Choice	4
8–10	VC2E3LA03	1C	F-DRAG (Q8) · F-MC (Q9, Q10)	Drag the Words · Multiple Choice	4
11–13	VC2E3LA04	1D	F-CONS: F-MC (Q11) + F- DRAG ordering (Q12) + F-MC (Q13)	Multiple Choice · Drag the Words · Multiple Choice	4
14–16	VC2E3LA05	1E	F-DRAG (Q14) · F-MC (Q15, Q16)	Drag the Words · Multiple Choice	4
Total					20

Checklist evidence: the performance half of VC2E3LA01 (actually cooperating in a group) is evidenced by observation checklist O1, not by this paper — Q1–Q4 carry the knowledge half only (TOC §7.3, §7.5).

Construction exemplar block — Section D (1D, F-CONS, P2)

Model paragraph (teaching artifact — never the single acceptable student answer, never scored):

The wind vane is our favourite tool. It points the way the wind blows. On windy days, it spins fast. We all run to look when it moves.

Why this paragraph works (use for class discussion after marking):

- It begins with a **topic sentence** that tells the reader what the whole paragraph will be about — the wind vane, and that it is a favourite.

- Every other sentence **fits the idea**: what the tool does, what it does on windy days, and how the class reacts. No sentence drifts to a new idea.
- The sentences run in a sensible order: what it is and does → what happens on windy days → how we feel about it.
- The pronouns *it* and *we* tie the sentences together (Level 2 pronoun work) while the paragraph keeps the one idea together (Level 3, 1D).

Other acceptable student answers for Q12: the keyed order is the only fully-marked order, because the task fixes four given sentences. In class discussion, students may notice that sentences 3 and 4 could swap and the paragraph would still work — that is a good talk point, but on this paper the key stands as printed.

End of Checkpoint C1 solutions. The next instrument in this book's assessment layer is Checkpoint C2 (Grammar and meaning), hosted at the end of Chapter 2.