

English Level 3

Chapter 5 — Literacy: reading, analysing and creating texts

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Reading accurately and fluently for meaning, re-reading and self-correcting

This section owns **VC2E3LY07** and draws on **VC2E3LY07.E01** and **VC2E3LY07.E02**. It is the reading section the Level 3 Reading and Viewing standard names: students “read using phonic, morphemic and vocabulary knowledge” and “read multisyllabic words with more complex letter patterns”.

Curriculum focus — This section teaches **VC2E3LY07** (Victorian Curriculum F–10 Version 2.0, English, Level 3 — Literacy, Building fluency and making meaning):

“read different types of texts using phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when required”

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):

- **VC2E3LY07.E01** — “using phonic knowledge, word knowledge, vocabulary and grammatical knowledge to read unknown words”
- **VC2E3LY07.E02** — “reading a wider range of texts from different learning areas, including chapter books and informative texts”

Reading with phrasing and fluency is assumed from Level 2 (**VC2E2LY07**) and is re-established in one sentence in Beat 1 rather than re-taught (TOC §4). The teaching texts here sit within the Level 3 decoding scope set by Sections 4C–4F (TOC D2).

Learn

Our two class texts. In this section we work with two short texts: a page from a chapter book (Figure 6) and a page of facts (Figure 7). First, what strong reading is.

Beat 1 — What strong reading looks like

You have been reading for a long time. You can sound out words, and you can read in phrases so it sounds like talking. This section is about putting it all together.

Strong reading has three parts.

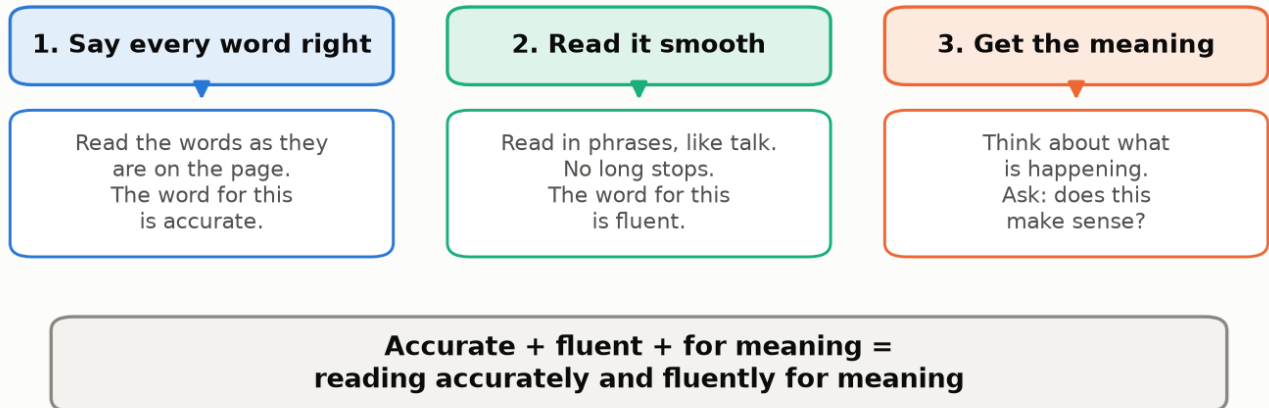
accurate — right, with no mistakes. Reading **accurately** means saying the words just as they sit on the page — no guessing, no skipping, no changing.

fluent — smooth and easy, with no long stops. Reading **fluently** means reading in phrases, so it sounds like talking. This section uses *fluent* 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.

And all of it is **for meaning** — you read to know what the text is saying.

The three parts of strong reading

Good readers do all three at once.



When a word goes wrong, or the meaning stops — stop, go back and fix it.

A poster showing the three parts of strong reading: say every word right (accurate), read it smooth in phrases (fluent), and get the meaning, with a band underneath reading accurate plus fluent plus for meaning equals reading accurately and fluently for meaning.

Figure 1 — The three parts of strong reading.

Beat 2 — Your three helpers

Three kinds of knowledge help you read. They are your helpers.

phonetic knowledge — your letter–sound knowledge. It tells you what the letters say.

semantic knowledge — your meaning knowledge. *Semantic* means about meaning. It asks: does it make sense?

grammatical knowledge — your sentence knowledge. *Grammatical* means about how sentences work. It asks: does it sound right here?

Your three reading helpers

Use them together to work out words and keep the meaning going.

Letter-sound helper	Meaning helper	Sentence helper
Phonic knowledge	Semantic knowledge	Grammatical knowledge
What do the letters say?	Does it make sense?	Does it sound right here?
rock-et → rocket	A rocket flies up into the sky. Yes!	The rocket rose. Yes! The rocket rosed. No!

When you meet a new word, ask all three helpers.

Letters: what does it say? Meaning: does it make sense? Sentence: does it sound right?

Three helpers shown side by side: the letter-sound helper (phonic knowledge) asks what do the letters say, with rock-et becoming rocket; the meaning helper (semantic knowledge) asks does it make sense, with a rocket flying up into the sky; the sentence helper (grammatical knowledge) asks does it sound right here, with the rocket rose yes and the rocket rosed no.

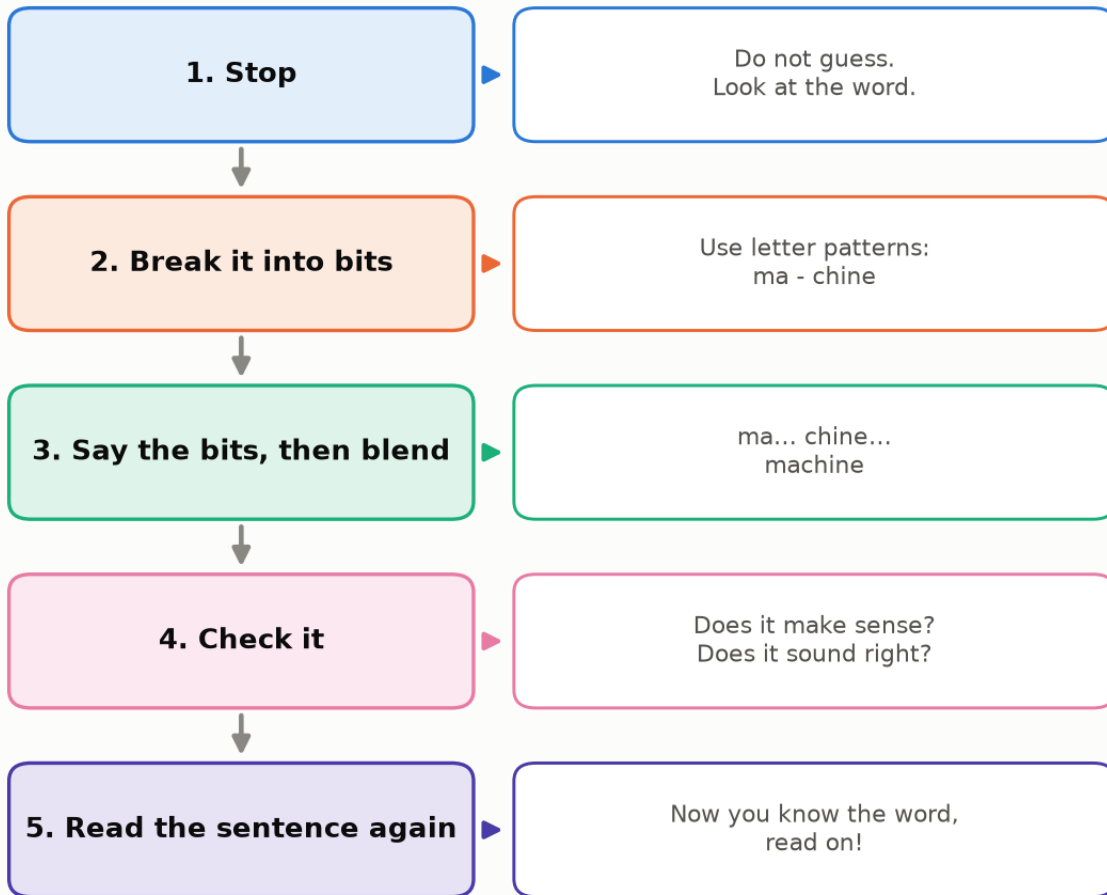
Figure 2 — Your three helpers. When you meet a new word, ask all three.

Beat 3 — When you meet a word you do not know

Do not guess. Do not skip. Use your helpers, one step at a time.

Try a tricky word

Use these steps when you meet a word you do not know.



A five-step poster for trying a tricky word: stop and do not guess; break it into bits with letter patterns, as shown for the word machine; say the bits then blend them; check that the word makes sense and sounds right; read the sentence again and read on.

Figure 3 — Five steps for a tricky word.

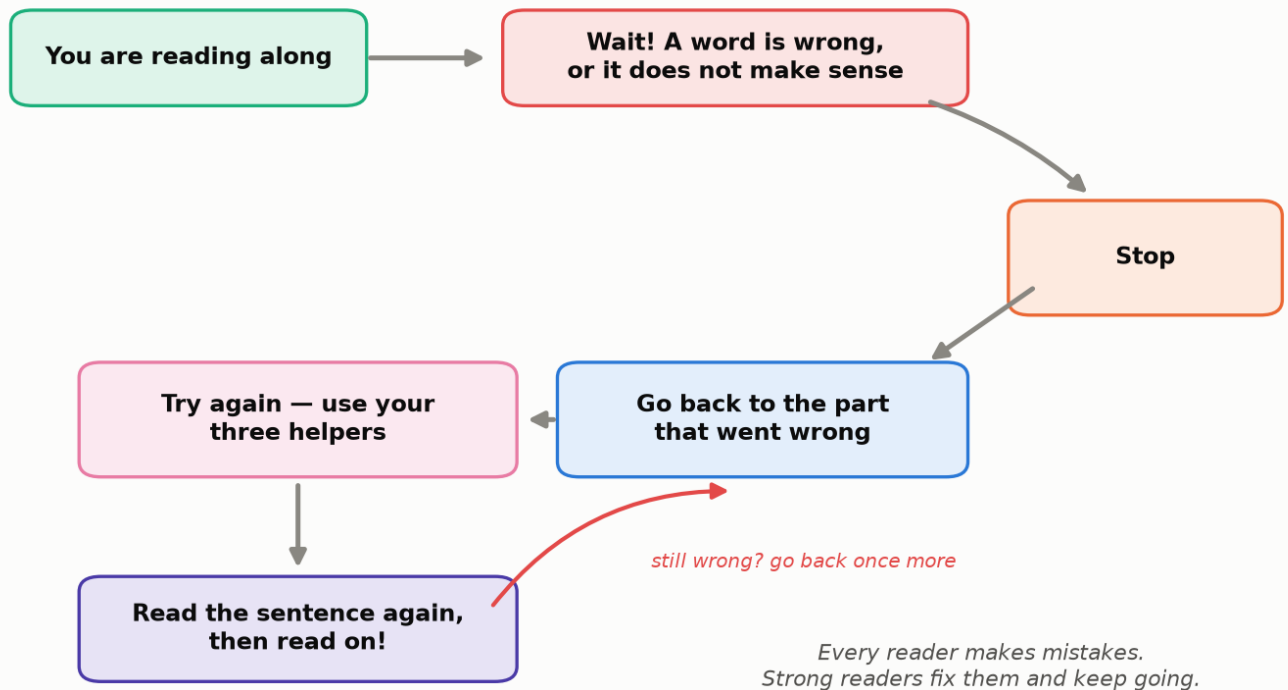
Try it on the word *rocket*: rock-et, blended to *rocket*. The meaning helper checks it in “The rocket rose into the sky.” — yes, that makes sense.

Beat 4 — When your reading breaks down: fix it yourself

Every reader makes mistakes. Strong readers notice, go back and fix. That is called **self-correcting** — fixing your own reading as you go. **Re-reading** means reading the same words again.

Fix it! What to do when your reading breaks down

Self-correcting means noticing, going back and fixing — then reading on.



A flow chart of self-correcting: you are reading along; wait, a word is wrong or it does not make sense; stop; go back to the part that went wrong; try again using your three helpers; read the sentence again then read on, with a red loop back for when it is still wrong.

Figure 4 — Fix it! The self-correcting loop.

Watch it work. You read: “She **played** the seeds in a row.” Then you stop. Played the seeds? The meaning helper says no. You go back and look: p-l-a-n-t-e-d — *plant* + *ed*. You read it again: “She **planted** the seeds in a row.” Now it makes sense. You fixed it yourself.

Beat 5 — Why we re-read

Re-reading is not a mistake. It is a tool strong readers use all the time.

Why we re-read

Re-reading means reading the same part again. It is not a mistake — it is a tool.

To fix a word

You said a word wrong.
Go back, work it out,
then read it again.

To get the meaning

You read the words but
lost the story. Read it
again, more slowly.

To find an answer

Someone asks a question.
Go back to the page and
hunt for the answer.

Strong readers re-read all the time — a page, a sentence, even one word.

A poster of three good reasons to re-read: to fix a word you got wrong; to get the meaning when you lost it; and to find an answer to a question.

Figure 5 — Three good reasons to re-read.

Beat 6 — Different texts, different reading

At school you read in many subjects — English, maths, science. These subjects are called **learning areas**. Reading works in all of them, but each text type asks something different of you.

A **chapter book** is a long story, split into parts called chapters. Here is a page from one.

Class text 1 — a chapter book

A chapter book is a long story, split up into chapters.

Chapter 4 — The Shed

Tess and Ben ran to the old shed. The door was shut.

“Can we get in?” asked Tess.

Ben tried the handle. It did not move.

“Look!” said Tess. “There is a key under the pot.”

Ben lifted the pot. Under it sat a small key.

It was red with rust.

Click! The door swung open.

Inside, the shed was dark. Dust hung in the air.

In the corner sat a box with a strap.

Tess took a deep breath. “Let us look inside,” she said.

page 27

Read it once for the story. Then read it again — smoothly, in phrases.

A chapter-book page titled Chapter 4, The Shed, page 27: Tess and Ben run to the old shed; the door is shut; Ben tries the handle; Tess finds a key under the pot; the door swings open onto a dark shed with a box in the corner.

Figure 6 — Class text 1: a page from a chapter book.

An **informative text** tells you facts. Here is one from science.

Class text 2 — an informative text

An informative text tells you facts. This one comes from science.

Water Changes

Water can change. When it gets very cold,

water turns to ice. Ice is hard. It stays still.

When the sun warms the ice, the ice melts.

It turns back into water.

When water gets very hot, it turns into steam.

Steam floats up into the air.

Ice, water and steam all look different.

But they are all the same thing. They are all water.

Read a text like this slowly. Check you know what each sentence tells you.

An informative text page titled Water Changes: water turns to ice when it gets very cold; ice melts back to water when the sun warms it; very hot water turns into steam; ice, water and steam are all the same thing.

Figure 7 — Class text 2: an informative text.

Now the same page in maths. Read it twice and hunt for the numbers and the job:

Zac has 24 stickers. He shares them equally between 3 friends. How many stickers does each friend get?

Different texts, different reading

You read across many learning areas — like English, maths and science. Each text type asks something different of you.

Type of text	What it is	How I read it
Chapter book	a long story in chapters	Read in phrases. Use your voice for the people in it.
Informative text	a text that tells you facts	Read slowly. Stop and check: what did I just learn?
Maths problem	a short text with a job to do	Read it twice. Hunt for the numbers and the job.
Science record	what you saw and did in an activity	Read carefully. Put the steps in order as you read.

One reader, many kinds of text — your helpers work in all of them.

A table of four text types and how to read each: chapter book, informative text, maths problem and science record, with what each one is and how the reader reads it.

Figure 8 — Different texts, different reading.

The texts in this section use letter patterns and words you know from Sections 4C–4F — blends and letter teams like *ch*, *dge* and *wr*, words you can break into bits, like *un-wrapp-ed*, and the small words you know by sight. Use them in the five steps of Figure 3.

Beat 7 — Your reading checklist

Use this checklist every time you read.

My reading checklist

Ask yourself these when you read.

☐

I said every word right.

☐

I read in phrases, like talk.

☐

I used my voice — not too fast, not too slow.

☐

I know what the text means.

☐

When something went wrong, I stopped,
went back and fixed it.

☐

I re-read when I needed to.

Tick each box as you read. Missed one? Re-read and try again.

A six-box checklist titled My reading checklist: I said every word right; I read in phrases, like talk; I used my voice, not too fast and not too slow; I know what the text means; when something went wrong I stopped, went back and fixed it; I re-read when I needed to.

Figure 9 — My reading checklist.

Worked examples

Example 1 — with help

A new word in a book you are reading: “The farmer used a **machine** to pick the fruit.” Use the five steps of Figure 3.

Working	Why
Stop. Look at the word <i>machine</i> .	No guessing — look first.
Break it into two bits you can say: ma-sheen .	Here the letter team <i>ch</i> says /sh/, like in <i>chef</i> .
Say the bits, then blend them: machine .	Blending puts the bits together.
Check it. “The farmer used a machine to pick the fruit.” Does it make sense? Does it sound right?	Yes — a machine can pick fruit, and the sentence sounds right.

Answer: the word is *machine*, and all three helpers agree.

Example 2 — with help

You read: “She **played** the seeds in a row.” Fix it, the way Figure 4 shows.

Working	Why
Notice it: <i>played the seeds</i> ? The meaning helper says no. Stop, and go back to the word <i>played</i> .	Noticing is the first step of self-correcting. Fix the part that went wrong.
Look again: p-l-a-n-t-e-d → <i>plant</i> + <i>ed</i> → planted .	The letter–sound helper works it out.
Re-read the whole sentence: “She planted the seeds in a row.”	Now the meaning helper and the sentence helper both say yes.

Answer: “She **planted** the seeds in a row.” You self-corrected.

Practice questions

With help

- Q1.** Which helper asks “Does it make sense?” (a) the letter–sound helper (b) the meaning helper (c) the sentence helper
- Q2.** Break *fridge* into two bits. *Hint: the letters dge say /j/, as in badge and edge.* fridge = _____ + _____
- Q3.** Sam reads “The cat sat on the moon.” The book says “The cat sat on the mat.” Which helper tells Sam something is wrong? *Hint: cats do not sit on the moon.*
- Q4.** Put the fix-it steps in order. Write 1, 2, 3, 4. (a) Try again with your three helpers. (b) Stop. (c) Go back to the part that went wrong. (d) Read the sentence again, then read on.
- Q5.** Match each text to how you read it. (i) a chapter book (ii) a maths problem (iii) an informative text (a) read it twice and hunt for the numbers and the job (b) read in phrases and use your voice for the people in it (c) read slowly and check what each sentence tells you
- Q6.** Which is a good reason to re-read? (a) to finish as fast as you can (b) to get the meaning when you lost it (c) because the bell has not gone yet
- Sorting game.** Break each word into its bits. Draw a line from each word card in Figure 10 to the right bit cards, then say each word out loud.

Sorting game — break the words into bits

Draw a line from each word card to its bits. Then say each word out loud.

Word cards

Bit cards

rocket

fr · idge

fridge

un · wrapp · ed

sunset

rock · et

unwrapped

lun · ch

lunch

sun · set

A sorting game with five word cards (rocket, fridge, lunch, sunset, unwrapped) on the left and five shuffled bit cards on the right, each showing one of the words broken into bits, to match by drawing lines.

Figure 10 — Sorting game: match each word to its bits.

On your own

Q7. The book says: “The sun gives us heat and light.” Jack reads: “The sun gives us heat and **night**.” Which helper spots the trouble? How does Jack fix it?

Q8. Read this sentence: “The machine changed the way we work.” Break *changed* into bits first, then read the whole sentence in phrases.

Q9. You read a page of a science text, but you cannot say what it tells you. Name two things to do.

Q10. Write two things a fluent reader does.

Tick or cross. Look at Figure 11. Tick ✓ the strong reading habits. Cross ✗ the ones to change. Fix each one you cross.

Tick or cross?

Tick ✓ the strong reading habits. Cross ✗ the ones to change.

☐

I read every word, even the small ones.

☐

When a word goes wrong, I go back and fix it.

☐

I read as fast as I can and do not think about the meaning.

☐

When the meaning stops, I re-read.

☐

I skip words I do not know.

Talk about your ticks and crosses with a partner.

A tick-or-cross sheet with five habits to judge: I read every word, even the small ones; when a word goes wrong, I go back and fix it; I read as fast as I can and do not think about the meaning; when the meaning stops, I re-read; I skip words I do not know.

Figure 11 — Tick or cross? Then fix the ones you cross.

Text task

Read “Mia’s Rocket” twice. The first time, read for the story. The second time, read it phrase by phrase, and use your checklist (Figure 9).

Mia’s Rocket

Mia got a new book about space. She read it all in one night.

“I will build a rocket,” she said.

She found a big box, some string, and her red wagon. She worked all day.

At last, Mia sat in her rocket and shut her eyes.

“Five, four, three, two, one — blast off!” she called.

In her mind, the rocket rose past the moon and into the stars.

T1. On your second read, mark the places where you pause, like this: “Mia got a new book / about space.” Mark pauses in two more sentences.

T2. Circle two words that were tricky for you. Break each one into bits, the way Figure 3 shows.

T3. What did Mia use to build her rocket?

T4. Where did the rocket go in Mia's mind?

T5. Read the text one more time. Did it get easier? Write one thing you did to help yourself.

Answers

Q1. (b). **Q2.** fr + idge. **Q3.** The meaning helper. **Q4.** b, c, a, d. **Q5.** (i)–(b), (ii)–(a), (iii)–(c). **Q6.** (b). **Sorting game.** rocket → rock · et; fridge → fr · idge; lunch → lun · ch; sunset → sun · set; unwrapped → un-wrapp-ed. **Q7.** The meaning helper (and the letter–sound helper); fix: *night* → *light*. **Q8.** change + d → changed; the sentence reads “The machine changed the way we work.” **Q9.** Any two: re-read it slowly; use the five steps on hard words; ask the helpers as you read. **Q10.** Any two of: says every word right; reads in phrases; uses a voice like talking; knows the meaning; stops, goes back and fixes; re-reads when needed. **Tick or cross.** ✓, ✓, ✗, ✓, ✗. **T1.** Any pauses that fit the words. **T2.** Any two words, broken into bits. **T3.** A big box, some string and her red wagon. **T4.** Past the moon and into the stars. **T5.** Your own words.

Full answers

Q1. “Does it make sense?” is a meaning question, so it is the meaning helper’s job — (b).

Q2. In *fridge*, the letters *dge* say /j/ (as in *badge* and *edge*). So the two bits are **fr** and **idge**, blended to *fridge*.

Q3. The words were said almost right, but a cat on the moon does not make sense. The meaning helper spots it. Sam goes back and reads *mat*, not *moon*.

Q4. The loop in Figure 4 goes: stop (b) → go back (c) → try again with your helpers (a) → read the sentence again, then read on (d). So: 1 = b, 2 = c, 3 = a, 4 = d.

Q5. A chapter book is a story: read it in phrases with a voice (b). A maths problem has a job: read it twice and hunt for the numbers (a). An informative text is facts: read slowly and check each sentence (c).

Q6. Re-reading to get the meaning back is one of the three good reasons in Figure 5 — (b). The other two choices are not reasons to re-read.

Sorting game. Work each word with letter patterns: *rocket* = rock + et; *fridge* = fr + idge; *lunch* = lun + ch (the *ch* says /ch/); *sunset* = sun + set; *unwrapped* = un-wrapp-ed. Say the bits from left to right, then blend them.

Q7. “Heat and night” sounds right, but the sun does not give us night — the meaning helper spots it. Jack goes back, looks at the letters l-i-g-h-t, and reads *light*. The letter–sound helper backs it up.

Q8. *changed* = change + d (the *d* ending shows it already happened). Blend to *changed*, then read the whole sentence in phrases: “The machine changed the way we work.”

Q9. Two things that work: re-read the page slowly, and use the five steps (Figure 3) on the words that are hard. Then ask the meaning helper: what does each sentence tell me?

Q10. A fluent reader reads in phrases so it sounds like talking, and keeps the meaning going. A fluent reader also stops, goes back and fixes a word, then re-reads.

Tick or cross. “I read every word, even the small ones” ✓ — accurate reading. “When a word goes wrong, I go back and fix it” ✓ — self-correcting. “I read as fast as I can and do not think about the meaning” ✗ — fix: read at a good speed and think about the meaning. “When the meaning stops, I re-read” ✓ — re-reading is a tool. “I skip words I do not know” ✗ — fix: stop and use the five steps, then read on.

T1. Pauses come at natural breaks. One answer: “She found a big box, / some string, / and her red wagon.” and “In her mind, / the rocket rose / past the moon / and into the stars.”

T2. One answer: *rocket* = rock + et, and *string* = str + ing (the blend *str*).

T3. She used a big box, some string and her red wagon.

T4. In her mind it went past the moon and into the stars.

T5. One answer: “It got easier because I knew the words. When *wagon* was hard, I broke it into bits and read the sentence again.” Any honest answer that names a fix or a re-read is right.

You will use these skills again in Section 5D, where you learn more ways to work out a text’s meaning, and every time you read in maths, science and the other learning areas. The word work in Sections 4C–4F feeds everything you read here.

Texts with similar purposes created for different audiences

This section owns **VC2E3LY08** and draws on **VC2E3LY08.E01** and **VC2E3LY08.E02**. It feeds the Level 3 Reading and Viewing standard: students “explore how different types of texts across the curriculum, both print and digital, use different structures for purpose and navigation”.

Curriculum focus — This section teaches **VC2E3LY08** (Victorian Curriculum F–10 Version 2.0, English, Level 3 — Literacy, Texts in context):

“Discuss how texts with similar purposes can be created for different audiences.”

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):

- **VC2E3LY08.E01** — “discussing the ways in which a safety campaign varies depending on its audience; for example, comparing how a road safety campaign for adults driving a car is different to a road safety campaign for children crossing the road”
- **VC2E3LY08.E02** — “discussing how the instructions for assembling and using toys vary according to the age of the intended user”

Level 3 compares two same-purpose texts side by side and discusses what changes for the audience. Naming the purpose and audience of single texts is **VC2E3LY09** (section 5C); creating texts is **VC2E3LY11** (section 5E). Neither is taught here.

For the teacher — where this part sits. This part teaches **VC2E3LY08**; the exact words are in the box above. The doing word for this part is *discuss*: the children look at two texts with the same job, work out who each text is for, and say why the two texts are built in different ways. Level 2 asked the children to notice the same topic in different types of texts; this part re-states that idea in one sentence (Beat 2) and then grows it — now the type of text can stay the same, and it is the reader that changes.

In this part. Two worked pairs follow the examples given with **VC2E3LY08** in the box above: a road-safety campaign for adult drivers next to one for children crossing the road (E01), and two sets of instructions for building a toy, made for children of different ages (E02). The text task adds a third pair (sun safety). Every text in this part was written for this book.

Not in this part. Working out the job and the reader of one text from its words and pictures is 5C. Writing texts of your own is 5E. Here, the children compare two texts with the same job. §2A does not touch this part — nothing here is left out.

Teaching plan

1. **Warm-up — same job, two texts.** Show Figure 1. Read the two mini texts together. Ask: do they have the same job? Are they built the same way? The children should hear that both texts want to keep people safe near roads — but one talks to drivers and one talks to children, so each is built in its own way. That idea is the whole of this part.
2. **The big idea and the word bank.** Read Beat 1 and Beat 2 together. Build the word bank one word at a time and show Figure 2. Beat 2 re-states the Level 2 idea in one sentence before moving on.
3. **The four switches.** Show Figure 3. When the reader changes, writers change the words, the pictures, the size and the tone. The job stays the same.
4. **Meet the pairs.** Read the road-safety posters (Figures 4 and 5) and the toy instructions (Figures 6 and 7) together. Read them through once, just to meet them.
5. **The compare checklist.** Read Figure 8 together. This is the tool the children will use all the way through the part.
6. **Worked examples.** Work through Examples 1 and 2 with the checklist. Model the talk with the sentence frames: “Both texts want to ... but ...”.
7. **Practice with help.** Questions 1–6, in pairs or as a class.
8. **On their own.** Questions 7–10.
9. **Text task.** Read the sun-safety pair and answer T1–T4, ending with partner talk.
10. **Talk about it.** The closing class discussion.

Learn

Beat 1 — Same job, different readers

Look at Figure 1 with your teacher. It shows two texts about roads. Read them together.

One job, two texts

the same purpose, but for different audiences



Same job — but each text is built in a different way.

One job card saying keep people safe near roads, with two arrows pointing down to two small texts. One text says slow down and please drive slowly, and is labelled for adult drivers. The other text says stop, look, listen and look left, look right, and is labelled for children.

Figure 1 — One job, two texts.

Ask:

- Do these texts have the same job? (Yes! Both want to keep people safe near roads.)
- Are they built the same way? (No. One has serious words. One has a rhyme — words that end with the same sound, like go and slow.)
- Why not? (They are made for different people.)

The people a text is made for have a name. They are the text's **audience**. Here is the big idea of this part:

Texts with the same job can be built in different ways, because they are made for different audiences.

Beat 2 — Our new word: audience

audience (say it: *OR-dee-unss*) — the people a text is made for. The Victorian Curriculum F–10 Version 2.0 (VCAA) uses the word *audience* but does not say exactly what it means. In this section, *audience* always means the people a text is made for. A sign for drivers has drivers as its audience. A song for children has children as its audience.

You have seen before that one topic can come in different types of texts. Here is a new idea: the type of text can stay the same — and it is the reader that changes.

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

New word	What it means
audience	the people a text is made for
purpose	the job of a text — why it is made (we met this word in 1C)
text	anything with a message that we read, look at or listen to (1C)
campaign	a set of texts with one job, made for many people to see
safety campaign	a campaign that tries to keep people safe
instructions	a text that tells you how to make or do something, step by step
features	the parts of a text we can notice — its words, pictures and sounds
tone	how a text sounds — serious, or friendly and fun

Our word bank

the words we are learning in this part

audience

the people a text is made for

purpose

the job of a text — why it is made

text

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

campaign

a set of texts with one job, made for many people to see

safety campaign

a campaign that tries to keep people safe

instructions

steps that tell you how to make or do something

features

the parts of a text we can notice — words, pictures, sounds

tone

how a text sounds — serious, or fun

Say each word, then say what it means.

The word bank shown as eight cards. Each card shows one new word and a short meaning for it.

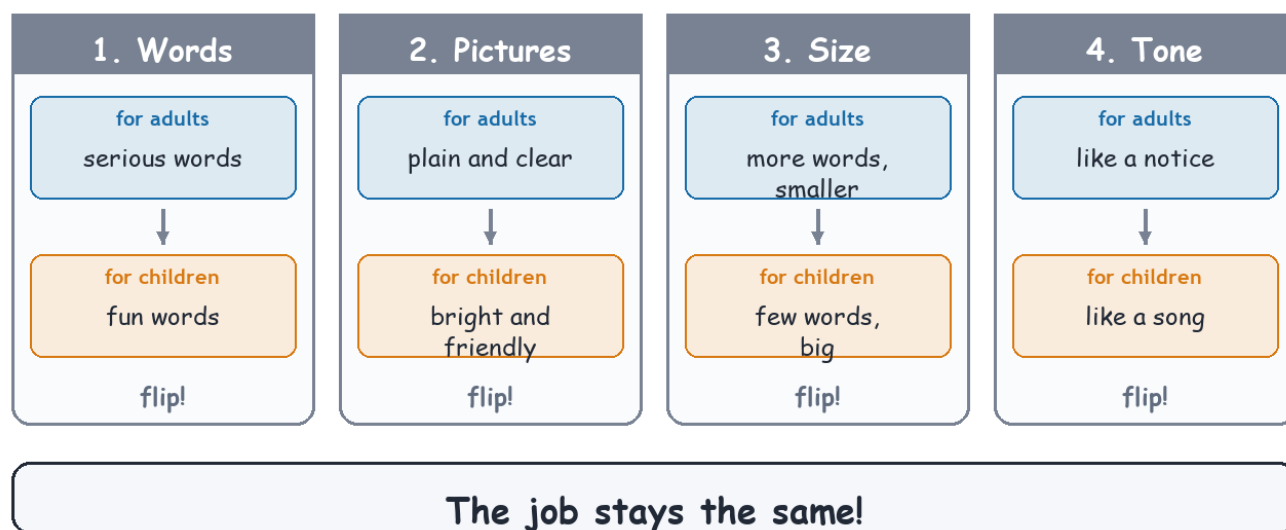
Figure 2 — Our word bank.

Beat 3 — The four switches

When writers make a text for a new audience, they flip four switches. The job stays the same!

The four switches

when the audience changes, writers flip four switches



Same job, different audience — four switches flip.

Four switch cards in a row: words, pictures, size and tone. Each card shows the two ways it can flip — for example, words can flip from serious words to fun words. A box underneath says the job stays the same.

Figure 3 — The four switches.

1. **Words** — serious, careful words for adults; short, fun words for children.
2. **Pictures** — plain and clear for adults; bright and friendly for children.
3. **Size** — how much to write, and how big the letters are. Adults can read more. Children need fewer words, in big letters.
4. **Tone** — how the text sounds. A text for adults can sound like a careful notice. A text for children can sound like a song.

Beat 4 — Meet our two pairs

This part looks at two pairs of texts. Each pair has the same job — but each text in the pair is for a different audience.

Pair 1 — a safety campaign. Our safety campaign has one job: keep people safe near roads. One poster is for adult drivers (Figure 4). One poster is for children (Figure 5).

Poster A — for adult drivers

Pair 1: our road-safety campaign

SLOW DOWN

Children cross near this school.
A child can step out from behind
a parked car.

At 30 km/h, you can stop in time.

Please drive slowly near our school.
— The Road Safety Team

serious words
“Children cross near this school.”

a fact with a number
“At 30 km/h, you can stop in time.”

plain colours
blue and white, no busy pictures

A text for adults: serious words, a fact, and a plain look.

A poster for adult drivers. The title is SLOW DOWN. It has four short lines, including the fact At 30 km/h, you can stop in time. Labels point to its serious words, its fact with a number, and its plain colours.

Figure 4 — Pair 1: the poster for adult drivers.

Poster B — for children

Pair 1: our road-safety campaign



A text for children: a rhyme, bright colours, a friendly picture.

A poster for children. The title is STOP! LOOK! LISTEN! It has a short rhyme about looking left and right and holding a grown-up's hand. Labels point to its fun rhyme, its bright colours and its friendly picture.

Figure 5 — Pair 1: the poster for children.

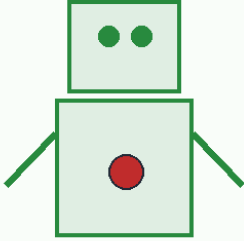
Pair 2 — instructions for a toy. Both sets of instructions have the same job: help you build a toy. One set is for children of 5 and 6 (Figure 6). One set is for children of 9 and 10 (Figure 7).

Click-Bot — for ages 5 and 6

Pair 2: instructions for building a toy

CLICK-BOT — let's build!

Build with a grown-up.



1. Push the head on.
Click!
2. Push the arms on.
Click!
3. Press the red button.
Click-Bot wakes up!

For ages 5 and 6

big pictures
you can see each part

a few words
each step is short

a fun sound word
"Click!"

For 5- and 6-year-olds: big pictures, a few words, a sound word.

Instructions for a toy robot called Click-Bot, made for children of 5 and 6. Three big steps with pictures: push the head on, push the arms on, press the red button. Labels point to the big pictures, the few words and the sound word Click!

Figure 6 — Pair 2: instructions for children of 5 and 6.

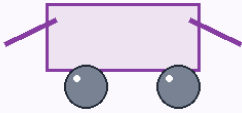
Robo-Rover — for ages 9 and 10

Pair 2: instructions for building a toy

ROBO-ROVER BUILD KIT

You will need:

- 1 body
- 2 arms
- 4 wheels
- 4 screws



1. Fit the arms into the slots on each side.
2. Fix the wheels with the screws. Press them on hard.
3. Switch it on and watch it go.
4. One wheel not turning? Check its screw.

For ages 9 and 10

a parts list
it names each part and how many

numbered steps
four steps, in order

a check at the end
“One wheel not turning? Check its screw.”

For 9- and 10-year-olds: a parts list, numbered steps, a check.

Instructions for a toy kit called Robo-Rover, made for children of 9 and 10. A parts list and four numbered steps in smaller writing. Labels point to the parts list, the numbered steps and the check at the end.

Figure 7 — Pair 2: instructions for children of 9 and 10.

Beat 5 — The compare checklist

When we compare two texts, we ask the same questions every time. Here is our checklist. We will use it in the worked examples, in the practice and in the text task.

The compare checklist

ask these five questions every time we compare two texts

- ☐ 1. What is the job of each text? Is it the same job?
- ☐ 2. Who is each text for? How do you know?
- ☐ 3. What are the words like?
- ☐ 4. What are the pictures like?
- ☐ 5. What is the tone — serious, or fun?

Use the checklist in the worked examples, the practice and the text task.

A checklist with five questions: What is the job of each text? Who is each text for? What are the words like? What are the pictures like? What is the tone? Each question has a tick box.

Figure 8 — The compare checklist.

Read it together:

1. What is the job of each text? Is it the same job?
2. Who is each text for? How do you know?
3. What are the words like?
4. What are the pictures like?
5. What is the tone — serious, or fun?

Worked examples

Example 1 — with help (Pair 1: the road-safety posters)

Use the checklist (Figure 8) to compare the two posters in Figures 4 and 5.

Working

Why

Step 1 — Find the job of each poster. Poster A says “Please drive slowly” and “you can stop in time”. Poster B says “Look left, look right” and “hold a grown-up’s hand”.

Both posters want to keep people safe near roads. The job is the same.

Step 2 — Ask: who is Poster A for? It talks about driving a car and stopping in time. Children do not drive

Poster A is for adult drivers.

cars — adults do.

Step 3 — Ask: who is Poster B for? It tells you to hold a grown-up's hand. It has a fun rhyme and bright colours.

Poster B is for children who cross the road.

Step 4 — Look at the switches. Poster A uses serious words and short sentences. Poster B uses a rhyme, bright colours and a friendly picture.

Same job, different audience — so the writers changed the words, the pictures and the tone.

Now talk about it with a partner. Use these sentence starters:

Both posters want to . *Poster A is for* . Poster B is for . *They are built in different ways because* .

Pair 1, side by side

the job stays the same — the audience changes

	Poster A — for adult drivers	Poster B — for children
The job	keep people safe near roads	keep people safe near roads
The audience	adult drivers	children crossing the road
The words	serious words, and a fact with a number	a fun rhyme
The pictures	plain and clear	bright, with a friendly picture
The tone	serious	fun and friendly
The job is the same. The audience changes — and the text changes with it.		

Compare with the checklist from Figure 8.

A table with the two road-safety posters side by side. The row for the job says keep people safe near roads and is the same for both. The rows for audience, words, pictures and tone are different for each poster.

Figure 9 — Pair 1, side by side. The job stays the same. The audience changes — and the words, pictures and tone change with it.

Example 2 — with help (Pair 2: the toy instructions)

Use the checklist to compare the toy instructions in Figures 6 and 7.

Step 1 — Find the job of each text. Both texts tell you how to build a toy.

Same job: help the reader build the toy.

Working

Why

Step 2 — Ask: who is the Click-Bot sheet for? It says “Build with a grown-up”. It has big pictures and only a few words.

Click-Bot is for children of 5 and 6.

Step 3 — Ask: who is the Robo-Rover sheet for? It has a parts list, four numbered steps and a check at the end. It does not ask for a grown-up.

Robo-Rover is for children of 9 and 10.

Step 4 — Look at the switches. The sheet for 5- and 6-year-olds uses sound words like “Click!” and very few words in big letters. The sheet for 9- and 10-year-olds uses more words and names each part.

Same job, different ages — so the writers changed the words, the pictures and how much they wrote.

Talk about it with a partner:

Both sets of instructions want to . *The Click-Bot sheet is for* . The Robo-Rover sheet is for . *They are different because* .

Practice questions

With help

Q1. Finish the sentences. Use the words in the box.

audience · purpose · same · different

- The people a text is made for are its ____.
- The job of a text is its ____.
- The two road-safety posters have the ____ job.
- They are built in ____ ways, because they have different audiences.

Q2. Sort the six feature cards in Figure 10 into two baskets: *For adult drivers* and *For children*. Draw a line from each card to its basket.

Sort the feature cards

Q2: draw a line from each card to its basket

The figure shows two vertical baskets and six horizontal cards. The left basket is light blue with a dark blue header that says 'For adult drivers'. The right basket is light orange with a dark orange header that says 'For children'. Between the baskets are six white cards with rounded corners, each containing a text feature. From top to bottom, the cards read: 'a fun rhyme', 'a fact with a number', 'bright colours and a friendly picture', 'serious words', 'the words: hold a grown-up's hand', and 'the words: please drive slowly'.

For adult drivers		For children
	a fun rhyme	
	a fact with a number	
	bright colours and a friendly picture	
	serious words	
	the words: hold a grown-up's hand	
	the words: please drive slowly	

Ask: would this help a driver, or a child crossing the road?

Six feature cards in the middle and two baskets, one labelled *For adult drivers* and one labelled *For children*. The cards say: *a fun rhyme*; *a fact with a number*; *bright colours and a friendly picture*; *serious words*; *the words hold a grown-up's hand*; *the words please drive slowly*.

Figure 10 — The feature cards for Q2.

Q3. Look at Poster A (Figure 4). Copy the sentence with a number in it. Why does a number help a text for adults?

Q4. Look at Poster B (Figure 5). Find two words that rhyme. Why is a rhyme good for a text for children?

Q5. Tick (✓) the **two** true sentences about Pair 2.

- The Click-Bot sheet asks for a grown-up to help.
- Robo-Rover has a parts list.
- Click-Bot has more steps than Robo-Rover.
- The Robo-Rover sheet is for children of 5 and 6.

Q6. Match each text to its audience. Draw a line.

The text	The audience
"Please keep your child's helmet on for every bike ride."	children
"Hop on your bike! Helmet on, buckle up — let's ride!"	parents and carers

On your own

Q7. Read the two texts about our class library.

Text A: "Please return library books on Fridays. Lost books must be paid for."

Text B: "Love our class library! Pick a book, read it, and put it back with a smile."

Who is each text for? Give one clue for each text.

Q8. One step for making a paper plane is written three ways.

- Way 1: "Fold the two top corners down to the middle line."
- Way 2: "Fold them down like bunny ears!"
- Way 3: "Fold the top corners to the middle, then press the folds flat."

Which way is best for a poster for young children? Why?

Q9. Match each text to its audience (Figure 11). Draw a line from each text to the right chip.

Match each text to its audience

Q9: draw a line from each text to the right chip

Text 1

"Pack a hat and a bottle of water for your child each day."

children

Text 2

"Hat on! Water bottle full! Let's play in the shade."

parents and carers

Text 3

"Children must hold an adult's hand at the crossing."

children

Text 4

"Stop! Look! Listen! Then cross with care."

parents and carers

Two texts talk to grown-ups. Two texts talk to children.

Four short texts and four audience chips. The texts are about hats and water bottles, playing in the shade, holding an adult's hand at the crossing, and stop, look, listen. The chips say parents and carers (twice) and children (twice).

Figure 11 — The texts for Q9.

Q10. Now you try! Pick this job: **get children to wash their hands before lunch**. Use the writer's plan (Figure 12) to help you.

- Write one sentence for a poster for children.
- Write one sentence for a notice for parents and carers.

My writer's plan

Q10: plan one sentence for each audience

The job: get children to wash their hands before lunch		
Who reads it?	My words	What will it look like?
a poster for children		
a notice for parents and carers		

Same job — but who reads it changes your words.

A writer's plan with four boxes: The job, Who reads it?, My words and What will it look like? Two rows are shown, one for a poster for children and one for a notice for parents and carers.

Figure 12 — The writer's plan for Q10.

Text task

Read the two texts below. They have the same job. Then answer T1–T4.

Text 1

Keep your child safe in the sun

The sun is strong at lunch time. Pack a hat and a bottle of water each day. Talk to your child about playing in the shade.

Text 2

Happy in the sun!

Hat on your head, water in your cup. Play in the shade when the sun is up!

T1. What job do both texts do?

T2. Who is Text 1 for? Who is Text 2 for? Give one clue for each text.

T3. Copy two things about Text 2 that make it good for children.

T4. Talk with a partner. Use the checklist (Figure 8): why did the writers build the two texts in different ways? Start with: “Both texts want to ____.”

Answers

Q1. audience · purpose · same · different.

Q2. See the full answer.

Q3. “At 30 km/h, you can stop in time.” A number gives adults a real fact to think about.

Q4. go / slow, and today / way. A rhyme is fun to say and easy to remember.

Q5. The first two: the Click-Bot sheet asks for a grown-up to help, and Robo-Rover has a parts list.

Q6. “Please keep your child’s helmet on...” → parents and carers · “Hop on your bike!...” → children.

Q7. Text A → parents and carers · Text B → children. (Clues in the full answer.)

Q8. Way 2. (Reason in the full answer.)

Q9. Text 1 → parents and carers · Text 2 → children · Text 3 → parents and carers · Text 4 → children.

Q10. Answers will be different.

T1. To keep children safe in the sun.

T2. Text 1 → parents and carers · Text 2 → children. (Clues in the full answer.)

T3. Any two: it has a rhyme; it uses short words; it has a fun, friendly tone.

T4. Answers will be different.

Full answers

Q1. The people a text is made for are its **audience**. The job of a text is its **purpose**. The two road-safety posters have the **same** job. They are built in **different** ways, because they have different audiences.

Q2. Ask each card: would this help a driver, or a child crossing the road? *For adult drivers:* a fact with a number · serious words · the words “please drive slowly”. *For children:* a fun rhyme · bright colours and a friendly picture · the words “hold a grown-up’s hand”.

Q3. The sentence is “At 30 km/h, you can stop in time.” The number tells drivers a real fact about their cars. Facts like this make adults stop and think.

Q4. Two rhymes: *go* with *slow*, and *today* with *way*. A rhyme is fun to say out loud, and it helps children remember what to do.

Q5. True: “The Click-Bot sheet asks for a grown-up to help.” and “Robo-Rover has a parts list.” Not true: both toys have the same kind of steps — and Robo-Rover has *four* steps while Click-Bot has *three*, so Click-Bot has fewer, not more. The Robo-Rover sheet is for children of 9 and 10.

Q6. The first text says “your child” — so it talks to parents and carers. The second text says “Hop on your bike!” — so it talks to children.

Q7. Text A is for parents and carers. Clues: it says “Please” and “must”, and it talks about paying for lost books — grown-up jobs. Text B is for children. Clues: it says “Love our class library!” and “put it back with a smile” — friendly, fun words for children.

Q8. Way 2, “Fold them down like bunny ears!” It paints a fun picture in your head. Children remember fun pictures. Way 1 and Way 3 are plain and careful — they are good for older readers.

Q9. Text 1 (“Pack a hat and a bottle of water for your child each day.”) says “your child” → parents and carers. Text 2 (“Hat on! Water bottle full! Let’s play in the shade.”) is short and fun → children. Text 3 (“Children must hold an

adult's hand at the crossing.") uses the rule word "must" → parents and carers. Text 4 ("Stop! Look! Listen! Then cross with care.") has short, strong words for children to say → children.

Q10. Answers will be different. One answer for the children's poster: "Wash the germs away with soap and water!" One answer for the notice: "Please help your child wash their hands with soap before lunch." Look for: the children's sentence is short, fun and talks to children; the notice talks to adults and says please.

T1. Both texts want to keep children safe in the sun. Same job!

T2. Text 1 is for parents and carers. Clue: it says "your child" and "Pack a hat" — jobs a grown-up does. Text 2 is for children. Clue: it is a fun rhyme about playing — and children play!

T3. Any two of these: Text 2 has a rhyme (*cup* rhymes with *up*). It uses short words. It has a fun, friendly tone, like a song. Text 1 does not have these — it sounds like a careful notice.

T4. One answer: "Both texts want to keep children safe in the sun. Text 1 is for parents and carers, so it uses careful words. Text 2 is for children, so it uses a rhyme and a fun tone. Same job — different audience — so the writers changed the words and the tone."

Talk about it

Think of a text you saw this week — a sign at the shops, a notice at school, or a poster at the pool. Who was it for? How do you know? Tell the class the text and one clue. There is no one right answer — look for a clue, and give a reason.

Purpose and audience through language features and images

This section owns **VC2E3LY09** and draws on **VC2E3LY09.E01**, **VC2E3LY09.E02** and **VC2E3LY09.E03**. It feeds the Level 3 Reading and Viewing standard: students “engage with a range of different types of texts for meaning”.

Curriculum focus — This section teaches **VC2E3LY09** (Victorian Curriculum F–10 Version 2.0, English, Level 3 — Literacy, Analysing, interpreting and evaluating):

“Identify the purpose and audience of different types of texts through the use of language features and/or images in the texts.”

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):

- **VC2E3LY09.E01** — “identifying words, phrases and images intended to persuade listeners, viewers or readers”
- **VC2E3LY09.E02** — “identifying features of advertisements that target children”
- **VC2E3LY09.E03** — “identifying the purpose of a narrative text; for example, identifying the purpose of a fable”

Level joins. Level 2’s **VC2E2LY09** (“identify the purpose and audience of different types of texts”) is the entry state for this section; the Learn opener re-establishes that idea in one sentence (TOC §4, D1) before building on it. Level 4 content is not taught here: judging how characteristic features meet purpose and audience (**VC2E4LY08**) and differentiating the language of opinion, fact and feeling (**VC2E4LA02**) are Level 4 (TOC D9).

Learn

Be a text detective. In this section, you will hunt for clues. Every text is made for a reason, and it is made for someone. The words and the pictures leave clues that show you why it was made and who it was made for.

We will look at three kinds of texts:

- a **poster** — a big notice with words and pictures,
- a short story, and
- an **advertisement**.

advertisement (say it: *ad-ver-TIZE-ment*) — a text whose job is to make you want something. We often say the short word **ad**. Ads are on screens, in magazines, on websites, and on signs at the shops.

Beat 1 — Every text has a job, and someone it is made for

You already know that texts are made for someone and do some job (you met this in Level 2). Now we will find the job and the reader by looking at the clues.

purpose — the job a text tries to do. The Victorian Curriculum F–10 Version 2.0 (VCAA) uses the word *purpose* but does not define it. In this section, the *purpose* of a text is the job it tries to do. Other books may say it in other words, but in this section this is what it means.

audience (say it: *AW-dee-ens*) — the people a text is made for. They might read it, listen to it or watch it.

There are three big jobs a text can do:

Every text has a job

What job is your text doing?

TELL A STORY

like a story book
or a class story

It tells what happens
to the characters.

GIVE FACTS

like a fact card

It tells you
true things.

GET YOU TO DO OR THINK SOMETHING

like a poster
or an ad

It tries to get you
to do or think something.

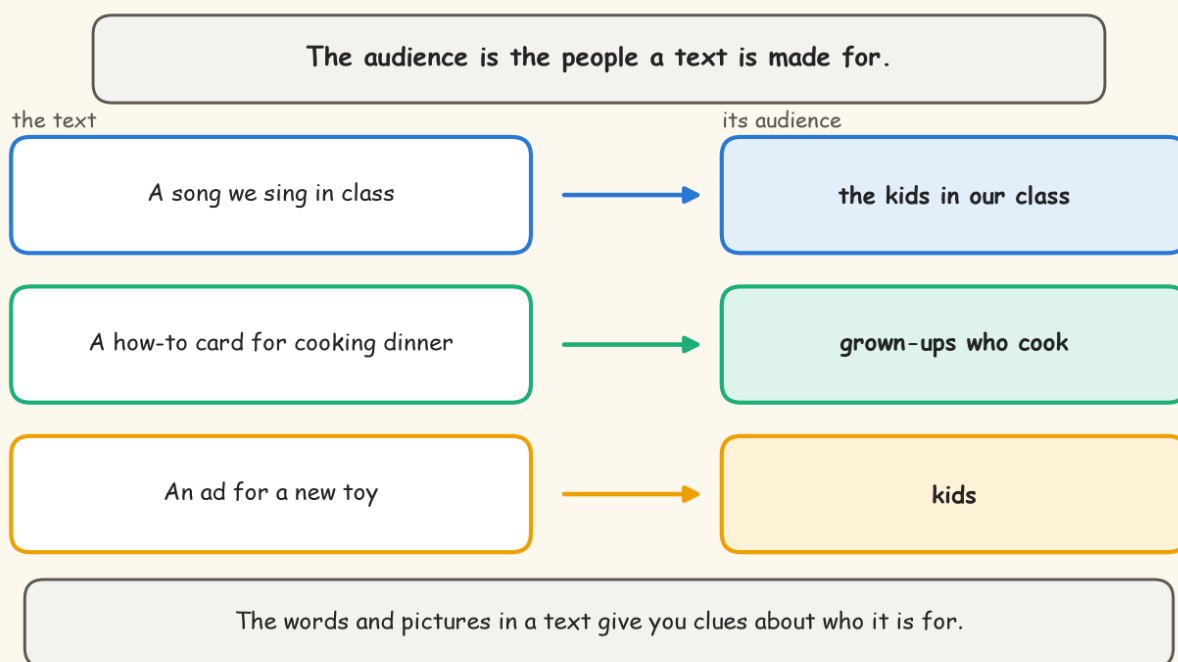
One text can do more than one job.
Some stories teach us something too!

Three cards side by side showing the three big jobs of texts: tell a story like a story book or a class story, give facts like a fact card, and get you to do or think something like a poster or an ad, with a note that one text can do more than one job.

Figure 1 — The three big jobs a text can do.

The audience can be anyone: the kids in your class, grown-ups, or kids all over. The words and the pictures give you clues about who the text is for.

Who is the text for?



A chart called *Who is the text for*, matching three texts with their audience: a song we sing in class is for the kids in our class, a how-to card for cooking dinner is for grown-ups who cook, and an ad for a new toy is for kids.

Figure 2 — The audience is who the text is made for.

Beat 2 — Clues in the words

Writers pick their words on purpose. The words they pick are clues.

language feature — something a writer picks when they write. It can be a word, a group of words, or the way words are put together.

phrase — a small group of words that work together, like *don't miss out* or *come and see*.

persuade (say it: *per-SWAYD*) — to get someone to do or think something. This section uses *persuade* in the sense given by the Victorian Curriculum F–10 Version 2.0 (VCAA). Ads try to persuade you to want things. Posters can persuade you to help.

Some words do a lot of work to persuade. Here is a bank of them:

Word clues that persuade

Writers pick these words to get you to do or think something.

BIG CLAIM WORDS

the best · super · amazing
new · the most fun

FEELING WORDS

love · yummy · fun
happy · exciting

DO-IT-NOW WORDS

now · today · hurry · come and see
don't miss out · free

THE YOU WORD

YOU
it talks to you

When you see these words, ask: what is this text trying to get me to do?

A word bank of persuasive words in four boxes: big claim words such as *the best*, *super*, *amazing*, *new* and *the most fun*; feeling words such as *love*, *yummy*, *fun*, *happy* and *exciting*; do-it-now words such as *now*, *today*, *hurry*, *come and see*, *don't miss out* and *free*; and the you word, which talks to the reader.

Figure 3 — Word clues that persuade.

Look at the difference these words make:

Plain

The cake day is on Friday.

Persuasive

Come to our **amazing** cake day on Friday — **don't miss out!**

What changed? The second row adds persuasive words: *amazing* and *don't miss out*. It also talks to us with *Come* and *our*. Those words try to get us to go.

Beat 3 — Clues in the pictures

Pictures are clues too. You already know that pictures can add to what the words say (you met this in Section 2E).

Picture clues to look for



Bright colours

Pictures are clues too.

→ they catch your eye



Big letters

→ they are easy to see



A fun character looks at you and smiles

→ it makes you smile too



A free gift or sticker

→ it makes you want it



Happy kids

→ they look like they are having fun

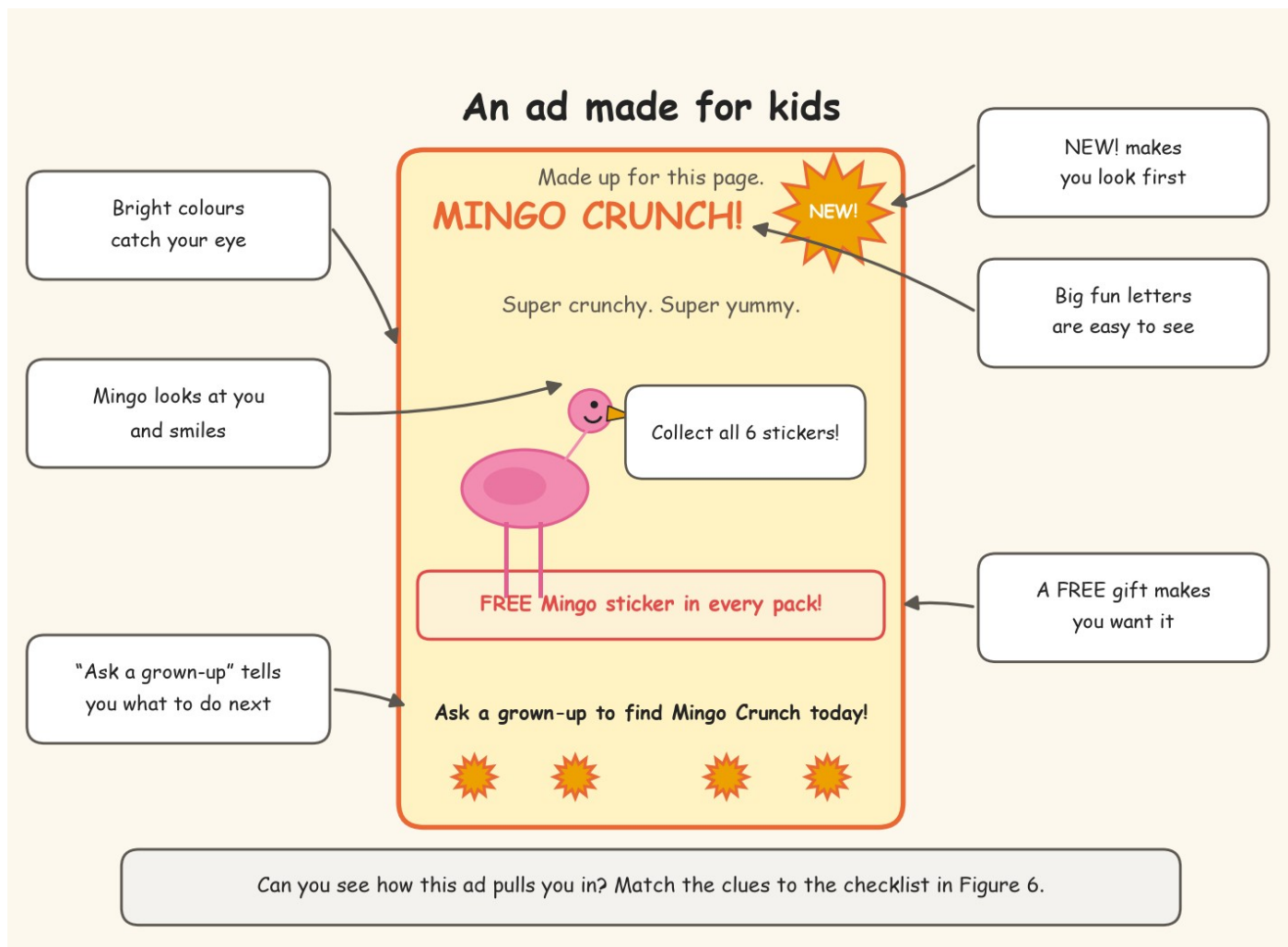
Look at the pictures before you read a word. What are they telling you?

A chart of five picture clues, each with a small drawing: bright colours catch your eye, big letters are easy to see, a fun character that looks at you and smiles makes you smile too, a free gift or sticker makes you want it, and happy kids look like they are having fun.

Figure 4 — Picture clues to look for.

Beat 4 — Ads made for kids

Some ads are made for grown-ups. Some ads are made just for kids. How can you tell? Look at this ad. It is for a pretend snack called Mingo Crunch. (It is not a real snack — we made it up for this page.)



A model advertisement for the pretend snack Mingo Crunch, made with bright colours, a smiling pink flamingo character, big letters, a NEW star burst, a free sticker sign and the line Ask a grown-up to find Mingo Crunch today, with six labels pointing to the clues: bright colours, big fun letters, a character that looks at you, a free gift, do-it-now words and you words.

Figure 5 — A model ad made for kids. Can you see all the clues?

Here is the checklist. Use it when you look at any ad:

Is this ad made for kids?

Look for these clues.

FEATURE	WHY IT WORKS
Bright colours and fun pictures	they catch your eye
Big letters and a fun name	they are easy to see and remember
A fun character or mascot that looks at you	it makes you smile
The word you	it talks to you
A free gift or sticker	it makes you want it
Competitions and collecting	they make you want to join in
Ads near kids' shows, games and apps	they are where kids look
If you can tick lots of these clues, the ad is probably made for kids.	

A checklist table called *Is this ad made for kids* with the words *feature* and *why it works* at the top, listing bright colours and fun pictures that catch your eye, big letters and a fun name that are easy to see and remember, a fun character or mascot that makes you smile, the word you that talks to you, a free gift or sticker that makes you want it, competitions and collecting that make you want to join in, and ads that sit near kids' shows, games and apps where kids look.

Figure 6 — Features of ads made for kids.

Are ads bad? Not always. Ads can help us. They tell us about new things we might like. But the job of an ad is to make you want things. When you know the clues, you can stop and think: *Do I really want this? Do I need it?* Then you choose for yourself. That is good thinking.

Beat 5 — Stories have a job too

A story has a job as well. A story is also called a **narrative**. Its job is to tell you what happens to the characters.

Some stories do a second job: they teach you something. A short story that teaches a lesson is called a fable.

fable (say it: *FAY-bul*) — a short story, often with animals as the characters, that teaches a lesson. The Victorian Curriculum F–10 Version 2.0 (VCAA) uses the word *fable* but does not define it. In this section, that is what *fable* means.

Read our fable. It is called “Pip and the Big Red Apple”.

Pip and the Big Red Apple

A fable

One sunny day, Pip the ant found a big red apple.

"Wow!" said Pip. "This will feed all my friends."

Pip pushed the apple, and Pip pulled the apple.

But the apple was too big for one little ant.

Then Pip had a good idea.

"Come and help me, please!" Pip called to the other ants.

The ants ran to help.

Together, they lifted the apple and carried it home.

That night, all the ants shared a yummy meal.



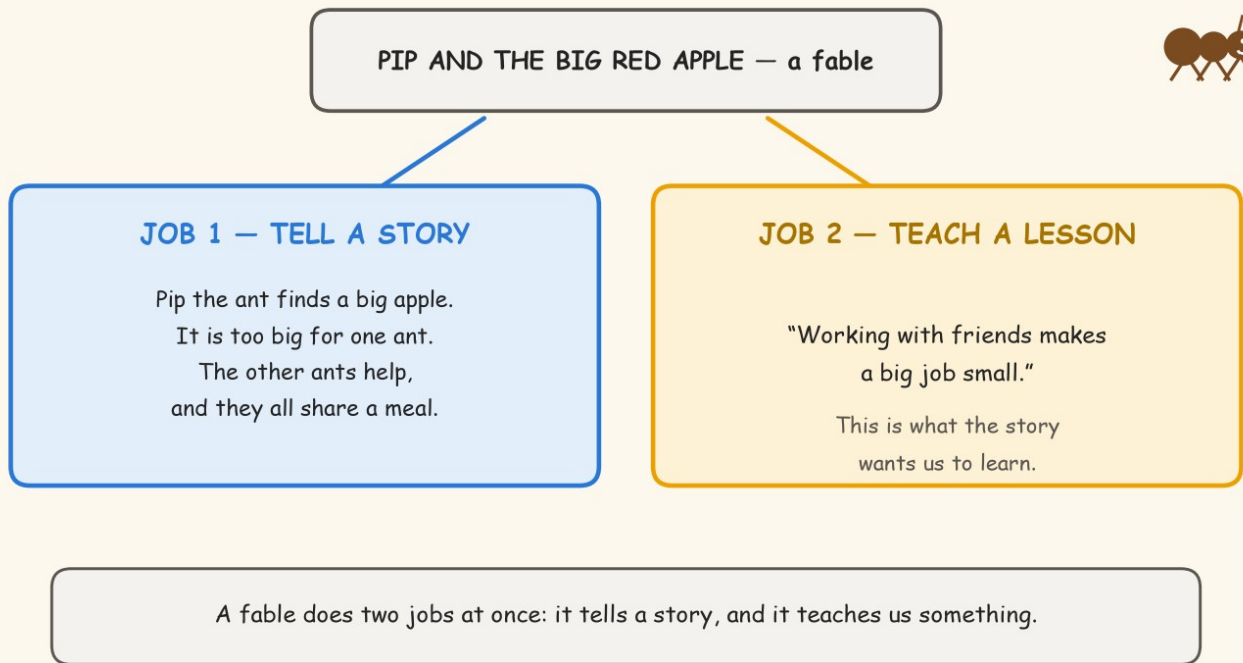
The lesson: Working with friends makes a big job small.

The fable Pip and the Big Red Apple printed as a story card in ten short sentences, telling how Pip the ant finds a big red apple that is too big for one ant until the other ants help, ending with the lesson Working with friends makes a big job small, with a small drawing of an ant.

Figure 7 — Our fable, "Pip and the Big Red Apple".

A fable does two jobs at once:

The two jobs of a fable



A diagram showing the two jobs of the fable: job one is tell a story, with Pip the ant finding a big apple and the ants working together, and job two is teach a lesson, which is Working with friends makes a big job small, with a note that a fable tells a story and teaches us something at the same time.

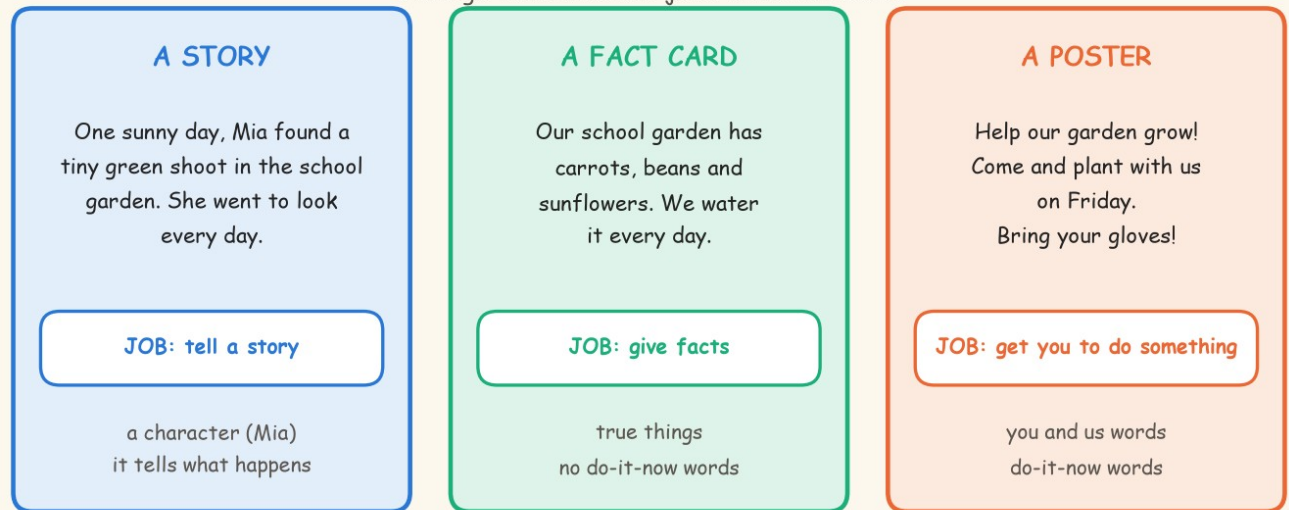
Figure 8 — The two jobs of a fable.

Beat 6 — Put the clues together

The same topic can do different jobs. Look at how the words change with the job:

One topic, three jobs — Our school garden

Same garden. Different jobs. Different clues.



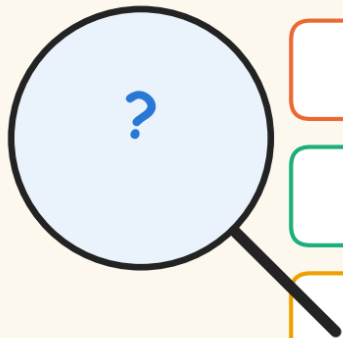
The words change with the job. That is how you know the purpose.

Three versions of the one topic *Our school garden* side by side: a story starter about Mia finding a tiny green shoot, labelled *tell a story*; a fact card saying the garden has carrots, beans and sunflowers, labelled *give facts*; and a poster saying *Help our garden grow, Come and plant with us on Friday*, labelled *get you to do something*, each with two word clues listed under it.

Figure 9 — One topic, three jobs. Same garden, different clues.

Use these five questions every time you hunt for clues:

Be a text detective!



1. What sort of text is it?
2. What job is it doing? (its purpose)
3. Who is it for? (its audience)
4. What word clues can I find?
5. What picture clues can I find?

Answer with your clue: "I know because ..."

A checklist poster called *Be a text detective* with a big magnifying glass and five questions: what sort of text is it, what job is it doing which is its purpose, who is it for which is its audience, what word clues can I find, and what picture clues can I find, ending with the sentence frame *I know because*.

Figure 10 — My text-detective checklist.

Worked examples

Example 1 — with help

Find the purpose and the audience of the ad in Figure 5 (Mingo Crunch).

Move	What we find	Why it helps
Read the words and look at the pictures.	Bright colours, a fun pink bird, big letters, and the words <i>FREE sticker</i> .	First, take it all in.
Ask: what job is this text doing?	It is an ad. Its job is to make us want Mingo Crunch.	Ads try to make you want things.
Find the word clues.	<i>Super crunchy</i> , <i>FREE Mingo sticker in every pack</i> and <i>Ask a grown-up ... today</i> .	These are big claim words and do-it-now words.
Find the picture clues.	Mingo looks at us and smiles. There is a <i>FREE</i> gift sign.	A smiling face pulls you in.
Ask: who is it for?	It is for kids — a fun character, free stickers, collecting. Grown-ups too, because they buy the food.	The clues tell us the audience.

Answer: Purpose — to get people to want Mingo Crunch. Audience — kids most of all, and the grown-ups who buy the food.

Example 2 — with help

Find the purpose of “Pip and the Big Red Apple” (Figure 7).

Move	What we find	Why it helps
Ask: what sort of text is it?	It is a story. It has characters and tells what happens.	Stories are narratives.
Ask: what happens?	Pip finds a big apple. It is too big for one ant. The other ants help, and they all share a meal.	That is the story job.
Ask: does it teach us something?	Yes. The last line says, “Working with friends makes a big job small.”	Fables teach a lesson.
Ask: who is it for?	It is for kids. It uses short, simple words and animal characters.	Simple words are a clue to the audience.

Answer: Purpose — to tell a story and to teach a lesson about working together. Audience — kids.

Practice questions

With help

Q1. Cut out the cards in Figure 11, or copy them. Match each text card to its job. Draw a line for each match.

Match each text to its job

Cut out the cards, or copy them. Draw a line for each match.

Text A

Worms live in soil.
They eat old leaves.
Worms help our garden grow.

Text B

Come to the kite fair on Saturday!
Watch the big kites fly.
Fun for all the family!

Text C

One day, a little mouse found a shiny key.
What could it open?

GIVE FACTS

TELL A STORY

**GET YOU TO DO
OR THINK SOMETHING**

A set of cut-out cards for a matching game: three text cards, one about worms living in soil, one about a kite fair on Saturday, and one about a little mouse finding a shiny key, with three job cards to match them to: tell a story, give facts, and get you to do or think something.

Figure 11 — Match each text to its job.

Q2. Circle the persuasive words in this sentence. *Hint: use the word bank in Figure 3.* Come to our amazing cake day — don't miss out!

Q3. Tick ✓ the clues that show an ad is made for kids. Cross ✕ the others. bright colours · a free toy · a fun character · small plain letters · no pictures at all

Q4. Fill in the blanks. *Hint: look at Figure 1 and Figure 8.* The purpose of a fact card is to _____. The purpose of a fable is to _____ and to _____.

Q5. Who is the audience? (a) A poster in our classroom says, "Please walk quietly in the hall." (b) An ad for a new toy.

Q6. Underline the words that persuade in the second sentence. The garden is open. / Come and see our lovely garden today!

On your own

Q7. Write one sentence to persuade kids to read a new book. Use at least one word from the word bank in Figure 3.

Q8. Read this text: "Worms live in soil. They eat old leaves and help our garden grow." What is its purpose? How do you know?

Q9. What are the two jobs of a fable?

Q10. You are making an ad for a new toy. The ad is for kids. Write down four features you would use, and say why each one works. *Hint: use Figure 6.*

Text task

Look at the poster in Figure 12. It is for our school garden.

BUILD A BUG HOTEL!

Our garden needs bugs.

Bugs help our flowers grow.

Come and help us build a bug hotel on Friday.

Bring a box, some sticks and some leaves.

Ask your teacher to sign up your class.

Fun for all bug fans!

— The Garden Club



A bright poster titled Build a Bug Hotel that says our garden needs bugs, bugs help our flowers grow, come and help us build a bug hotel on Friday, bring a box, some sticks and some leaves, ask your teacher to sign up your class, and fun for all bug fans, with a happy beetle and piles of sticks and leaves, signed The Garden Club.

Figure 12 — The text task: a poster for the school garden.

T1. What is the purpose of this poster?

T2. Who is the audience? Give one clue that tells you.

T3. Find two words or phrases that try to persuade.

T4. What picture clues make this poster good for kids?

T5. Write one more line for the poster to get kids to come and help.

Answers

Q1. Text A (worms) → give facts. Text B (kite fair) → get you to do or think something. Text C (mouse and key) → tell a story. **Q2.** amazing; don't miss out. (*Come* and *our* also try to get you to go.) **Q3.** Tick: bright colours; a free toy; a fun character. Cross: small plain letters; no pictures at all. **Q4.** give facts; tell a story; teach a lesson. **Q5.** (a) The kids in our school. (b) Kids (and the grown-ups who buy toys). **Q6.** Come and see; lovely; today. **T1.** To get kids to come and help build a bug hotel. **T2.** Kids in our school — it says “your teacher” and “your class”. **T3.** Any two of: “Come and help us”; “Fun for all bug fans!”; “needs”. **T4.** Bright colours, big letters and a happy little bug.

Q7, Q8, Q9, Q10, T5 are your own words — see the full answers below.

Full answers

Q1. Ask what job each text does. Text A tells us true things about worms — it gives facts. Text B uses *Come* and *Fun for all the family* — it tries to get you to go, so it gets you to do or think something. Text C starts with *One day* and tells what happens to a mouse — it tells a story.

Q2. *Amazing* is a big claim word. *Don't miss out* is a do-it-now phrase. *Come* tells you what to do, and *our* talks to you. All of these try to get you to go.

Q3. Ads made for kids use bright colours, free toys and fun characters — tick those three. Small plain letters and no pictures do not pull kids in — cross those two.

Q4. A fact card gives facts. A fable tells a story and teaches a lesson.

Q5. (a) The poster sits in our classroom and talks about our hall, so the audience is the kids in our school. (b) A toy ad is for kids — but grown-ups see it too, because they buy the toys.

Q6. *Come and see* tells you what to do. *Lovely* is a feeling word. *Today* is a do-it-now word. The first sentence does not have these — it just gives a fact.

Q7. Answers can be different. One answer: “Come and read the most fun book ever — you will love it!” It uses *the most fun* and *love* from the word bank.

Q8. Its purpose is to give facts. We know because it tells us true things about worms — where they live and what they eat. It has no *you* words and no do-it-now words. It is not trying to get us to do anything.

Q9. A fable tells a story, and it teaches a lesson.

Q10. Answers can be different. One answer: (1) bright colours, because they catch the eye; (2) a fun character that looks at you, because it makes you smile; (3) a free sticker, because a free gift makes you want it; (4) the word *you*, because it talks to the reader.

T1. The poster tries to get kids to come and help build a bug hotel. Its purpose is to get you to do something.

T2. The audience is kids in our school. Clues: it says “your teacher” and “your class”, and it is fun and bright.

T3. Any two of: “Come and help us” tells you what to do; “Fun for all bug fans!” uses a feeling word; “Our garden needs bugs” makes you want to help.

T4. Bright colours catch your eye. Big letters are easy to see. The happy little bug makes you smile.

T5. Answers can be different. One answer: “Bring your friends too — the more bugs we help, the happier our garden!” It uses *your* and a happy feeling to persuade.

This section builds on Section 1B (words that show what you think and feel), Section 1C (how text types are built to do their jobs) and Section 2E (how images and sound add to meaning). You will use these skills again in Section 5E when you create your own texts for a purpose and an audience.

Comprehension strategies for literal and inferred meaning

Curriculum focus — This section teaches **VC2E3LY10** (Victorian Curriculum F–10 Version 2.0, English, Level 3 — Literacy, Analysing, interpreting and evaluating):

“use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to analyse texts by drawing on a growing knowledge of context, text structures and language features to build literal and inferred meanings”

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):

- **VC2E3LY10.E01** — “making predictions about a text, drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic”
- **VC2E3LY10.E02** — “identifying important ideas, events or details in texts”
- **VC2E3LY10.E03** — “learning new content from reading and listening, and asking questions to expand understanding”
- **VC2E3LY10.E04** — “comparing and contrasting how different texts present similar ideas or information”
- **VC2E3LY10.E05** — “drawing inferences, using evidence from the text and prior knowledge and experience; for example, making predictions about a character’s likely actions or about the content of tabbed pages on a website”
- **VC2E3LY10.E06** — “determining the relevance of a text for a particular task”

Linkage map (linkage keys only): E01 — Beat 4, Example 2, Q3, Q4 · E02 — Beat 8, Example 2, Q6 · E03 — Beat 5, Example 2, Q8 · E04 — Beat 9, Q9 · E05 — Beats 2–3, Example 1, Q1, Q2, Q4, Q7, T3–T5 · E06 — Beat 10, Q10.

Level joins: the entry state is Level 2 **VC2E2LY10** (the same strategy set, one step down — it says students *begin* to analyse, using context and text structures); Level 3 adds language features to what students draw on. Level 4 builds this section into **VC2E4LY09** (the same strategies used to expand topic knowledge and begin to evaluate).

Learn

Beat 1 — What does it mean to understand a text?

When you read, you do more than say the words. You work out what the words mean. That is called comprehension.

comprehension — understanding what you read or hear. This section uses *comprehension* 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.

Good readers use tricks to help them understand. These tricks have a name: they are called strategies.

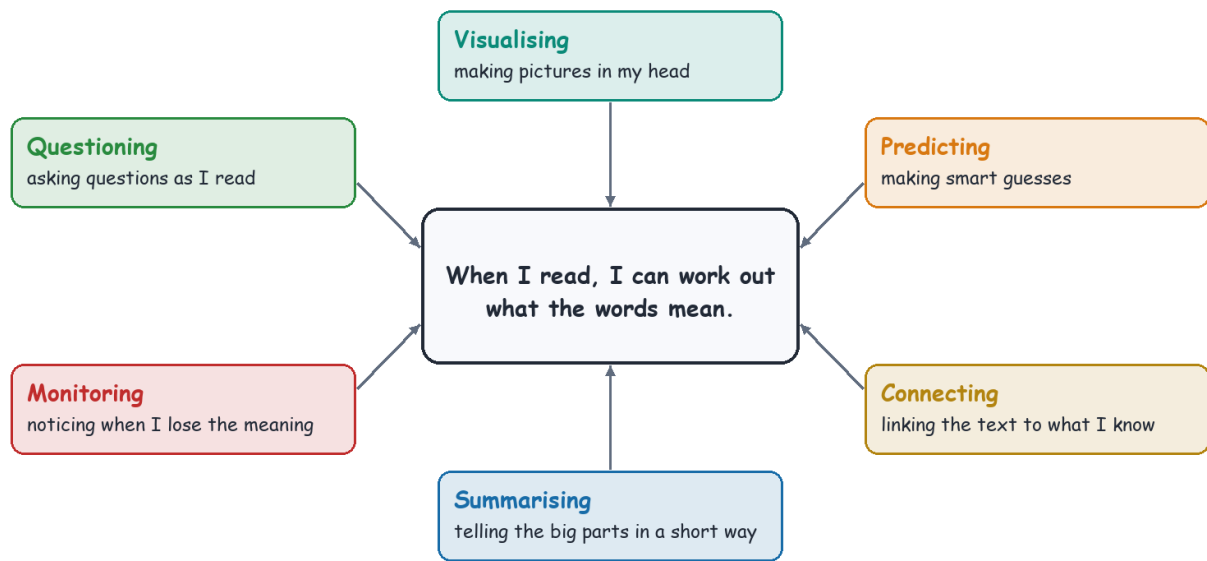
strategy — a move you make on purpose to help you do something. In reading, a strategy is a move you make to help you understand.

You have used some of these reading moves before, in Level 2. This year we put them all together, and we add something new. Now you also use what you know about how texts are built, and about the word choices a writer makes.

This section teaches six strategies. They all work together, like parts of one tool kit.

Six ways to understand a text

The reading strategies of this section, all in one tool kit



Use them together — they work as one team.

Six reading strategies in coloured boxes around a centre circle. The centre says “When I read, I can work out what a text means”. Each strategy box has a name and a short how-to

Figure 1 — The six strategies. Keep this wheel in your head when you read.

Beat 2 — Two kinds of meaning

Some meaning is right there in the words. You can point to it on the page. Some meaning is not written down. You have to work it out. Readers call these two kinds **literal** meaning and **inferred** meaning.

literal meaning (say it: *LI-tuh-rul*) — the meaning that is right there in the words, on the page. This section uses *literal* 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.

infer — to work out a meaning that the words do not say out loud. The thing you work out is called an **inference**. This section uses *inference* 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.

Here is a small text:

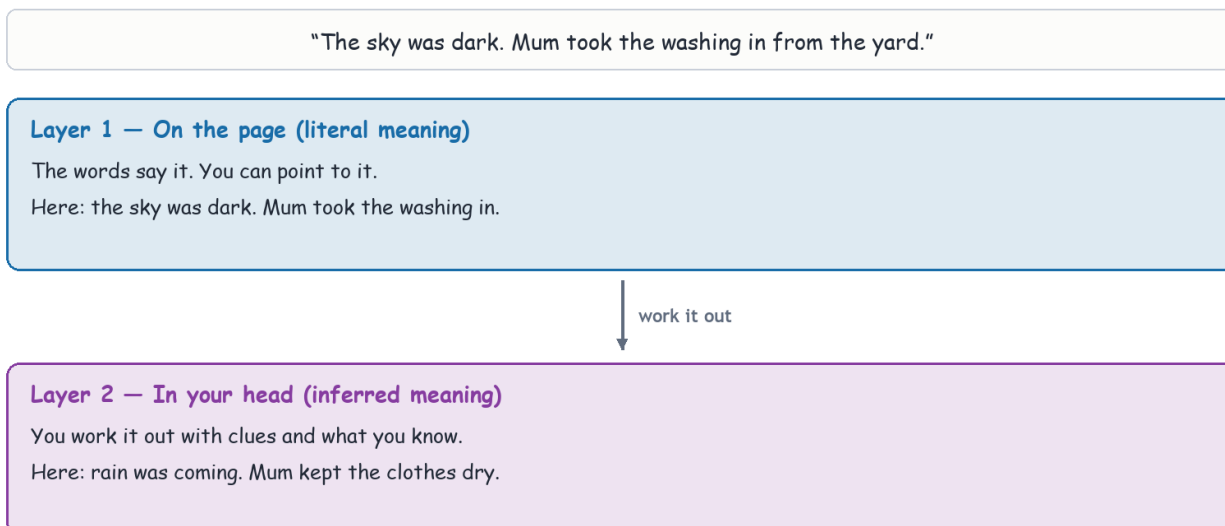
“The sky was dark. Mum took the washing in from the yard.”

The literal meaning: the sky was dark, and Mum took the washing in. You can point to both parts on the page.

The inferred meaning: rain was coming, and Mum did not want the clothes to get wet. The words never say “rain”. You work it out.

Two layers of meaning

Every text has what it says — and what it means



Find layer 1 first. Then ask: what else does this mean?

Two layers of meaning. The top layer is labelled “On the page — literal meaning” and holds the words you can point to. The bottom layer is labelled “In your head — inferred meaning” and holds the meaning you work out. One example sentence runs through both layers

Figure 2 — Every text has two layers: what the words say, and what the words mean.

A good inference is not a wild guess. You make it for a reason. The reason comes from **evidence**.

evidence — the words in the text that show why your thinking makes sense. When you give evidence, you can say, “I know this because the text says ...”

Beat 3 — How to make an inference

An inference is made of two parts. Part one: the clues in the text. Part two: what you already know. Put them together, and you get the meaning you work out.

context — the other words around a word, and what the whole text is about. The Victorian Curriculum uses the word *context* but does not pin down one single meaning, so this section treats it like this: the context is the words around a part of the text, plus what the text is about. Every question in this section can be answered with that meaning alone.

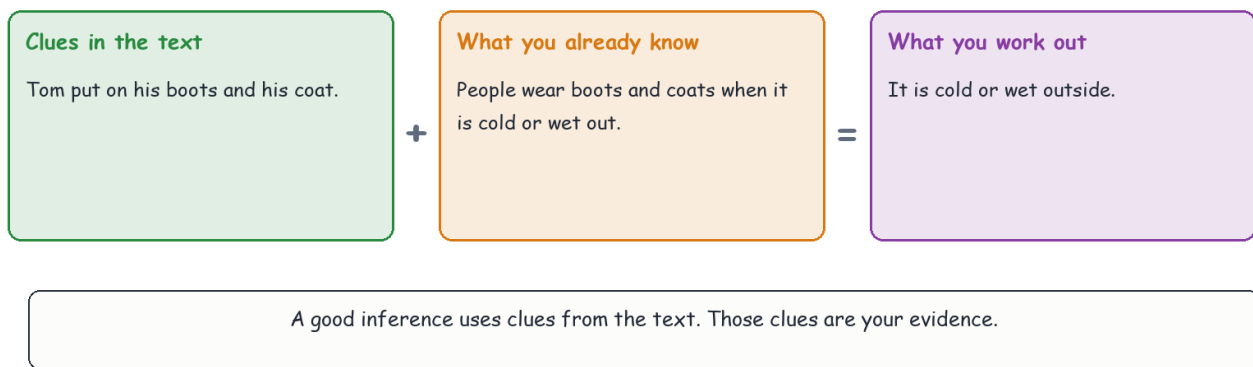
Here is how it works:

“Tom put on his boots and his coat.”

The clue in the text: boots and coat. What you already know: people wear boots and coats when it is cold or wet out. Put them together — you can infer that it is cold or wet outside, even though the text never says so.

How to make an inference

Clues in the text + what you know = what you work out



This works for every text you read.

The inference model. A green box labelled “Clues in the text” plus an orange box labelled “What you already know” equals a purple box labelled “What you work out”. A worked example runs under the three boxes

Figure 3 — Clues in the text + what you already know = what you work out.

You also use what you know about texts. You met **structure** in 1C — how a text is built, and the order its parts come in. A fact book is built in a different way from a story, and knowing that helps you read each one. You have also looked at a writer’s word choices in 1B and 3C. Those choices — like strong doing words, or words that build feelings — are clues too.

Beat 4 — Strategy 1: Predict

predict — to make a smart guess about what will happen next, or what you will learn next. The guess you make is a **prediction**.

You already make predictions every day. If you see dark clouds, you predict rain. You use what you can see, plus what you know. Reading works the same way.

The predicting path

Make a smart guess — then check it as you read



A prediction can change as you read. That is good reading.

A five-step path for predicting. Step 1: read a bit. Step 2: think “what do I know about this?”. Step 3: make a smart guess. Step 4: read on. Step 5: check your guess — keep it or fix it

Figure 4 — The predicting path. A prediction can change as you read — that is good reading, not a mistake.

What you know about a topic helps you predict. If you have read books about bees before, you can make strong guesses about a new bee book. The topic words you know help too.

Beat 5 — Strategy 2: Question

Good readers ask questions — before they read, while they read, and after they read.

- **Before:** “What do I think this will be about?”
- **While:** “Does that make sense? What is happening now?”
- **After:** “What did I learn? What do I still want to know?”

The question words are your tools: **who · what · where · when · why · how**. Asking questions is how you learn new things from a text. If a text leaves you wondering, write your question down. You can hunt for the answer in your next book.

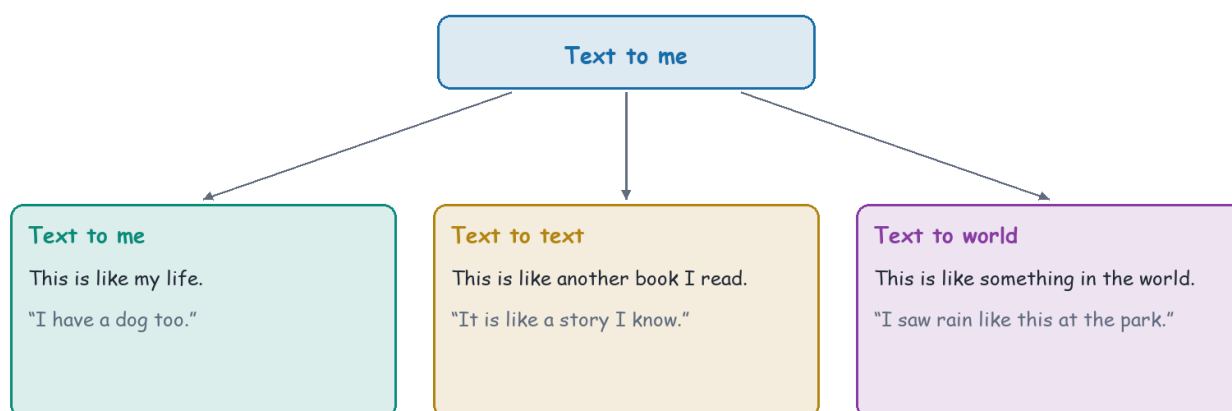
Beat 6 — Strategy 3: Connect

connect — to link the text to something you already know.

There are three kinds of connections:

Three kinds of connections

Link the text to what you already know



Connections hook the new text onto what you already know.

Three kinds of connections. A book sits in the middle. One arrow links it to “Me”, one to “Other texts”, and one to “The world”, each with a short example

Figure 5 — Text to me, text to text, text to world.

Connections help you understand, because they hook the new text onto things you already know. You made connections like these with the class texts in Chapter 3.

Beat 7 — Strategy 4: Visualise · Strategy 5: Monitor

visualise — to make a picture in your head while you read or listen. You met word pictures like these in 3C.

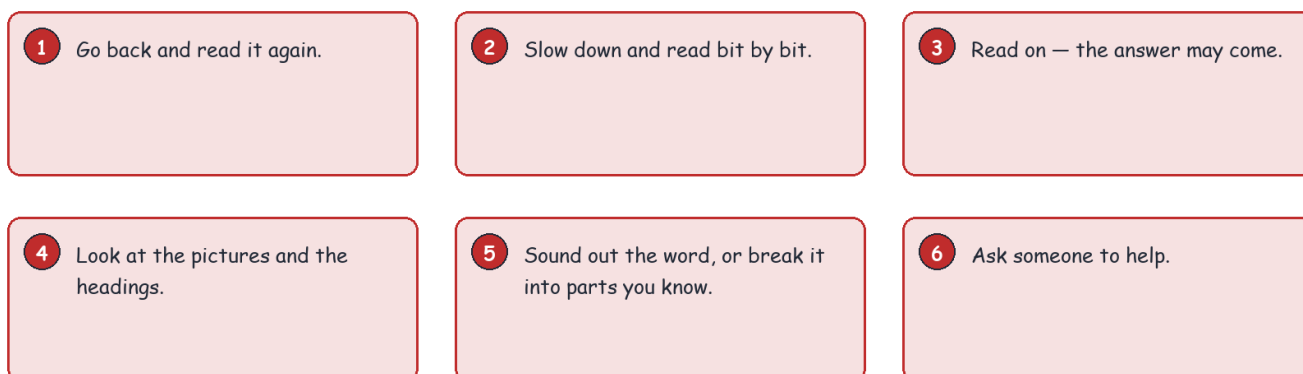
When you read “The sun was hot and the grass was dry”, you might see a bright yellow sky and yellow grass in your head. That picture helps the meaning stick.

monitor — to watch your own reading as you go, and notice when the meaning gets lost.

Every reader loses the meaning sometimes. Good readers notice when it happens — and then they do something about it. The moves they use are called fix-up moves.

Fix-up moves

When the meaning gets lost, pick a move



Good readers notice when the meaning goes — and they fix it.

A card of six fix-up moves to use when reading stops making sense: re-read, slow down, read on, look at pictures and headings, sound out the word, ask for help

Figure 6 — Keep this card in your head. When the meaning goes, pick a fix-up move.

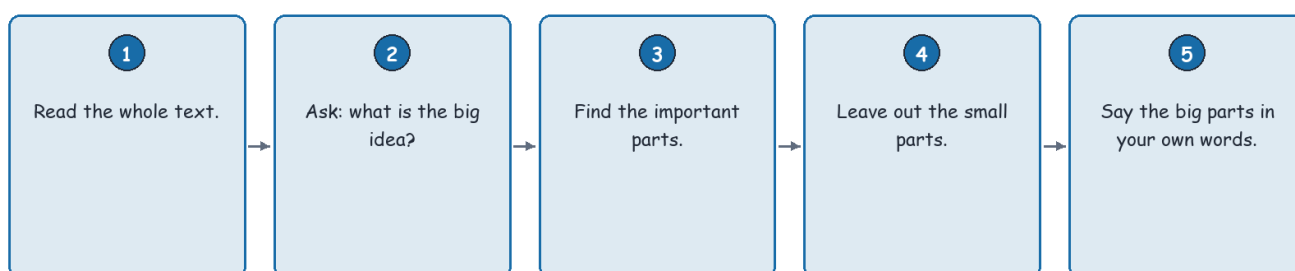
Beat 8 — Strategy 6: Summarise

summarise (say it: *SU-muh-rize*) — to tell only the big, important parts of a text, in a short way, using your own words.

A summary is like packing a bag. You take the things you really need, and you leave the rest at home.

Summarise in five steps

Keep the big parts. Leave out the rest.



A summary is short and true, in your own words.

Five steps for summarising. Step 1: read the whole text. Step 2: ask “what is the big idea?”. Step 3: find the important parts. Step 4: leave out the small parts. Step 5: say the big parts in your own words

Figure 7 — Summarising in five steps.

Beat 9 — Compare two texts

Sometimes you read two texts about the same thing. When you do, look for what is the same and what is different.

Here are two short texts about rain. Text A is a poem. Text B tells facts.

Same topic, different texts

Two texts about rain — what is the same, what is different?

Text A — a poem

I like the rain.
It taps on my window.
It makes the garden drink.
It sings me to sleep.

Text B — facts

Rain is water. It falls from clouds. When clouds get full of water, the water falls as rain. Rain helps plants to grow. Farms need rain for food to grow.

What is the same

Both texts are about rain. Both show that rain helps things grow.

What is different

Text A is a poem. It shares feelings and sounds. Text B tells facts. It says how rain happens.

The poem shares feelings. The fact text shares what is true.

Two short texts about rain shown side by side. Text A is a poem with feelings and sound words. Text B tells facts about where rain comes from. Rows below list what is the same and what is different

Figure 8 — Same topic, different texts. The poem shares feelings. The fact text shares what is true.

Both texts are about rain, and both show that rain helps things grow. But they are built in different ways, and they do different jobs. When you compare, you use everything in this section: you read carefully, you find the important parts, and you use what you know about how texts are built.

Beat 10 — Pick the right text for the job

Sometimes you read because you have a job to do. Maybe you want to find out how frogs grow. Not every text will help you. Before you read hard, ask: **does this text fit my job?**

Does the text fit the job?

Check before you read hard

My job: find out how frogs grow.	
A book called Frogs and How They Grow	FITS THE JOB
A funny poem about a frog and a dog	DOES NOT FIT
A page about big trucks	DOES NOT FIT
Before you read hard, ask: What is my job? What is this text about? Does it tell me what I need?	

A text can be fun and still not fit your job.

A checklist for picking the right text. The job is “Find out how frogs grow”. Three texts are shown: a book called Frogs and How They Grow gets a tick, a funny poem about a frog and a dog gets a cross, and a page about trucks gets a cross

Figure 9 — Match the text to the job. A text can be fun and still not fit your job.

To check a text, ask three questions: What is my job? What is this text about? Does it tell me what I need? If the answer to the last one is no, put the text down and try another one.

Here is the word bank for this section. All of these words are defined above, at their first use.

Word bank

The words of this section — each is defined in the Learn beats

comprehension	understanding what you read or hear
strategy	a move you make on purpose to help you
literal meaning	the meaning right there in the words
infer / inference	to work out what the words do not say
evidence	the words that show why your thinking makes sense
context	the words around a part, and what the text is about
predict / prediction	to make a smart guess about what comes next
connect	to link the text to what you know
visualise	to make a picture in your head
monitor	to notice when the meaning gets lost
summarise	to tell only the big parts, in a short way

Keep these words ready when you read.

The section word bank: comprehension, strategy, literal meaning, infer and inference, evidence, context, predict, connect, visualise, monitor, summarise — each with a short meaning

Figure 10 — The word bank for this section.

Worked examples

Example 1 — with help

Read the short story “The Wet Footprints”. Then make two inferences, and predict what happens next.

“Mia came in from the rain. Her coat was wet, and her boots were muddy. She did not say a word. She sat down and looked at the floor.
Dad put a warm mug on the table. ‘Here you go,’ he said.
Mia wrapped her hands around the mug. Slowly, she began to talk.”

The Wet Footprints

A short story – the clue words are lit up

Mia came in from the rain.
Her coat was wet, and her boots were muddy.
She **did not say a word**
She sat down and **looked at the floor**
Dad put a **warm mug** on the table.
“Here you go,” he said.
Mia wrapped her hands around the mug.
Slowly, she **began to talk**

I infer: Mia feels sad or upset.
Clues: “did not say a word”, “looked at the floor”.

I infer: Dad is kind.
Clues: “warm mug”, “Here you go”.

I predict: Mia will tell Dad about her day.
Clue: “began to talk”.

Clues in the text + what you know = what you work out.

The story The Wet Footprints shown as a text, with the clue words highlighted and labelled as evidence

Figure 11 — “The Wet Footprints” with its clue words lit up.

Working	Why
Find the clue words: “did not say a word” and “looked at the floor”.	The text does not say how Mia feels, so we look for clues.
What do I already know? When someone is quiet and looks down, they often feel sad or upset.	We use what we know about people.
Put the two parts together: Mia feels sad or upset.	Clues + what you know = inference.
Check for evidence: yes — “did not say a word” and “looked at the floor” are in the text.	A good inference can always point back to words in the text.
Second inference: Dad is kind. Clues: “warm mug” and “Here you go”.	A warm drink helps someone who is cold or sad. Dad wants to help Mia feel better.
Predict: Mia will tell Dad about her day.	The last line says she “began to talk” — so talking is what comes next.

Example 2 — with help

Read “Busy Bees”. First predict, then summarise, then ask a question.

“Bees are busy insects. They live together in a home called a hive.

Bees fly from flower to flower. They take sweet juice from the flowers. They use the juice to make honey.

Bees help us too. When a bee moves from flower to flower, it helps new fruit and seeds to grow.”

Working	Why
Look at the title: “Busy Bees”. What do I know about bees?	I know bees fly and make honey. I predict this text will tell me what bees do.
Read the first line: “Bees are busy insects.”	My prediction still looks good — the text is about what bees do. I keep it.
Find the important part of each bit. Bit 1: where bees live. Bit 2: how bees make honey. Bit 3: how bees help plants grow.	To summarise, first find the important parts.
Say the big parts in one sentence: “Bees live in a hive, make honey from flowers, and help fruit and seeds grow.”	A summary keeps the big parts and leaves out the small parts.
Ask a question: “How does a bee turn juice into honey?”	Good readers keep asking. Questions are how we learn more from what we read.

Practice questions

With help

Q1. Read the text. Then sort each sentence below. Write it in the right side of the table: **On the page** (literal) or **I worked it out** (inferred).

“The sky was dark. Mum took the washing in from the yard.”

- The sky was dark.
- Mum took the washing in.
- Rain was coming.
- Mum did not want the clothes to get wet.

On the page	I worked it out
-------------	-----------------

Q2. Make an inference for each text. The clues are given. Use what you know to fill in the last box. The first one is done for you. Use the word box: *cold · tired · Tom was eating the cake.*

Clues in the text	What I know	What I work out
“Pip wagged her tail and ran to the door.”	Dogs wag their tails when they are happy.	Pip is happy.
“Sam yawned and rubbed his eyes.”		
“Lily put on her thick coat and her gloves.”		
“The cake was gone. There were crumbs on Tom’s face.”		

Q3. Read the start of the story. Then pick the best prediction. Write A, B or C. Then write one clue from the text and one thing you know that helped you.

“Jo had a new kite. It was red and blue. Jo looked up at the sky. The trees were not moving at all. Then the wind came up.”

- **A.** Jo will fly the kite.
- **B.** Jo will put the kite away.
- **C.** Jo will go inside to eat.

Q4. Our class website has a page about penguins. At the top of the page are three buttons with names on them: **Food** · **Home** · **Baby Penguins**.

- (a) What do you think you will find if you click **Food**?
- (b) What do you think you will find if you click **Home**?
- (c) How did the names on the buttons help you predict?

Q5. Match each problem to a fix-up move. Draw a line from the problem to the fix.

Problems:

- 1. “I read the page, but I don’t remember it.”
- 2. “There is a long word I don’t know.”
- 3. “I don’t know what this word means.”
- 4. “I don’t know what will happen next.”

Fixes:

- **A.** Make a smart guess, then read on and check it.
- **B.** Go back and read it again, slowly.
- **C.** Sound it out, or break it into parts you know.
- **D.** Look at the words around it for clues, or ask someone.

Q6. Read the text. Then pick the best summary. Write A, B or C.

“Our class has a pet fish. Its name is Bubbles. We feed it every day. We keep its tank clean. We all love Bubbles.”

- **A.** Our class has a pet fish called Bubbles, and we look after it.
- **B.** Fish live in water.
- **C.** We feed the fish every day, and we like the colour blue.

On your own

Q7. Read this text:

“Max looked out the window. He put on his boots and his coat. He picked up his umbrella.”

- (a) What is the weather like? How do you know? Write the clue words.
- (b) Predict: what will Max do next?

Q8. Read this text:

“The school garden has a new worm farm. The worms eat the bits of fruit and vegetables we do not use. They turn those bits into good soil. We use the soil to help our plants grow.”

Write two questions about the text. One question must have its answer right there in the text. The other question must be one you have to work out or look up.

Q9. Read the two texts. Then write what is the same and what is different.

Text A: “The sun wakes me up. It makes my day warm and bright. I love the sun.”

Text B: “The sun is a star. It looks small, but it is very big. It gives us light and heat. Plants need it to grow.”

- (a) Write one thing that is the same.
- (b) Write one thing that is different.

Q10. You want to find out what food is good for a pet rabbit. Look at the three texts below. Which one will help you? Why? Why will you not use the other two?

- **Text A:** a funny story about a rabbit and his friends
 - **Text B:** a poster called “What to Feed Your Rabbit”
 - **Text C:** a poem about the moon
-

Text task

Read the story “The Big Save”. Then answer the questions below.

The Big Save

“Ben kicked the ball to his dog, Pip. Pip ran after it. The ball rolled under the fence and into the long grass.

Pip went in after the ball. Ben could not see her. He stood very still and listened.

Then he heard a small sound. It was Pip. She was not barking. She was whining.

Ben got down on his knees and looked under the fence. There was Pip. She had the ball in her mouth. Her leg was caught in some wire.

Ben ran to get Dad.”

T1. Where did the ball go? (This answer is right there on the page.)

T2. What sound did Ben hear? (This answer is right there on the page too.)

T3. Why did Ben stand very still and listen? Write one clue from the text that helped you.

T4. How do you think Ben felt when he heard Pip whining? What is your evidence?

T5. Predict: what do you think Ben and Dad will do next? Why do you think so?

T6. Talk with a partner. Which of the six strategies from Figure 1 did you use in this task? Say what each one helped you do.

Answers

Q1. On the page: “The sky was dark.” · “Mum took the washing in.” — I worked it out: “Rain was coming.” · “Mum did not want the clothes to get wet.” **Q2.** See the full answer. **Q3.** A. **Q4.** (a) What penguins eat. (b) Where penguins live. (c) The names gave clues, and I used what I know about those words. **Q5.** 1 — B; 2 — C; 3 — D; 4 — A. **Q6.** A. **Q7.** (a) Wet or rainy — clues: boots, coat, umbrella. (b) He will go outside. **Q8.** Answers can be different. **Q9.** (a) Both texts are about the sun. (b) Text A shares feelings; Text B shares facts. **Q10.** Text B. **T1.** Under the fence, into the long grass. **T2.** A small sound — Pip whining. **T3.** Answers can be different. **T4.** Answers can be different. **T5.** Answers can be different. **T6.** Answers can be different.

Full answers

Q1. You can point to “The sky was dark” and “Mum took the washing in” — both are right there in the words, so they are literal. The text never says “rain”, but dark skies often bring rain, and people take washing in so it stays dry. So “Rain was coming” and “Mum did not want the clothes to get wet” are inferences — you worked them out.

Q2. Row 2: people yawn and rub their eyes when they are sleepy — Sam is **tired**. Row 3: people put on thick coats and gloves when it is cold — it is **cold** where Lily is. Row 4: the cake is gone, and crumbs on Tom’s face are clues — **Tom was eating the cake**. Each time, the pattern is the same: clues in the text + what you know = what you work out.

Q3. The answer is A. Clues from the text: Jo has a new kite, Jo looks at the sky, and the wind comes up. What you know: kites need wind to fly. B and C do not fit the clues.

Q4. (a) A button named **Food** will tell you what penguins eat. (b) A button named **Home** will tell you where penguins live. (c) The button names work like a topic sentence: they tell you what is coming, so you can predict before you click. You used what you know about the words “food” and “home”.

Q5. 1 — B: if you don’t remember a page, go back and re-read it. 2 — C: long words can be sounded out or broken into parts. 3 — D: the words around a hard word are clues, and asking helps too. 4 — A: predicting is the fix for “what happens next?” — guess, then check.

Q6. The answer is A. It keeps the big parts: the class has a pet fish called Bubbles, and they look after it. B is true but it is not what this text is about. C has a part that does not fit — the text never says anything about the colour blue.

Q7. (a) The weather is wet or rainy. Clue words: boots, coat, umbrella. People wear those things and take an umbrella when it rains. (b) Max will go outside. He has got dressed for the rain and picked up his umbrella, so going out is what comes next.

Q8. One answer. On the page: “What do the worms eat?” — the text says they eat the bits of fruit and vegetables we do not use. To work out or look up: “How long does it take the worms to turn the bits into soil?” — the text does not say, so you would need to look or ask.

Q9. (a) Both texts are about the sun, and both say the sun gives us good things (Text A says it makes the day warm and bright; Text B says it gives light and heat). (b) Text A shares feelings — “I love the sun” — and reads like a poem. Text B shares facts — “The sun is a star” — and has no feelings in it. Same topic, different jobs.

Q10. Text B, the poster “What to Feed Your Rabbit”, will help. Your job is to find what food is good for a rabbit, and that text is about feeding rabbits. Text A is a story for fun — it is about a rabbit, but it will not tell you what to feed one. Text C is about the moon, so it does not fit the job at all.

T1. The ball rolled under the fence and into the long grass. You can point to that sentence in the first part of the story.

T2. Ben heard a small sound. It was Pip. She was not barking — she was whining.

T3. One answer: Ben stood still and listened because he could not see Pip, so he used his ears to find her. The clue is in the text: “Ben could not see her.”

T4. One answer: Ben felt worried or scared. Evidence: Pip was whining, not barking — whining is the sound a dog makes when something is wrong. Ben also got down on his knees to look, which shows he wanted to help her fast.

T5. One answer: Ben and Dad will help Pip. They will get her leg out of the wire and check that she is not hurt. We know this because Ben ran to get Dad, and Dad is the person who can help. Pip still has the ball in her mouth, so she will probably come home with the ball too.

T6. One answer: I used **predicting** for T5, when I guessed what Ben and Dad would do next. I used **inferring** for T3 and T4, because the answers were not written down — I worked them out from clues. I found the answers to T1 and T2 on the page, so those were literal. I **connected** when I thought about what a dog’s whine means, and I **questioned** as I read to keep the story clear in my head.

Creating narrative, informative and persuasive texts with simple paragraphs

Curriculum focus — This section teaches **VC2E3LY11** (Victorian Curriculum F–10 Version 2.0, English, Level 3 — Literacy, Creating texts):

“create narrative, informative and persuasive texts, written and spoken, with ideas grouped in simple paragraphs, using topic-specific and precise vocabulary and multimodal elements as appropriate”

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):

- **VC2E3LY11.E01** — “gathering information and ideas about a topic in preparation for writing, which may include information and ideas from online and digital sources”
- **VC2E3LY11.E02** — “researching a topic to prepare an oral or multimodal presentation”
- **VC2E3LY11.E03** — “planning the sequence of ideas and information using techniques such as storyboards or a simple flow chart”
- **VC2E3LY11.E04** — “explaining ideas to a peer when planning a presentation”
- **VC2E3LY11.E05** — “selecting an appropriate text structure for a writing purpose, and sequencing content for clarity and to have an impact on an audience”
- **VC2E3LY11.E06** — “using appropriate simple and compound sentences to express and combine ideas”
- **VC2E3LY11.E07** — “using vocabulary, including topic-specific vocabulary, relevant to the type of text and purpose”
- **VC2E3LY11.E08** — “using digital tools to plan, sequence, compose and edit texts”

Related achievement standard (Writing): “When creating written and spoken texts to inform, narrate, explain or argue, students use ideas and details from previously encountered texts, learnt topics or topics of interest, and they include appropriate multimodal elements. They re-read their texts and edit for meaning, structure and grammatical choices. They use text structures to begin to develop paragraphs for different purposes.”

Level discipline (TOC D9): sentences stop at simple and compound — complex sentences with dependent clauses are Level 4 (VC2E4LA06), and adverb groups and prepositional phrases as grammar content are Level 4 (VC2E4LA07); quotation marks for dialogue and reported speech are Level 4 (VC2E4LA11, VC2E4LA12), so no model text here carries speech marks. Paragraphs stop at simple one-idea paragraphs — linked paragraphs are Level 4 (VC2E4LY10). Re-reading and editing for meaning, structure, grammar and punctuation is taught in 5F (VC2E3LY12), and joined handwriting in 5G (VC2E3LY13); this section hands the draft to both.

Entry state (TOC §4): students arrive having created short narrative, informative and persuasive texts for familiar audiences (VC2E2LY11) and having written compound sentences with coordinating conjunctions (VC2E2LA06). Both are re-established in one sentence in the teaching sequence, not re-taught. Within this book, section 1C supplies the text-type map, 1D supplies paragraphs and topic sentences, 2A–2D supply the grammar of clauses, verb processes, tense and modal verbs, 2F supplies topic-specific vocabulary, and 4A–4B supply the speaking and listening moves; TOC §3 sets the teaching order so that 5E follows 2A–2D.

Contested term (CONTESTED_TERMS Rule 1): the curriculum uses *persuasive* without defining it. This section therefore treats a *persuasive* text as a text that tries to get the reader to think something or do something by giving reasons — the sense implied by the CD’s pairing of purpose with audience, and the shape of the simple argument stages (introduction, argument 1, argument 2, conclusion) taught in section 1C — and every question in this section is answerable on that definition alone.

What you will learn

In this section you will learn to:

1. know the three big jobs of a text: **to tell a story, to give facts, to change minds**;
2. gather ideas from what you know, from books, from websites and from people;

3. put your ideas in order with storyboards, flow charts and plan lists;
4. build simple paragraphs with a topic sentence first;
5. make strong sentences and pick the right words;
6. use digital tools to plan, order, write and fix;
7. re-read your text and check that it does its job.

New words

These words are used a lot in this section. Each one is defined at its first use too.

Word	What it means
narrative	a text that tells a story.
informative text	a text that gives you true facts.
persuasive text	a text that tries to get you to think something or do something, by giving reasons.
purpose	the job your text does.
audience	the people who read or listen to your text.
gather	to get your ideas together and keep them ready.
plan	your ideas, sorted and in order, before you write.
storyboard	a story planner: boxes in order, with a picture and some words in each box.
flow chart	a planner that shows steps in order, with arrows between the steps.
topic sentence	the first sentence of a paragraph. It tells the reader what the paragraph is about (section 1D).
simple sentence	a sentence with one idea: “The shelf was tall.”
compound sentence	two simple sentences joined with <i>and</i> , <i>but</i> , <i>or</i> or <i>so</i> : “The shelf was tall, so Ivy stood on her toes.”
multimodal	using more than one way to share meaning at the same time: words, pictures or sound.
digital tools	computers, tablets and apps that help you write.

One word we use in a set way. In this section, *persuasive* is used in the sense given by the Victorian Curriculum F–10 Version 2.0 (VCAA) for Level 3 writing: **a text that tries to get the reader to think something or do something by giving reasons**. Other books may use the word in other ways, but in this section this is what it means.

Our text set for this section

Maybe you have written a short story, a fact text or a “have a go” text before. This section starts there and teaches you to build bigger texts, with simple paragraphs.

Our topic is **our school library**. One topic, three texts — and each text has a different job:

- **The Lost Book** — a **narrative**. It tells a story.
- **Inside Our Library** — an **informative text**. It gives facts.
- **Vote for the Book Swap** — a **persuasive text**. It tries to change minds.

Read all three. Same topic — three very different texts!

The Lost Book (narrative)

It was borrow day in Miss Chen's class. Leo chose a book about deep sea fish. He held it carefully on the walk home.

At home, Leo looked in his bag. The book was not there. He looked under his bed and behind the sofa. His heart went fast, and his hands felt cold.

Then Mum pointed to the kitchen bench. The book sat next to his lunch box. Leo let out a big breath and smiled. On Monday, the book went back to its shelf.

Inside Our Library (informative)

Our school library is full of things to read. Tall shelves hold fact books and story books. A soft corner has big chairs for quiet reading, and long tables sit ready for class visits.

Borrowing a book is easy. First, you walk the shelves and pick a book. Next, you take it to the front desk. Miss Chen checks it, and the book is yours for two weeks. Two weeks later, it goes back on the shelf. Then a new reader can take it home.

Vote for the Book Swap (persuasive)

Our class loves the library. Now here is a new idea. Our class should start a book swap shelf.

First, a book swap shelf gives books a new job. Finished books can go to new homes, and no book sits in a dark box.

Second, a book swap shelf is free for everyone. You bring one book, and you take one book. Every child can join in.

Let's start the shelf this term. Vote yes for the book swap!

The Lost Book

Paragraph 1 — starts the story with who and where (a story)

It was borrow day in Miss Chen's class.

Leo chose a book about deep sea fish.

He held it carefully on the walk home.

Paragraph 2 — the problem

At home, Leo looked in his bag.

The book was not there.

He looked under his bed and behind the sofa.

His heart went fast, and his hands felt cold.

Paragraph 3 — the fix and the happy end

Then Mum pointed to the kitchen bench.

The book sat next to his lunch box.

Leo let out a big breath and smiled.

On Monday, the book went back to its shelf.

The narrative model text The Lost Book shown as three labelled paragraph blocks: paragraph 1 starts the story with who and where, paragraph 2 holds the problem of the missing book, and paragraph 3 holds the fix and the happy end.

Inside Our Library

model text — an informative text (gives facts)

Paragraph 1

Our school library is full of things to read.

topic sentence

Tall shelves hold fact books and story books.

A soft corner has big chairs for quiet reading, and long tables sit ready for class visits.

Paragraph 2

Borrowing a book is easy.

topic sentence

First, you walk the shelves and pick a book.

Next, you take it to the front desk.

Miss Chen checks it, and the book is yours for two weeks.

Two weeks later, it goes back on the shelf.

Then a new reader can take it home.

The informative model text Inside Our Library shown as two paragraphs, with the topic sentence of each paragraph highlighted and labelled.

Vote for the Book Swap

model text — a persuasive text (tries to change minds)
Introduction — the big idea *gives reasons to win you over*

Our class loves the library.

Now here is a new idea.

Our class should start a book swap shelf.

Reason 1

First, a book swap shelf gives books a new job.

Finished books can go to new homes, and no book sits in a dark box.

Reason 2

Second, a book swap shelf is free for everyone.

You bring one book, and you take one book.

Every child can join in.

Ending — asks for a yes vote

Let's start the shelf this term.

Vote yes for the book swap!

*The persuasive model text **Vote for the Book Swap** shown as four labelled parts: the introduction with the big idea, reason one, reason two, and the ending that asks for a yes vote.*

Teaching sequence

Step 1 — Every text has a job

When you write, first ask: **what job will my text do?** That job is your **purpose**. The people who read your text are your **audience**.

There are three big jobs:

Job	Kind of text	Question it answers
to tell a story	narrative	What happened?
to give facts	informative text	What is true?
to change minds	persuasive text	What should we think or do?

Same topic, different job — different text. Our three library texts all sit on one topic, but each one is built a different way. The story has a character and a problem. The fact text has true facts, sorted into groups. The change-minds text has reasons.

Three jobs for texts

Same topic — our school library

TELL A STORY	GIVE FACTS	CHANGE MINDS
a narrative	a informative text	a persuasive text
answers: What happened?	answers: What is true?	answers: What should we think or do?
our text: The Lost Book A boy loses his library book. Can he find it again?	our text: Inside Our Library True facts about our library and how to borrow.	our text: Vote for the Book Swap Reasons why our class should start a book swap shelf.

Your purpose is the job of your text. Your audience is who reads it.

Three cards for the three jobs of texts, all on the one topic of our school library: a story card for the narrative *The Lost Book* answering *What happened*, a facts card for the informative text *Inside Our Library* answering *What is true*, and a change minds card for the persuasive text *Vote for the Book Swap* answering *What should we think or do*.

Step 2 — Gather your ideas first

Writers do not start with a blank page. They **gather** ideas first. To gather means to get your ideas together and keep them ready.

Where do ideas come from?

- **What you know** — things you have seen and done.
- **Books** — fact books and stories from the library.
- **Websites** — with your teacher's help.
- **People** — ask! Your teacher, your family, your class.

A **gather frame** keeps your ideas in one spot. You write your topic, your question, and the facts you find — with the place each fact came from.

The same gather work gets you ready for a talk. If your job is to stand up and share facts with the class, you gather first — then you can speak about what you know. Section 4B shows you how to use your voice.

My gather frame

Gather first — then write

My topic: _____

My question: _____

Fact 1

Where I found it: ☐ what I know ☐ a book ☐ a website ☐ a person

Fact 2

Where I found it: ☐ what I know ☐ a book ☐ a website ☐ a person

Fact 3

Where I found it: ☐ what I know ☐ a book ☐ a website ☐ a person

Keep your ideas in one spot, and say where each fact came from.

A gather frame with a topic line, a question line, and three fact rows, each row with a spot to write the fact and a spot to name where it came from.

Step 3 — Put your ideas in order

Next, writers put their ideas in order. The order gives your text its shape. There are three planners in this section:

- A **storyboard** plans a story. You draw boxes in order: beginning, problem, fix, end. In each box you draw a picture and write a few words.
- A **flow chart** plans a fact text or a how-to text. Boxes sit in order with arrows between them: first, next, then, last.
- A **plan list** plans a change-minds text. You met its parts in section 1C: my big idea, reason one, reason two, ending.

A storyboard plans a story

Draw a picture and write a few words in each box

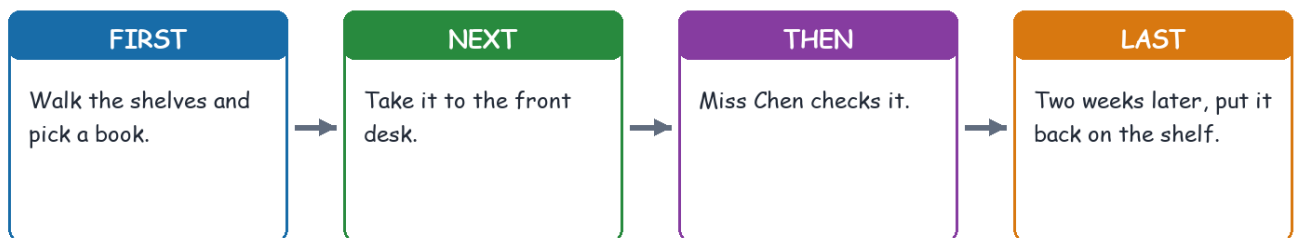
1 · BEGINNING	2 · PROBLEM	3 · FIX	4 · END
picture	picture	picture	picture
Who is in the story? Where are they?	What goes wrong?	How does it get fixed?	How does the story end?

The boxes go in order, from left to right.

A storyboard planner with four boxes in order: box 1 Beginning asks who and where, box 2 Problem asks what goes wrong, box 3 Fix asks how it gets fixed, and box 4 End asks how the story ends, with space for a picture and words in every box.

A flow chart puts steps in order

How to borrow a book



Arrows show which step comes next.

A flow chart with four boxes joined by arrows: First walk the shelves and pick a book, Next take it to the front desk, Then Miss Chen checks it, and Last put it back on the shelf two weeks later.

Step 4 — Talk your plan to a partner

Before you write, tell your plan to a partner. Talking is a strong check!

The writer says:

- “My job is to ...”
- “My first paragraph is about ...”

- “Then I will ...”

The partner:

- listens, and looks at the plan;
- asks one kind question, like “What will you tell us here?”;
- says one thing they like.

If you can say it, you can write it. If a part of your plan feels stuck when you talk about it, fix the plan — not the writing.

Talk your plan to a partner

If you can say it, you can write it

THE WRITER SAYS	THE PARTNER
"My job is to ..."	Listen, and look at the plan.
"My first paragraph is about ..."	Ask one kind question.
"Then I will ..."	Say one thing you like.

Talking is a strong check. If a part feels stuck, fix the plan.

Two panels for partner talk: the writer says My job is to, My first paragraph is about, and Then I will, while the partner listens and looks at the plan, asks one kind question, and says one thing they like.

Step 5 — Build simple paragraphs

Now you write your text. Put your ideas into **simple paragraphs**, the way section 1D taught:

- **One idea** in each paragraph.
- **Topic sentence first** — it tells the reader what the paragraph is about.
- Then the sentences that fit that idea.
- New paragraph? **New line.**

In a story, paragraphs can be long or short. In a fact text and a change-minds text, each idea usually gets one paragraph.

Build a simple paragraph

One idea per paragraph — topic sentence first

gathered ideas

six big chairs

a soft rug

Friday reads

Paragraph 1

The reading corner is the quietest spot in the library.

topic sentence

Six big chairs sit on a soft rug.

Every Friday, our class reads there.

Everyone uses a quiet voice, and the only sound is the turning of pages.

Gathered ideas go in. A paragraph comes out.

A paragraph being built from three gathered ideas about the library reading corner: the ideas flow into a paragraph box whose first line is the topic sentence The reading corner is the quietest spot in the library, with three more sentences underneath it that all fit.

Step 6 — Strong sentences, right words

Your paragraphs are built from sentences. In this book you use two kinds:

- A **simple sentence** has one idea: “The shelf was tall.”
- A **compound sentence** joins two simple sentences with *and*, *but*, *or* or *so*: “The shelf was tall, so Ivy stood on her toes.”

You met compound sentences in Level 2. Each joiner does its own job:

Joiner	Job
<i>and</i>	adds something
<i>but</i>	joins something different or surprising
<i>or</i>	gives a choice
<i>so</i>	tells what happened next, or why

Then pick your words with care. The right word paints a picture: “the kite danced in the wind” beats “the kite moved”. Every topic has its own words too — you met these **topic words** in section 2F. Here is a word bank for our library topic.

Simple and compound sentences

Two kinds of sentences for your writing

SIMPLE SENTENCE — one idea

The shelf was tall.

COMPOUND SENTENCE — two ideas joined

The shelf was tall.

so

Ivy stood on her toes.

and

adds something

but

joins something different

or

gives a choice

so

tells what happens next

A compound sentence joins two simple sentences with a joiner.

Two panels for sentences: a simple sentence panel with one idea box reading *The shelf was tall*, and a compound sentence panel where two idea boxes are joined by the word *so*, reading *The shelf was tall so Ivy stood on her toes*. Four joiner chips underneath show the jobs of *and*, *but*, *or* and *so*.

Topic word bank — our library

Every topic has its own words (section 2F)

shelf

where books sit

borrow

take a book home for a while

return

bring the book back

reader

a person who reads

quiet

not loud

fact book

a book of true facts

story book

a book with a story

desk

where books are checked in and out

Topic words make your writing fit its job.

A word bank for the library topic with eight words and short meanings: *shelf*, *borrow*, *return*, *reader*, *quiet*, *fact book*, *story book* and *desk*.

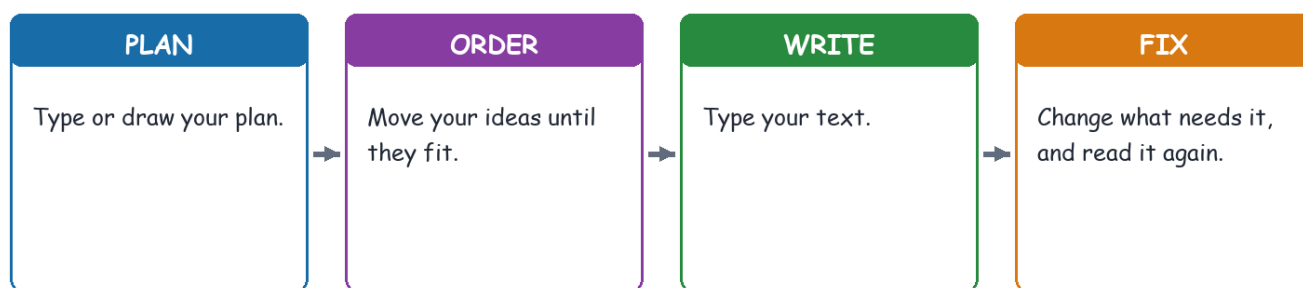
Step 7 — Use digital tools

You can use a computer or a tablet at every step:

- **Plan** — type or draw your plan.
- **Order** — move your ideas around until they fit.
- **Write** — type your text.
- **Fix** — change what needs it. Spell check can help, but your own eyes and ears help more. Section 5F teaches more fixing tools.

Four digital moves

Plan, order, write, fix — with a computer or tablet



Digital tools make it easy to move ideas and fix your work.

Four cards for the digital moves: Plan type or draw your plan, Order move your ideas until they fit, Write type your text, and Fix change what needs it and read it again.

Step 8 — Read it again

Before you say “I’m done”, read your text again. Ask:

- Does my text do its job?
- Does each paragraph hold one idea?
- Does every sentence fit?
- Did I pick good words?

Then make your work neat. If you write by hand, use your joined letters (section 5G). If your text needs more fixes, section 5F shows you how to edit.

Worked examples

Both worked examples show the writing moves you will use in the Text task.

Worked example 1 — Gather, sort and write an informative paragraph

Our class gathered facts about the library’s reading corner:

six big chairs · a soft rug · our class reads there every Friday · everyone uses a quiet voice

Now let’s write one informative paragraph with them.

Move	What we do	Why
1. Check the job	Give facts → informative text.	The purpose picks the shape of the

Move	What we do	Why
		text.
2. Sort the facts	All four facts are about one thing: the reading corner.	One paragraph holds one idea.
3. Write the topic sentence	“The reading corner is the quietest spot in the library.”	Topic sentence first — it tells the reader what is coming.
4. Add the facts as sentences	Write short, clear sentences, and join two ideas with <i>and</i> .	Facts go in one at a time.
5. Read it again	Every sentence fits the topic sentence.	A fit check keeps the paragraph strong.

The finished paragraph:

The reading corner is the quietest spot in the library. Six big chairs sit on a soft rug. Every Friday, our class reads there. Everyone uses a quiet voice, and the only sound is the turning of pages.

Worked example 2 — Storyboard a story, then write one part

Noah wants to write a story called **The Kite Day**. He plans it with a storyboard:

Frame	Picture idea	Words
1. Beginning	A windy day. The class walks to the oval with kites.	Who, where, when.
2. Problem	Zoe pulls her string, but the kite stays on the grass.	Something goes wrong.
3. Fix	Ivan sits down next to her, and they free the string together.	The problem gets fixed.
4. End	The kite jumps into the sky, and everyone claps.	The story ends.

Now let's write frame 2 together:

Move	What we write	Why
Start with Zoe	“Zoe pulled her string, but the kite did not move.”	A compound sentence with <i>but</i> joins the pull and the surprise.
Tell the problem	“The string was in a big knot.”	A short, simple sentence tells the problem clearly.
Show the feeling	“Zoe's smile went away.”	A small action can show a feeling. We do not need to say “she was sad”.

Frame 2 as a paragraph:

Zoe pulled her string, but the kite did not move. The string was in a big knot. Zoe's smile went away.

Notice the story moves from section 2C and 3C: past tense for a story already told, and a small action that shows a feeling.

Practice — with help

Use the steps and the figures from the teaching sequence. The answers are at the end of this section.

Q1. Match each text to its job. Draw a line.

Text	Job
A story about a dog that waits at the school gate	to give facts
A fact sheet about how bees make honey	to change minds
A poster that asks everyone to come to the school fete	to tell a story

Q2. Ivy wants to find out how many books our library has. Tick the **two** good ways to gather this fact.

- ☐ Ask Miss Chen at the front desk.
- ☐ Guess a big number.
- ☐ Look on the school website with your teacher.
- ☐ Ask your pet fish.

Q3. These four sentences are a storyboard with no order. Write 1, 2, 3 or 4 next to each one.

- ☐ The class clapped, and the kite danced in the sky.
- ☐ It was a windy day, and the class took kites to the oval.
- ☐ Ivan helped Zoe, and they freed the string.
- ☐ Zoe pulled her string, but the kite stayed on the grass.

Q4. Finish the flow chart for “How to borrow a book”. Put each card in the right gap.

Cards: *walk the shelves and pick a book* · *put it back on the shelf*

First, _____ .

Next, take it to the front desk.

Then, Miss Chen checks it, and the book is yours for two weeks.

Last, _____ .

Q5. Pick the right joiner for each sentence: *and*, *but*, *or* or *so*.

- (a) The library is quiet, _____ everyone uses a soft voice.
- (b) You can pick a fact book _____ a story book.
- (c) Leo looked in his bag, _____ the book was not there.
- (d) Ivan held the kite, _____ Zoe freed the string.

Q6. Noah explains his plan to his partner. Which sentence best explains his plan? Tick one.

- ☐ “I like the library.”
- ☐ “My text will change minds. My first paragraph gives reason one, and my second paragraph gives reason two.”
- ☐ “The library has many books.”

Practice — on your own

No hints this time. Use the steps from the teaching sequence.

Q7. Pick the job and the planner. For each task, write the job (tell a story, give facts, or change minds) and the planner you would use (storyboard, flow chart, or plan list).

- (a) Tell new families how our wet-day games work.
- (b) Tell a story about a rainy day. Make it turn into the best day of all!
- (c) Get families to come to the school fete.

Q8. These six sentences are mixed up. Sort them into two paragraphs, then write both paragraphs. Start each paragraph with its topic sentence.

“The library is a calm spot on a wet day.” · “Some children read in the soft corner.” · “Others play quiet board games with friends.” · “Wet-day games are fun for everyone.” · “Children sit at the tables and draw.” · “Everyone finds a good spot inside.”

Q9. Make one compound sentence from each pair. Pick the best joiner.

- (a) “Zoe held the string.” + “The kite danced in the wind.”
- (b) “Leo looked in his bag.” + “The book was not there.”

Q10. Make your own gather frame. Pick a topic you like. Then write:

- (a) your topic;
- (b) one question about it;
- (c) two places you could find facts.

Text task — Your turn: write a text with simple paragraphs

Pick one task:

Task	Your job
A — The Day the Lights Went Out	Tell a story about a day at school with no lights.
B — How to Look After a Library Book	Give facts: how to keep a borrowed book safe.
C — Our Class Should Have a Book Breakfast	Change minds: get your class to hold a book breakfast.

Then build your text in five moves:

1. **Gather.** Write your topic, one question, and two places to find ideas. If your task is a fact text, find true facts — from a book, a website with your teacher, or a person.
2. **Plan.** Use the right planner: a storyboard for task A, a flow chart for task B, a plan list for task C. Draw it or write it.
3. **Talk.** Explain your plan to a partner. Write down their kind question, and fix your plan if you need to.
4. **Write.** Write two or three simple paragraphs. Topic sentence first. Use simple and compound sentences, and pick topic words. Add one multimodal part: a title, a drawing or a photo.
5. **Read it again.** Use the checklist below. Fix what needs it, and write with your best joined letters (section 5G). More fixing tools wait for you in section 5F.

A writer's checklist

Tick each box before you call your text done

☐ My text does its job.

☐ My ideas sit in simple paragraphs.

☐ Each paragraph starts with a topic sentence.

☐ Every sentence fits its paragraph.

☐ I used simple and compound sentences.

☐ I picked topic words.

☐ I added a title or a drawing or a photo.

☐ I read it again.

Each box matches one thing a good text does.

A writer's checklist with eight boxes to tick: my text does its job, my ideas sit in simple paragraphs, each paragraph starts with a topic sentence, every sentence fits its paragraph, I used simple and compound sentences, I picked topic words, I added a title or a drawing or a photo, and I read it again.

Answers

Q1. story about a dog → to tell a story; fact sheet about bees → to give facts; fete poster → to change minds.

Q2. Ask Miss Chen at the front desk. Look on the school website with your teacher.

Q3. From top to bottom: 4, 1, 3, 2.

Q4. First — walk the shelves and pick a book. Last — put it back on the shelf.

Q5. (a) so. (b) or. (c) but. (d) and.

Q6. The second sentence: “My text will change minds. My first paragraph gives reason one, and my second paragraph gives reason two.”

Q7. (a) give facts — flow chart. (b) tell a story — storyboard. (c) change minds — plan list.

Q8. Paragraph 1: “The library is a calm spot on a wet day. Some children read in the soft corner. Others play quiet board games with friends.” Paragraph 2: “Wet-day games are fun for everyone. Children sit at the tables and draw. Everyone finds a good spot inside.”

Q9. (a) “Zoe held the string, and the kite danced in the wind.” (b) “Leo looked in his bag, but the book was not there.”

Q10. Answers will be different. Example: topic — our school garden; question — what do we grow there?; places — ask the garden teacher, look at the class photo book.

Text task. Answers will be different. Check each task against the checklist figure: two or three simple paragraphs, topic sentences first, simple and compound sentences, topic words, one multimodal part, and a re-read.

Full answers with every step

Q1. Ask: what job does each text do? A story about a dog tells you what happened — its job is **to tell a story**. A fact sheet about bees gives you true facts — its job is **to give facts**. A poster that asks everyone to come to the fete wants you to do something — its job is **to change minds**.

Q2. Use step 2: gather from what you know, from books, from websites and from people — and pick the ways that can really give you the fact. **Ask Miss Chen at the front desk** works: she knows the library. **Look on the school website with your teacher** works too. Guessing is not gathering, and a pet fish cannot tell you facts.

Q3. Use the storyboard order from step 3: beginning, problem, fix, end. The beginning is “It was a windy day, and the class took kites to the oval” — that is **1**. The problem is “Zoe pulled her string, but the kite stayed on the grass” — that is **2**. The fix is “Ivan helped Zoe, and they freed the string” — that is **3**. The end is “The class clapped, and the kite danced in the sky” — that is **4**. So from top to bottom the lines read 4, 1, 3, 2.

Q4. Think about what really happens first and last when you borrow a book. Before anything else you must find a book, so First is **walk the shelves and pick a book**. After two weeks the book goes home to the shelf, so Last is **put it back on the shelf**.

Q5. Ask what the joiner must do. (a) The quiet is the reason for soft voices — **so**. (b) You get a choice between two kinds of books — **or**. (c) Looking in the bag and finding nothing is a surprise — **but**. (d) Two friends do two parts of the one job, one after the other — **and**.

Q6. Explaining a plan means telling the job and the parts. “I like the library” and “The library has many books” are just thoughts about libraries. The sentence that tells the job and the parts is the second one: **“My text will change minds. My first paragraph gives reason one, and my second paragraph gives reason two.”**

Q7. First find the job, then match the planner from step 3. (a) Telling new families how the games work gives them facts — job **give facts**, planner **flow chart** (first, next, then, last). (b) A story about a rainy day tells what happened — job **tell a story**, planner **storyboard** (beginning, problem, fix, end). (c) Getting families to come to the fete asks people to do something — job **change minds**, planner **plan list** (big idea, reason one, reason two, ending).

Q8. Sort the sentences by idea first, the way step 5 teaches: one idea per paragraph, topic sentence first. Three sentences are about the library on a wet day, and three are about wet-day games in general. Paragraph 1: **“The library is a calm spot on a wet day. Some children read in the soft corner. Others play quiet board games with friends.”** Paragraph 2: **“Wet-day games are fun for everyone. Children sit at the tables and draw. Everyone finds a good spot inside.”**

Q9. Say the two ideas out loud and listen for the join. (a) The two ideas go together, one after the other — use **and**: “Zoe held the string, and the kite danced in the wind.” (b) The second idea is a surprise after the first — use **but**: “Leo looked in his bag, but the book was not there.”

Q10. Start with a topic you like, then ask one question about it, then name two places from step 2: what you know, books, websites (with your teacher) or people. Example: topic — our school garden; question — what do we grow there?; places — ask the garden teacher, look at the class photo book.

Text task.

Gather and plan. Task A is a story, so the planner is a storyboard: beginning, problem, fix, end. Task B gives facts, so the planner is a flow chart: first, next, then, last. Task C changes minds, so the planner is a plan list: big idea, reason one, reason two, ending.

Example text for task B — How to Look After a Library Book (informative):

A library book belongs to everyone, so we all keep it safe. Here is how to look after a borrowed book.

First, keep the book dry. Put it in your bag on wet days, and keep it away from drinks.

Next, keep the pages clean. Turn the pages with clean hands, and use a paper marker — not your snack wrapper!

Last, take the book back on time. Two weeks later, it goes on the shelf, and a new reader can take it home.

Check it against the figure: the job is to give facts ✓ · three simple paragraphs ✓ · topic sentence first in each ✓ · every sentence fits ✓ · simple and compound sentences ✓ · topic words like *pages*, *marker* and *shelf* ✓ · a title and a drawing would add the multimodal part ✓ · re-read at the end ✓.

Re-reading and editing for meaning, structure, grammar and punctuation

Owens: VC2E3LY12 · **Draws on:** VC2E3LY12.E01 VC2E3LY12.E02

To the teacher: This section is guided. It applies earlier learning rather than introducing a new grammar line: subject–verb agreement (Section 2A), tense (Section 2C), apostrophes (Section 2G) and homophones (Section 4F) all come back here as editing tools, and the drafts students create in Section 5E are the natural material for this section’s editing passes. Level 2 entry state: students have previously edited for spelling, sentence boundary punctuation and structure (VC2E2LY12); Step 1 re-establishes that habit in one beat rather than re-teaching it. Final copies link to joined handwriting (Section 5G).

Curriculum trace — Victorian Curriculum F–10 Version 2.0, English, Level 3 (teacher reference). Strand: Literacy · Sub-strand: Creating texts. Content description **VC2E3LY12** (verbatim): “re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation”. Draws on elaboration **.E01** and **.E02** (verbatim). These are linkage keys for the question bank and coverage records — illustrations of the CD, not a lesson checklist (TOC D7):

- **VC2E3LY12.E01** — “using print and online dictionaries and spellcheck to edit spelling, realising that spellcheck accuracy depends on understanding the word function, for example ‘there’ or ‘their’ and ‘rain’ or ‘reign’”
- **VC2E3LY12.E02** — “checking for correct use of apostrophes for contractions and to indicate possession”

Related achievement standard: Writing — students “re-read their texts and edit for meaning, structure and grammatical choices”. Reading and Viewing — students read using “grammatical knowledge such as subject–verb agreement and tense; and knowledge of apostrophe use”. Level 3 boundary (TOC D9): this section teaches re-reading and editing for meaning, structure, grammatical choices and punctuation — adding a missing word, taking away an extra word, swapping a wrong word, splitting a two-job sentence, and fixing grammar and punctuation choices. Editing by moving word groups is Level 4 content (VC2E4LY11) and is not taught here.

What you will learn

In this section you will learn to:

1. re-read your own writing the way a reader reads it;
2. edit for **meaning** — does it say what you want it to say?
3. edit for **structure** — does each sentence do one job, and is everything in the right order?
4. edit for **grammar** and **punctuation** — do the words work together, and are the marks right?
5. check spelling with a dictionary and with spellcheck — and catch the trap that spellcheck cannot catch.

New words

These words are used a lot in this section. Each one is defined at its first use too.

Word	What it means
edit	to fix and improve your writing after your first go.
draft	your first go at a piece of writing. A draft is allowed to have mistakes — that is what it is for.
structure	the way a text is built — its parts, and the order they sit in.
homophone	one of two words that sound the same but are spelled in a different way and do different jobs. <i>there</i> and <i>their</i> are homophones. You met homophones in Section 4F.
contraction	two words pushed together into one short word. Letters drop out, and an apostrophe sits where the letters went: <i>do</i> + <i>not</i> → <i>don’t</i> . You met contractions in Section 2G.

Word	What it means
tense	the form of a verb that tells the time of the doing — now, before, or still to come. You met tense in Section 2C.
spellcheck	a tool on a computer that looks at every word you type and flags any word it does not know.

Our draft for this section

Sam wrote a draft about pancake day at school. We will use Sam's draft all the way through this section, so read it once now — just as a reader would.

Pancake Day — by Sam

on friday our class made pancakes. First we mixed the flour, milk and eggs. Then miss lee cooked them on the hot plate. I run to get my pancake. It was the best one! We all wanted second one. The syrup was sticky and sweet it went all over my fingers. It was there favourite day of the year. didnt we have fun!

Sam's draft

A first draft is allowed to have mistakes

Pancake Day

by Sam

on friday our class made pancakes. First we mixed the flour,
milk and eggs. Then miss lee cooked them on the hot plate. I run
to get my pancake. It was the best one! We all wanted second
one. The syrup was sticky and sweet it went all over my fingers.
It was there favourite day of the year. didnt we have fun!

Read it once, the way a reader would. Keep your thoughts.

Sam's draft called Pancake Day, written on a page like a student's writing book. Some parts will need fixing later.

Figure 1 — Sam's draft, just as Sam wrote it.

Did anything sound bumpy when you read it? Keep that thought. By the end of this section you will be able to find every bump and fix it.

Teaching sequence

Step 1 — Your reader only gets the page

You have edited your writing before — you have checked spelling, full stops and capital letters. This section grows that habit into a full editing routine.

Here is the big idea. When you write, your head is full of your story. You know what you mean. But your reader cannot see inside your head. Your reader only gets what is on the page.

There is a trap here. When you read your own writing, your head helps out. It reads what you *meant* to write — not what is really on the page. So a mistake can hide from you.

Writers beat this trap by re-reading. To **re-read** is to read your writing again, slowly, like a reader who has never seen it before. When you re-read slowly, the mistakes stop hiding.

Try this. Read this sentence out loud, one word at a time: *We all wanted second one.* Something is missing — you can hear it. Your ear catches what your eye skips.

Step 2 — The editing loop

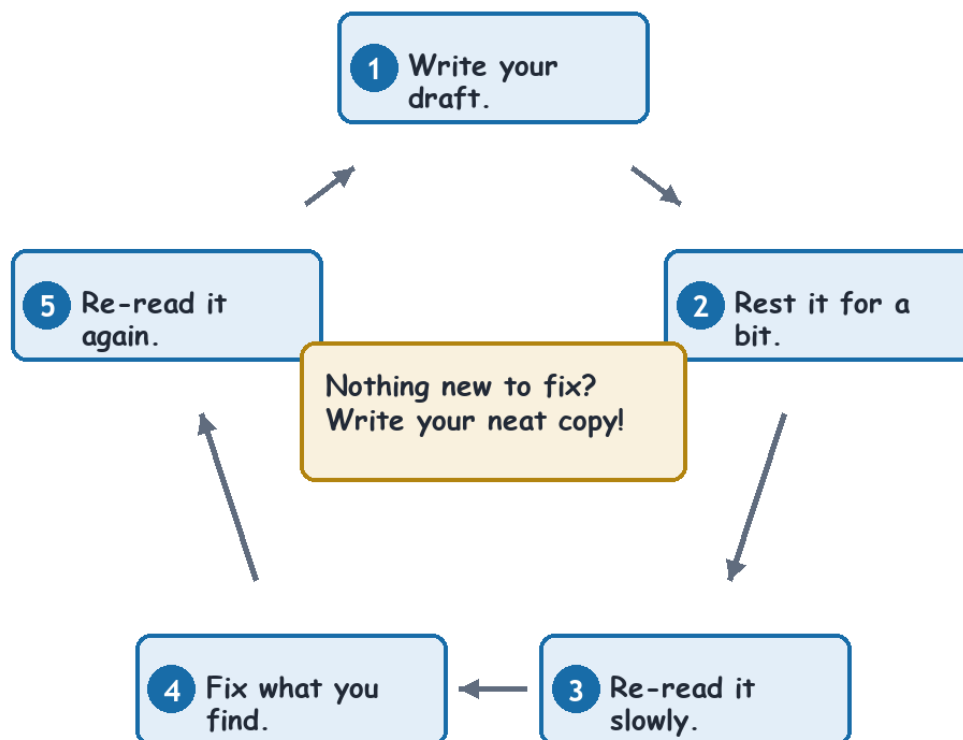
To **edit** means to fix and improve your writing after your first go. Your first go is called a **draft**. A draft is allowed to have mistakes — that is what it is for. The fixing comes next.

Editing is not one quick look. It is a loop:

1. **Write** your draft.
2. **Rest it.** Put it down for a bit. Come back with fresh eyes.
3. **Re-read** it slowly, the way a reader would.
4. **Fix** what you find.
5. **Re-read it again.** Loop back until you find nothing new to fix. Then write your neat copy.

The editing loop

Go around until nothing new turns up



Writers loop back to step 3 until they find nothing new.

A loop of five steps for editing: write your draft, rest it, re-read it slowly, fix what you find, then re-read it again, with an arrow looping back to re-reading.

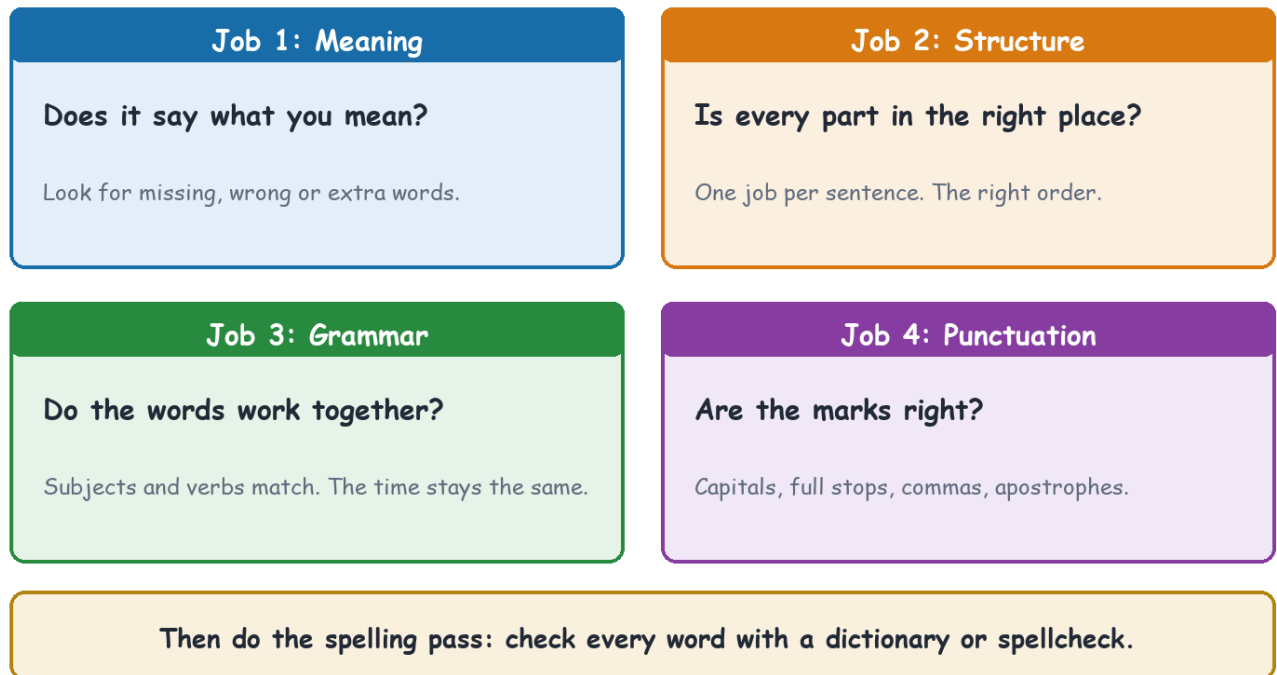
Figure 2 — The editing loop. Writers go around it until nothing new turns up.

Step 3 — The four jobs of editing

When you edit, you do four jobs. You do them one at a time — not all at once. And you start with the big things. Fix the big things first and the small marks last. There is no point making a sentence look perfect if you are going to change the words in it.

The four jobs of editing

Do them one at a time. Big things first, small marks last.



Each job gets its own read of your draft.

Four boxes, one for each editing job. Meaning asks “Does it say what you mean?” Structure asks “Is every part in the right place?” Grammar asks “Do the words work together?” Punctuation asks “Are the marks right?” A strip at the bottom says: then do the spelling pass.

Figure 3 — The four jobs, in order. Big things first, small marks last.

1. **Meaning.** Does it say what you mean? Can a reader see your story in their head?
2. **Structure.** Is every part in the right place? Does each sentence do just one job?
3. **Grammar.** Do the words work together? Check your subjects and verbs (Section 2A) and your tense (Section 2C).
4. **Punctuation.** Are the marks right? Capital letters, full stops, question marks, exclamation marks, commas and apostrophes.

After the four jobs, you do one more pass: the **spelling pass**. Meet it in Step 7.

Step 4 — Job 1: meaning

Read your writing slowly. Listen in your head as you read. Your ear can catch what your eye skips. Look for three things:

- **A missing word.** *We all wanted second one.* Something is missing. Fix it: *We all wanted **a** second one.*
- **A wrong word.** *Miss Lee cooked them on the hot chair.* That is silly — nobody cooks on a chair! Fix it: *Miss Lee cooked them on the hot **plate**.*
- **An extra word.** *It was very very sweet.* One very is enough. Cross one out.

The three meaning fixes

Listen in your head as you re-read

A missing word

We all wanted^a~~the~~ second one.

A wrong word

Miss Lee cooked them on the hot ~~chair~~^{plate}.

An extra word

It was very ~~very~~ sweet.

Red marks show each fix: add it, change it, or take it away.

Three meaning fixes. A missing word is added with a caret mark. A wrong word is crossed out and a new word is written above it. An extra word is crossed out.

Figure 4 — The three meaning fixes: a missing word, a wrong word, an extra word.

When you fix a mistake, make your mark clear. Step 8 shows the marks writers use.

Step 5 — Job 2: structure

Structure is the way your writing is built. Two checks:

Check 1 — Does each sentence do one job? A sentence tells about one thing. When two jobs get pushed into one sentence, split it in two.

The syrup was sticky and sweet it went all over my fingers.

That sentence does two jobs. Split it:

The syrup was sticky and sweet. It went all over my fingers.

Check 2 — Is everything in the right order? A story about your day tells things the way they happened — what came first, next and last. Time words like *first*, *then* and *after that* help your reader follow along.

One job per sentence

When a sentence does two jobs, split it in two



Two sentences now. Each one does just one job.

A long sentence doing two jobs is split into two sentences, with a full stop and a new capital letter added at the split.

Figure 5 — One job per sentence. Split a two-job sentence in two.

Step 6 — Job 3: grammar choices

Grammar is about how words work together. Two quick checks from earlier sections:

Check 1 — Do the subject and the verb match? In Section 2A you met the subject of a sentence — the part that names who or what the sentence is about. The verb must match it.

- One: *Sam **wants** syrup.*
- Many: *We all **want** syrup.*

Check 2 — Is the time the same all the way through? In Section 2C you met tense — the way a verb tells the time. Sam's story tells about a day that is finished, so its verbs need the before form.

- *I **run** to get my pancake.* — wrong time. The day is done.
- *I **ran** to get my pancake.* — right.

Time words are clues: *yesterday*, *last week*, *on Friday* tell you the before form is coming. *now* and *today* tell you the now form.

Two grammar checks

Do the words work together?

Check 1: Do the subject and the verb match?

Sam wants syrup.

one: the verb takes s

We all want syrup.

many: the verb has no s

Find the subject first,
then match the verb to it.

Check 2: Is the time the same all the way through?

✓ I ran to get my pancake.

right: the day is done, so the verb
uses the before form (ran)

✗ I run to get my pancake.

wrong time: run is the now form,
but the story tells about a finished day

Time words are clues: yesterday,
last week, on Friday.

Green tick means it matches. Red cross means fix it.

Two grammar checks. Check 1 asks whether the subject and the verb match, with *Sam wants syrup* and *We all want syrup*. Check 2 asks whether the time is the same, with *I ran to get my pancake* marked right and *I run to get my pancake* marked wrong.

Figure 6 — Two grammar checks: does the verb match its subject, and is the time the same?

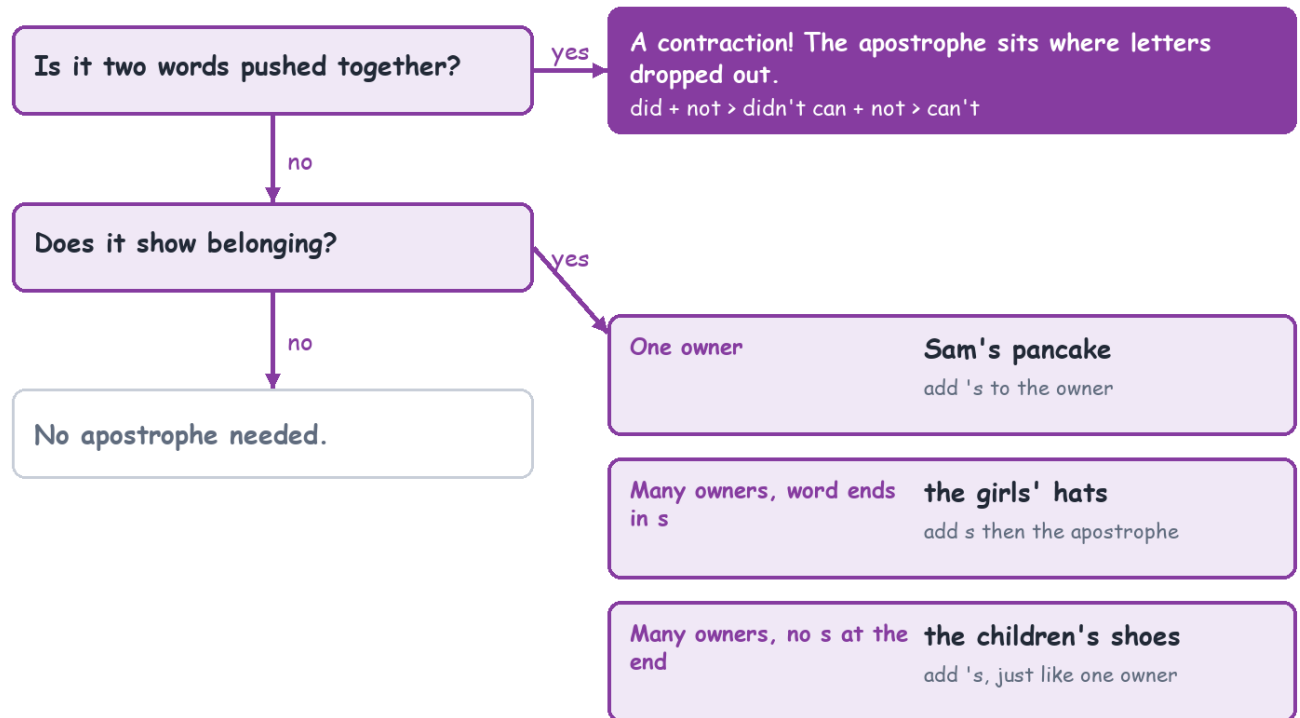
Step 7 — Job 4: punctuation

Punctuation marks are the signs that help a reader. When you edit, check these:

- **Capital letters** at the start of every sentence, for names and titles (*Sam*, *Miss Lee*), for days (*Friday*), and for the word *I*.
- **A full stop, question mark or exclamation mark** at the end of every sentence.
- **Commas** in lists: *the flour, milk and eggs*.
- **Apostrophes**. Section 2G taught them; here you check them. Use the flow in the picture.

The apostrophe check

Two questions find the right apostrophe every time



Watch out: its means belonging to it, but it's means it is. Say the sentence both ways and pick the one that makes sense.

From Section 2G. Editing is where you check it works.

A flow chart for checking apostrophes. First ask: is it two words pushed together? If yes, it is a contraction, and the apostrophe goes where letters dropped out, like did plus not makes didn't. If no, ask: does it show something belongs to someone? If yes, one owner gets apostrophe s, like Sam's pancake; many owners ending in s get s apostrophe, like the girls' hats; many owners that do not end in s get apostrophe s, like the children's shoes.

Figure 7 — The apostrophe check, from Section 2G.

Step 8 — The spelling pass: dictionaries and spellcheck

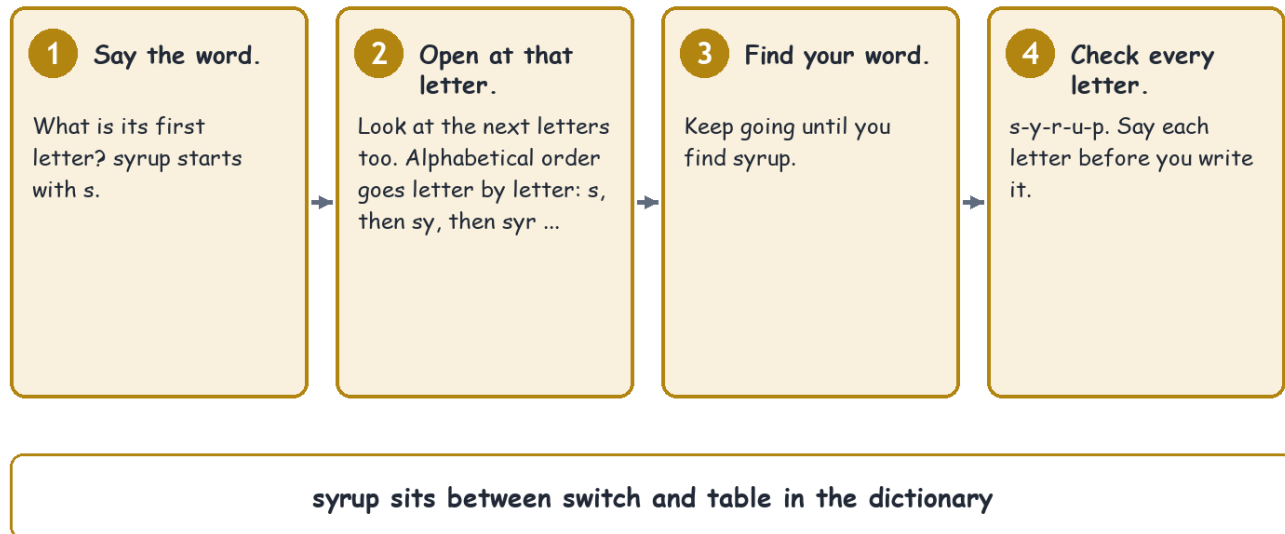
After the four jobs, check the spelling of every word. You have two tools.

Tool 1 — a dictionary. A dictionary is a book (or an online list) of words in alphabetical order. It shows you how to write each word. How to look up a word:

1. Say the word. What is its first letter? Open the dictionary at that letter.
2. Look at the next letters too. Words sit in alphabetical order by every letter, not just the first.
3. Find your word. Check every letter before you write it.

The dictionary steps

A dictionary lists words in alphabetical order



Print book or online, the steps are the same.

Four steps for using a dictionary, with the word *syrup* as the example: find the first letter *s*, then look at the next letters in alphabetical order, then find the word, then check every letter before you write.

Figure 8 — The dictionary steps.

Tool 2 — spellcheck. Spellcheck is a tool on a computer. It looks at every word you type. If it does not know a word, it flags it with a wavy line. Spellcheck is a big help — but it has a trap.

The trap: spellcheck checks letters. It does not check meaning. Look at this sentence from Sam's draft:

It was there favourite day of the year.

Spellcheck says: all correct! No wavy line. Why? Because *there* is a real word, spelled the right way. But it is the wrong word here. We need *their* — the word that shows belonging. *there* and *their* sound the same, but they are spelled in a different way and do different jobs. They are homophones (Section 4F).

Here is one more pair to watch: *rain* and *reign*. (*Reign* means to rule, like a king or queen.) Say the two words out loud — they sound the same! Spellcheck will not flag *We stood in the reign with no umbrella*. But you will, because you check meaning.

The computer checks letters. You check meaning. That is your job.

The spellcheck trap

Spellcheck checks letters. It does not check meaning.

It was favourite day of the year.

there



spellcheck ticks it

their



spellcheck ticks it too

Only their shows belonging. Pick their!

We stood in the with no umbrella.

rain



spellcheck ticks it

reign



spellcheck ticks it too

Rain is the wet stuff from the sky. Pick rain!

The computer checks letters. You check meaning. That is your job.

The spellcheck trap. The words there and their both get a green tick from spellcheck, and the words rain and reign both get a green tick too, even though each pair does different jobs. A caption says: spellcheck checks letters, not meaning.

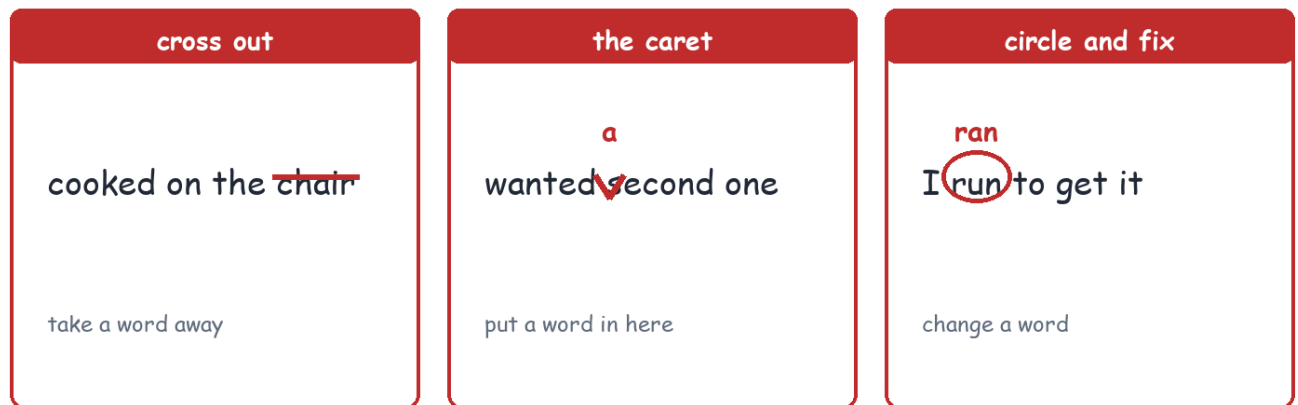
Figure 9 — Spellcheck ticks both words in each pair. Only a reader can pick the right one.

Step 9 — Your editing marks

When you edit on paper, you do not rub everything out. You make clear marks, so you can see what changed. Three marks to know:

Your editing marks

Make clear marks so you can see what changed



You do not rub everything out. Marks show what changed.

Three editing marks. A cross-out takes a word away. A caret shaped like a small v means put a word in here. A circle around a word with the fix written above means change this word.

Figure 10 — Three editing marks: cross out, caret, circle and fix.

- **Cross out** — to take a word away. Draw a line through it.
- **The caret** — a small V-shaped mark that means *put a word in here*. Draw it where the word goes, and write the new word above.
- **Circle and fix** — to change a word. Circle it, and write the fix above.

Step 10 — Sam's draft, edited

Now watch it all come together. Sam re-read the draft and went through the four jobs and the spelling pass. Here is Sam's draft with all the marks. Sam found eight things to fix.

Sam's draft, edited

Eight fixes, marked so Sam can see what changed

Pancake Day

by Sam

On Friday

on friday our class made pancakes. First we mixed the flour, milk and eggs.

Miss Lee

ran

Then miss lee cooked them on the hot plate. I run to get my pancake. It

a

was the best one! We all wanted a second one. The syrup was sticky and

It

their

sweet it went all over my fingers. It was there favourite day of the year.

didn't we have fun!

The eight fixes:

On, Friday, Miss Lee: capitals

ran: keep the time the same

add the word a

split the two-job sentence

their: the belonging word

didn't: apostrophe back in

Now a reader gets exactly what Sam meant.

Sam's draft again, this time covered in editing marks: circles and fixes for on, friday, miss lee and run, a caret adding the word a, a full stop and new capital splitting the two-job sentence, the word there changed to their, and an apostrophe put back into didn't.

Figure 11 — Sam's eight fixes, marked on the draft.

And here is Sam's neat copy:

On Friday our class made pancakes. First we mixed the flour, milk and eggs. Then Miss Lee cooked them on the hot plate. I ran to get my pancake. It was the best one! We all wanted a second one. The syrup was sticky and sweet. It went all over my fingers. It was their favourite day of the year. Didn't we have fun!

Eight small fixes — and now a reader gets exactly what Sam meant.

Your editing checklist

Run it every time you finish a draft

1	Meaning	Does it say what I mean?	☐
2	Structure	Is every part in the right place?	☐
3	Grammar	Do my words work together?	☐
4	Punctuation	Are my marks right?	☐
5	Spelling pass	Did I check every word, and the homophone traps?	☐

Big things first, small marks last. Then the spelling pass.

A checklist poster with five rows: meaning, structure, grammar, punctuation and the spelling pass, each row with a question to ask and a tick box.

Figure 12 — Your editing checklist. Run it every time you finish a draft.

Worked examples

Both worked examples use the editing loop from Step 2.

Worked example 1 — a missing word

Look at this sentence from Sam's draft: *We all wanted second one.*

Step	What we do	Why
1. Re-read it slowly.	Read it the way a reader would.	Your reader only gets the page.
2. Listen in your head.	<i>wanted second one</i> — something jumps.	Your ear can catch what your eye skips.
3. Ask the meaning question.	Wanted what? A word is missing.	Job 1 is meaning.
4. Fix it with a caret.	wanted ^ second → wanted a second	The caret shows where the new word goes.
5. Re-read it again.	<i>We all wanted a second one.</i> Yes!	Re-read after every fix.

Answer: A word was missing. The fix is *We all wanted a second one.*

Worked example 2 — the spellcheck trap

Look at this sentence from Sam's draft: *It was there favourite day of the year.* Spellcheck says: no mistakes!

Step	What we do	Why
1. Notice the tick.	Spellcheck sees no problem.	<i>there</i> is a real word, spelled the right

Step	What we do	Why
2. Re-read for meaning.	<i>It was there favourite day...</i>	way. Spellcheck checks letters, not meaning.
3. Test the two homophones.	<i>there</i> tells about a place. <i>their</i> shows belonging.	They sound the same but do different jobs.
4. Ask: which job do we need?	The day belongs to them. We need <i>their</i> .	The belonging word wins.
5. Fix it and re-read again.	<i>It was their favourite day of the year.</i> Yes!	You check meaning. That is your job.

Answer: Spellcheck cannot pick between homophones. The fix is *It was their favourite day of the year.*

Practice — with help

Use the steps and the figures from the teaching sequence. The answers are at the end of this section.

Q1. Capital hunt. Circle the letters that should be capitals, and write them correctly. *Hint: sentence starts, names and titles, days, and the word I.*

- (a) on monday, our class went to the library.
- (b) miss lee read us a story about a duck.
- (c) sam and i sat on the rug.

Q2. Split the two-job sentences. Each sentence below does two jobs. Split it into two sentences. Add a full stop and a capital letter.

- (a) The pancakes were golden and hot we wanted two each.
- (b) The syrup was sticky it went all over my fingers.
- (c) We mixed the flour Miss Lee stirred the eggs.

Q3. Make it match. Circle the right verb. *Hint: one subject → verb with s. Many subjects → verb with no s.*

- (a) Sam (want / wants) a second pancake.
- (b) We all (want / wants) syrup.
- (c) The pancake (smell / smells) so good.
- (d) The children (mix / mixes) the flour and milk.

Q4. Keep the time the same. Circle the right verb. *Hint: these stories tell about days that are finished. Use the before form.*

- (a) I (run / ran) to get my pancake.
- (b) Miss Lee (cook / cooked) them on the hot plate.
- (c) We (mix / mixed) the flour, milk and eggs.
- (d) The syrup (go / went) all over my fingers.

Q5. Pick the homophone. Circle the word with the right job. *Hint: there tells about a place. their shows belonging. rain is the wet stuff from the sky. reign is what a king or queen does.*

- (a) It was (there / their) favourite day of the year.
- (b) Put the syrup over (there / their).
- (c) We stayed inside when the (rain / reign) came down.
- (d) The queen's (rain / reign) lasted a long time.

Q6. Apostrophe doctor. Each word below lost its apostrophe! Put each one back in. *Hint: is it a contraction? Put the apostrophe where the letters dropped out. Does it show belonging? Add an apostrophe to the owner.*

- (a) didnt
- (b) cant
- (c) Sams pancake
- (d) the girls hats

Practice — on your own

No hints this time. Use your four jobs and your spelling pass.

Q7. Meaning fixer. Each sentence has one meaning mistake — a missing word, a wrong word, or an extra word. Find it and fix it.

- (a) We took the dog to park.
- (b) The duck swam in the tree.
- (c) We had a very very good time.

Q8. Be the teacher. This passage has four mistakes hiding in it. Use the four jobs to find them, then fix them all.

last week our class went to the park. We saw duck on the pond. Tom threw some bread for it the duck swam over fast. didnt we have a good day!

Q9. Dictionary order. Put these words in the order a dictionary would list them. *Hint: alphabetical order — look at the first letter, then the next one.*

syrup · plate · pancake · flour · mixed

Q10. Write and edit. Write three sentences about a day you loved — a pancake day, a park day, or a day of your own. Then be the writer AND the reader: run the four jobs and the spelling pass, fix everything you find, and write your neat copy.

Text task — Sam's draft

Read Sam's draft one more time.

on friday our class made pancakes. First we mixed the flour, milk and eggs. Then miss lee cooked them on the hot plate. I run to get my pancake. It was the best one! We all wanted second one. The syrup was sticky and sweet it went all over my fingers. It was there favourite day of the year. didnt we have fun!

- (a) Find and mark all eight mistakes. Use your editing marks: cross out, caret, circle and fix.
- (b) Sort the eight fixes by job. Fill in the table.

Job	How many fixes?
Meaning	

Job	How many fixes?
Structure	_____
Grammar	_____
Punctuation (capitals and apostrophes)	_____
Spelling pass (homophones)	_____

(c) Write Sam’s neat copy in your best writing. If your class is doing joined letters (Section 5G), use them.

(d) Add one more sentence to Sam’s story — what happened after the pancakes? Then edit your own sentence with the checklist.

Answers

Q1. (a) **On Monday**. (b) **Miss Lee**. (c) **Sam and I**.

Q2. (a) The pancakes were golden and hot. We wanted two each. (b) The syrup was sticky. It went all over my fingers. (c) We mixed the flour. Miss Lee stirred the eggs.

Q3. (a) wants. (b) want. (c) smells. (d) mix.

Q4. (a) ran. (b) cooked. (c) mixed. (d) went.

Q5. (a) their. (b) there. (c) rain. (d) reign.

Q6. (a) didn't. (b) can't. (c) Sam's pancake. (d) the girls' hats.

Q7. (a) Missing word: We took the dog to **the** park. (b) Wrong word: The duck swam in the **pond**. (c) Extra word: cross out one **very**.

Q8. (1) *Last* week — capital **L** at the start. (2) We saw **a** duck — missing word. (3) ...for it **.** The duck swam over fast — split the two-job sentence. (4) **didn't** — apostrophe back in.

Q9. flour · mixed · pancake · plate · syrup.

Q10. Answers will be different. Check that your three sentences tell about one day, and that every fix from the four jobs and the spelling pass is made.

Text task. (a) The eight mistakes: *on* → *On*; *friday* → *Friday*; *miss lee* → *Miss Lee*; *run* → *ran*; *wanted* → *wanted* (split); *sweet* → *sweet* (split); *there* → *their*; *didnt* → *didn't*. (b) Meaning: 1. Structure: 1. Grammar: 1. Punctuation: 4. Spelling pass: 1. (c) See the neat copy in Step 10. (d) Answers will be different. Check your new sentence with the checklist.

Full answers with every step

Q1. Look for sentence starts, names and titles, days, and the word *I*. (a) *on* starts the sentence, so it becomes *On*; *monday* is a day, so it becomes *Monday*. (b) *miss lee* is a title and a name, so it becomes *Miss Lee*. (c) *sam* is a name, so it becomes *Sam*; the word *i* is always a capital, so it becomes *I*.

Q2. Find where one job ends and the next begins. Put a full stop after the first job and a capital letter at the start of the second. (a) Job 1 is about how the pancakes looked; job 2 is about what we wanted. → *The pancakes were golden and hot. We wanted two each.* (b) Job 1 is about the syrup; job 2 is about where it went. → *The syrup was sticky. It went all over my fingers.* (c) Job 1 is ours; job 2 is Miss Lee's. → *We mixed the flour. Miss Lee stirred the eggs.*

Q3. Find the subject first, then match the verb. (a) *Sam* is one, so the verb takes s: *wants*. (b) *We* is many, so the verb has no s: *want*. (c) *The pancake* is one: *smells*. (d) *The children* is many: *mix*.

Q4. The day is finished, so the verbs need the before form. (a) *run* is the now form; *ran* is the before form — pick *ran*. (b) *cooked* — before form. (c) *mixed* — before form. (d) *went* — before form.

Q5. Ask which job the sentence needs. (a) The day belongs to them — belonging → *their*. (b) This points to a place — place → *there*. (c) Wet stuff from the sky → *rain*. (d) A king or queen ruling → *reign*.

Q6. Ask the two apostrophe questions. (a) *did* + *not* pushed together → *didn't*; the letters *o* and *o* dropped out, so the apostrophe sits where they went. (b) *can* + *not* → *can't*. (c) The pancake belongs to Sam — one owner → *Sam's*. (d) The hats belong to many girls; *girls* ends in s → *girls'*.

Q7. Re-read each sentence slowly and listen. (a) *We took the dog to park* — something is missing. Fix: *We took the dog to the park*. (b) *The duck swam in the tree* — ducks do not swim in trees! Fix: *The duck swam in the pond*. (c) *We had a very very good time* — one *very* is enough. Cross one out.

Q8. Go job by job. Punctuation first: *last* starts the sentence, so it needs a capital — *Last week*. Meaning next: *We saw duck on the pond* — saw what? A word is missing — *We saw a duck*. Structure next: *Tom threw some bread for it the*

duck swam over fast does two jobs — split it: *Tom threw some bread for it. The duck swam over fast.* Apostrophe last: *didnt* is *did + not* pushed together — *didn't*. The neat version: *Last week our class went to the park. We saw a duck on the pond. Tom threw some bread for it. The duck swam over fast. Didn't we have a good day!*

Q9. Alphabetical order looks at the first letter, then the next one. *flour* (f) comes first, then *mixed* (m). Then the two p words: *pancake* and *plate* — the second letter decides: a comes before l, so *pancake*, then *plate*. Last is *syrup* (s). Answer: flour · mixed · pancake · plate · syrup.

Q10. First, write your three sentences about a day you loved. Then rest your writing for a bit. Re-read it slowly, and run the four jobs: meaning (any missing, wrong or extra words?), structure (one job per sentence, everything in order?), grammar (do the subjects and verbs match? is the time the same?), punctuation (capitals, end marks, commas, apostrophes?). Finish with the spelling pass — use a dictionary or spellcheck, then re-read once more for homophone traps. Fix everything you find, and write your neat copy.

Text task.

- (a) Go around the editing loop. Meaning: *We all wanted second one* is missing a word — put a caret and add *a*. Structure: *The syrup was sticky and sweet it went all over my fingers* does two jobs — split it after *sweet* with a full stop and a capital *It*. Grammar: *I run to get my pancake* is about a finished day — change *run* to *ran*. Punctuation: *on* needs a capital *O*; *friday* is a day — *Friday*; *miss lee* is a title and a name — *Miss Lee*; *didnt* needs its apostrophe — *didn't*. Spelling pass: *there* is spelled right but it is the wrong homophone — change it to *their*.
- (b) Meaning: 1 fix. Structure: 1 fix. Grammar: 1 fix. Punctuation: 4 fixes (three capitals and one apostrophe). Spelling pass: 1 fix. That is 8 fixes in all.
- (c) Copy the fixed version from Step 10, word for word, in your best writing.
- (d) Answers will be different. One way to start: *After lunch, we ...* Then run your checklist over your own sentence the same way Sam did.

Joined handwriting: clearly formed and consistent in size

Curriculum link — code VC2E3LY13 · Strand: Literacy — Creating texts.

Content description (Victorian Curriculum 2.0 English, Level 3, verbatim): write words using joined letters that are clearly formed and consistent in size

Elaborations: none — the VCAA export states “Content description does not require elaboration.”

Achievement standard, Writing (Level 3, verbatim): They write texts using letters that are joined, accurately formed and consistent in size.

Where this work meets the rest of the book: every story, report and sentence you write in 5E and 5F is the place where this work shows. Last year your letters stood on their own; this year they hold hands. In Year 4 you will add writing fast without stopping to think — that work is not in this book.

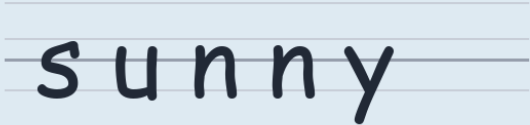
Letters that hold hands

You can already write every letter so people can read it. This year your letters learn a new trick: they hold hands. Writing where the letters of a word link up is called **joined writing**.

Letters that hold hands

The same word, before and after.

not joined



a gap after every letter

the pen lifts after every letter

joined



the join links one letter to the next

the pen does not lift inside the word

In joined writing, the letters of a word hold hands from the first letter to the last.

The word sunny two ways. Left panel: not joined, a gap after every letter, and the pen lifts after every letter. Right panel: joined, the letters hold hands, two joins are ringed in orange, and the pen does not lift inside the word.

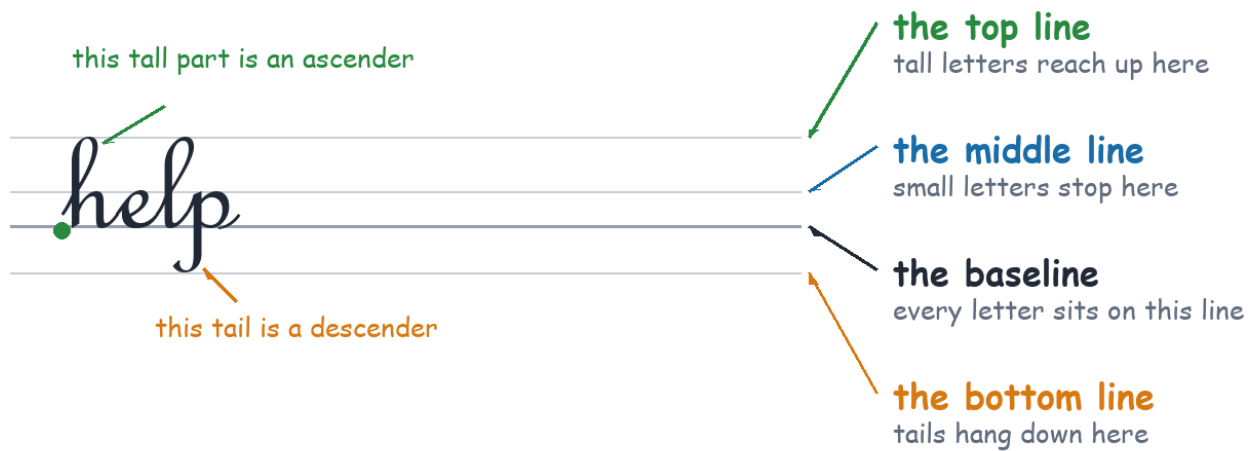
In joined writing, your pen does not lift between the letters of a word. The little link between two letters is called a **join**.

The lines we write on

Four lines help every letter sit in the right place. The line every letter sits on has a name: the **baseline**.

The lines we write on

Four lines help every letter sit in the right place.



The word help sits on the baseline. Its h reaches the top line and its p hangs to the bottom line.

Four writing lines with labels. The top line is where tall letters reach up. The middle line is where small letters stop. The baseline is where every letter sits. The bottom line is where tails hang down. The joined word help sits on the lines, with its tall part marked as an ascender and its tail marked as a descender.

The tall part of a letter that reaches the top line is an **ascender**. The tail that hangs below the baseline is a **descender**. The middle line is also called the waistline: it is where small letters stop.

Three letter families

Every letter knows how tall it is. Sort a letter into its family before you write it.

Three letter families

Every letter knows how tall it is.

Small letters

stay in the middle

a c e i m n o r

s u v w x z

Tall letters

reach the top line

b d f h

k l t

Tail letters

hang below the line

g j p

q y

The

Capital letters A B C stand tall at the start of a word.

They do not join to the next letter.

Sort a letter into its family before you write it, and you will always know how tall to make it.

Three boxes. Small letters a c e i m n o r s u v w x z stay in the middle. Tall letters b d f h k l t reach the top line. Tail letters g j p q y hang below the line. A note says capital letters A B C stand tall at the start of a word and do not join to the next letter.

- **Small letters** stay in the middle, between the baseline and the middle line.
- **Tall letters** reach the top line.
- **Tail letters** hang below the baseline, down to the bottom line.

A **capital letter** is the big letter that starts a word. It stands tall and does not join to the next letter.

How a join works

Most letters end with a little tail. That tail runs into the start of the next letter, and that is the join.

How a join works

One letter's tail runs into the next letter's start.



Most letters join to the next letter. A capital letter starts the word and waits.

A big joined n and e with the join ringed in orange: the little tail at the end of n runs into the start of e. Next to it, the word The shows that after a capital letter you lift your pen and start again.

After a capital letter, lift your pen and start again. Some ways of writing also skip the join after a few letters, like b and g. Your teacher will show you the way your school writes. What stays the same in every style is this: inside a word, the letters hold hands.

The same size every time

Joined writing looks neat when every letter is the right size. **Consistent** means the same every time.

The same size every time

Consistent means the same every time.

jumping

✓ same size every time

jumping

✗ not the same size

Small letters the same height, tall letters up to the same line, tails down to the same line.

Two rows of the word jumping on writing lines. The top row is the same size every time and gets a green tick. The bottom row has letters of mixed sizes and gets a red cross.

Consistent size means:

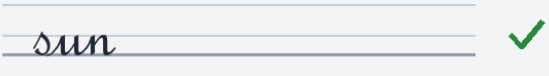
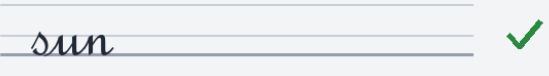
- small letters are the same height, up to the middle line;
- tall letters reach the same top line;
- tails hang to the same bottom line.

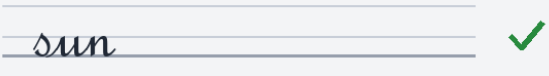
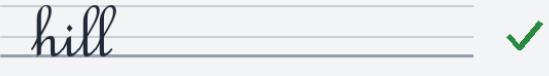
Clearly formed

A clearly formed letter passes four checks.

Clearly formed — four checks

Every letter you write should pass all four.

Check 1 — on the baseline	Check 2 — the right size
	
	

Check 3 — letters joined	Check 4 — tall letters reach up
	
	

A clearly formed letter passes all four checks: on the line, the right size, joined, and tall letters reaching up.

Four checks for clearly formed letters, each with a tick row and a cross row. Check 1: on the baseline. Check 2: the right size. Check 3: letters joined. Check 4: tall letters reach up.

Run the four checks on your own writing, or use the writer's checklist at the end of this section.

Word bank

The words a joined-up writer knows.

joined writing letters that hold hands, written in one go

join the little link between two letters

baseline the line every letter sits on

ascender the tall part of a letter, up to the top line

descender the tail that hangs below the baseline

capital letter the big letter that starts a word

consistent the same every time

Use these words when you talk about your writing. They are the words a writer uses.

Word bank with seven words and short meanings. Joined writing: letters that hold hands, written in one go. Join: the little link between two letters. Baseline: the line every letter sits on. Ascender: the tall part of a letter, up to the top line. Descender: the tail that hangs below the baseline. Capital letter: the big letter that starts a word. Consistent: the same every time.

Worked examples

Example 1 — watch me write jumping

Task. Write the word *jumping* in joined writing, and check it.

Step	Think
Sort the letters into families.	<i>j</i> is a tail letter. <i>u</i> , <i>m</i> , <i>i</i> and <i>n</i> are small letters. <i>p</i> and <i>g</i> are tail letters.
Start on the baseline.	My pen starts at the baseline, and every letter sits on it.
Join as I go.	Each letter's tail runs into the next letter. Six joins: <i>j</i> – <i>u</i> , <i>u</i> – <i>m</i> , <i>m</i> – <i>p</i> , <i>p</i> – <i>i</i> , <i>i</i> – <i>n</i> , <i>n</i> – <i>g</i> .
Check the size.	The small letters stop at the middle line. The <i>j</i> , <i>p</i> and <i>g</i> reach up and hang down. Same size every time — consistent.

Example 2 — spot the fixes

Task. This writer hurried. Three things need a fix. Find them.

Spot the three fixes

This writer hurried. Three things need a fix.



Circle each fix, then say the fix out loud: is it a size fix, a line fix, or a join fix?

The joined words sunny day with three red circles. Circle 1: the u is too big. Circle 2: an n floats above the baseline. Circle 3: the join between d and a is missing.

Fix	What is wrong	The fix
1	The <i>u</i> is too big.	Make it the same size as the other small letters.
2	The <i>n</i> floats above the baseline.	Bring it down to sit on the baseline, and join it up again.
3	The <i>d</i> and the <i>a</i> lost their join.	Link the tail of the <i>d</i> to the start of the <i>a</i> .

Now the words pass the checks: joined, clearly formed, and consistent in size.

Have a go — with help

Q1. Put these letters into the three families: a · b · g · j · m · p · s · t · y

Q2. Trace each grey word on the lines. Start at the green dot and stay on the lines.

Trace, then copy

Start at the green dot. Stay on the lines.

 trace it

now you

 trace it

now you

 trace it

now you

Trace each grey word in your best joined writing, then copy it on the next line without looking.

Three grey joined words on writing lines with a green start dot: *sun*, *help* and *jumping*. Each word has an empty line below it for copying.

Q3. Now copy each word from Q2 on its empty line, without looking at the grey word.

Q4. Look at the joined word *sunny* in the green panel of the first picture. Two joins are ringed for you. Find and ring the other two joins.

Q5. Circle the row where every letter is the same size and sits on the lines. Say what is wrong with the other two rows.

Pick the right row

Only one row is the same size and sits on the lines.

A

happy

B

happy

C

happy

Circle the row where every letter is the same size and sits on the lines. Say what is wrong with the other two rows.

Three rows of the word happy on writing lines, labelled A, B and C. Row A has mixed sizes. Row B floats above the baseline. Row C is the same size and sits on the lines.

Q6. Say each word out loud, then write it in joined writing: (a) s–u–n · (b) h–e–l–p · (c) d–a–y

Have a go — on your own

Q7. Write these four words in joined writing: sunny · jumping · help · happy

Q8. Write this sentence in joined writing: *Sam and Ruby play at the park.*

Q9. Write the words *happy day* in joined writing. Then run the four checks on your own writing and fix what needs a fix.

Q10. Write one sentence of your own in joined writing. It must have one capital letter, one tall letter and one tail letter.

Text task — our model passage

This passage was written for this book.

Our model passage

Written for this book, in joined writing.

Today is sports day.

Ruby runs fast and Sam jumps high.

We clap for our team!

Read it once for fun. Then trace it and copy it in your best joined writing, and write two lines of your own.

An original model passage in joined writing on ruled lines. Line one: Today is sports day. Line two: Ruby runs fast and Sam jumps high. Line three: We clap for our team!

- (a) Read the passage once for fun.
- (b) Trace it, then copy it in your best joined writing.
- (c) Write two lines of your own about a game you like. Use joined writing.
- (d) Run your pen down the writer's checklist and tick what is true. Fix what is not.

The writer's checklist

Tick a box for every check your writing passes.

☐

My letters hold hands.

☐

Every letter sits on the baseline.

☐

Tall letters reach the top line, and tails hang to the bottom line.

☐

My letters are the same size — consistent.

☐

My words are easy to read.

After every piece of writing, run your pen down the list and tick what is true. Fix what is not.

The writer's checklist with five tick boxes. My letters hold hands. Every letter sits on the baseline. Tall letters reach the top line, and tails hang to the bottom line. My letters are the same size, consistent. My words are easy to read.

Answers

Q1. Small letters: a, m, s. Tall letters: b, t. Tail letters: g, j, p, y. **Q2.** Check that your tracing starts at the green dot and sits on the lines. **Q3.** Check that each copied word is joined and sits on the baseline. **Q4.** The other two joins are s–u and n–y. **Q5.** Row C. Row A has letters of mixed sizes. Row B floats above the baseline. **Q6.** sun; help; day — joined, on the baseline, and the same size. **Q7.** Check that the tall letters reach the top line and the tails hang to the bottom line. **Q8.** Check that the capital S and R do not join to the next letter, and that there is a small gap between words. **Q9.** Check your writing against the four checks: on the baseline, the right size, joined, and tall letters reaching up. **Q10.** Check that your sentence has a capital letter at the start, at least one tall letter and one tail letter, and that the letters of each word are joined.

Text task. (b) Check that your copy sits on the lines and that every word is joined. (c) Check that your two lines use joined writing. (d) The checklist: letters hold hands; on the baseline; tall letters up and tails down; same size; easy to read.

Teacher notes

- **Coverage.** VC2E3LY13 is owned in full: joined letters, clear formation and consistent size are each taught and practised. The CD carries zero elaborations in the VCAA export — that is VCAA’s, not a gap (D5); the export’s placeholder sentence is quoted verbatim in the traceability block.
- **Level discipline (D9).** The Level 2 entry state — legible, unjoined letters (VC2E2LY13) — is re-established in one sentence, not re-taught. Writing fast with fluency and automaticity is Level 4 (VC2E4LY12) and is named only as work for next year, never taught here. The model passage uses simple and compound sentences only.
- **Originality (D4).** The model passage (*Today is sports day...*) and every model word and sentence are original artifacts written for this section; the joined samples are set in the system script face French Script MT.
- **Vocabulary (D2).** Student-facing prose, alt text and figure strings verified at or below Yr3 by `_gate5g.py` against the word ladder. Subject terms defined at first use: joined writing, join, baseline, waistline, ascender, descender, capital letter, consistent. Proper nouns (Ruby, Sam) exempt per Rule 2(3).
- **Cross-links.** The writing produced in 5E and 5F is where this work is evidenced (chapter 5 note); the Level 3 achievement standard’s Writing line (“letters that are joined, accurately formed and consistent in size”) is quoted verbatim above.

Checkpoint C5 — Reading and constructing 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 C5 · Chapter 5 — Reading and constructing texts (sections 5A–5F)

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

Codes assessed: VC2E3LY07 (5A) · VC2E3LY08 (5B) · VC2E3LY09 (5C) · VC2E3LY10 (5D) · VC2E3LY11 (5E) · VC2E3LY12 (5F)

Name: _____ Date: _____

Total marks	24
Section structure	Section A Reading for meaning (4 marks) · Section B Same job, different readers (4 marks) · Section C How ads work (4 marks) · Section D Reading between the lines (4 marks) · Section E Planning a change-minds text (4 marks) · Section F Fixing a draft (4 marks)
Guidance time	About 30 minutes — about 1 minute per mark, plus reading time
Sittings	This check may be done in one sitting , or split into two sittings : sitting one = Sections A–C (12 marks), sitting two = Sections D–F (12 marks).
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 sentence to you.
Permitted materials	A pencil or pen. Nothing else is needed.

This check looks at what you learned in Chapter 5: reading for meaning, texts with the same job for different readers, how ads work, reading between the lines, planning texts that change minds, and fixing a draft. Your reading-out-loud fluency and your joined handwriting are checked another way — by your teacher, during class reading and writing. Attempt every question.

Section A — Reading for meaning (4 marks)

Read this story, then answer Questions 1 to 4.

The Map in the Attic

Elsie went up to the attic with Grandpa. The attic was dark and dusty, and old boxes sat in a row.

Under a red blanket, Elsie found a rolled-up paper. She opened it slowly. It was a map of their house. Someone drew it in blue ink. A dotted line went from the attic stairs to the back door. At the end of the line sat a small cross.

Elsie showed Grandpa the map. Grandpa smiled a big smile, and his eyes went bright.

They followed the dotted line. Down the stairs, past the kitchen, and out to the back door. Under the step sat a loose stone. Elsie lifted it. Her heart went fast. Under the stone was a little tin box.

Inside the box were five old toy cars — and a photo of a little boy on a bike.

Question 1 (1 mark)

What did Elsie find under the red blanket?

- A. An old toy car
- B. A rolled-up paper that was a map
- C. A little tin box
- D. A photo of a bike

Answer: _____

Question 2 (1 mark)

Where did Elsie and Grandpa find the tin box?

- A. In the attic, next to the old boxes
- B. Under a loose stone at the back door
- C. In the kitchen
- D. Under Elsie's bed

Answer: _____

Question 3 (1 mark)

Her heart went fast when Elsie lifted the stone. How did Elsie feel?

- A. Scared
- B. Excited
- C. Cross
- D. Sleepy

Answer: _____

Question 4 (1 mark)

Who was the little boy in the photo? Use clues from the story.

- A. Grandpa as a little boy
- B. Elsie's brother
- C. A boy from Elsie's school
- D. The story gives no clues at all

Answer: _____

Section B — Same job, different readers (4 marks)

Read these two texts, then answer Questions 5 to 8. Both texts do the same job, but they are not built the same way.

Text P

Please help your child brush their teeth twice a day. Brush for two minutes, morning and night. A small, soft brush is best.

Text C

Brush, brush, brush your teeth, morning and at night! Round and round and up and down — keep them clean and bright!

Question 5 (1 mark)

What job do **both** texts do?

- A. They tell a story.
- B. They help people look after teeth.
- C. They sell toothbrushes.
- D. They give the news.

Answer: _____

Question 6 (1 mark)

Who is **Text P** for?

- A. Little children
- B. Parents and families
- C. Dentists only
- D. Bus drivers

Answer: _____

Question 7 (1 mark)

Which clue shows that **Text C** is for children?

- A. It has a rhyme and fun words.
- B. It is a long list of facts.
- C. It starts with the word *Please*.
- D. It has no words at all.

Answer: _____

Question 8 (1 mark)

Both texts do the same job, but they are built in different ways. Why are they different?

- A. They have different jobs.
- B. They are for different audiences.
- C. They are about different things.
- D. They use the same words.

Answer: _____

Section C — How ads work (4 marks)

Read this ad, then answer Questions 9 to 11.

ZOOMI!

Zoomi is the most fun scooter of all. You will love the ride! Bright colours. A shiny bell. A FREE sticker in every box! Ask a grown-up to find Zoomi today!

Question 9 (2 marks)

The Zoomi ad uses words and phrases that try to get you to want the scooter. Mark (tick) the **four** persuasive words and phrases in the ad. Do not mark anything else.

Marking: 2 marks for all four right and nothing else marked; 1 mark for exactly one mistake.

Question 10 (1 mark)

Look at the picture. It is the ad from section 5C. The ad has bright colours, big fun letters, a NEW star burst, a smiling pink flamingo that looks at you, and a FREE sticker sign. The words say: *Ask a grown-up to find Mingo Crunch today!*

An ad made for kids

The diagram shows a central yellow rectangular advertisement for 'MINGO CRUNCH!'. The ad contains the text 'Made up for this page.', 'MINGO CRUNCH!', 'Super crunchy. Super yummy.', a smiling pink flamingo, 'Collect all 6 stickers!', 'FREE Mingo sticker in every pack!', and 'Ask a grown-up to find Mingo Crunch today!'. There are four starburst graphics at the bottom. Surrounding the ad are callout boxes with arrows pointing to specific features: 'Bright colours catch your eye' points to the yellow background; 'Mingo looks at you and smiles' points to the flamingo; 'NEW! makes you look first' points to a starburst; 'Big fun letters are easy to see' points to the brand name; 'A FREE gift makes you want it' points to the 'FREE' sticker sign; and '"Ask a grown-up" tells you what to do next' points to the instruction at the bottom. A footer box asks the reader to match these clues to a checklist.

Bright colours catch your eye

Mingo looks at you and smiles

"Ask a grown-up" tells you what to do next

NEW! makes you look first

Big fun letters are easy to see

A FREE gift makes you want it

Can you see how this ad pulls you in? Match the clues to the checklist in Figure 6.

The Mingo Crunch ad from section 5C: bright colours, big fun letters, a NEW star burst, a smiling pink flamingo that looks at you, a FREE sticker sign, and the words Ask a grown-up to find Mingo Crunch today!

What is the **job** of this text? Use the picture clues and the words.

- A. To tell a funny story
- B. To get you to want the thing in the picture
- C. To give facts about pink birds
- D. To show you how to draw a flamingo

Answer: _____

Question 11 (1 mark)

Which clue shows that the Zoomi ad is made for **children**?

- A. It has a free gift, bright colours and fun words.
- B. It has a long parts list and small, plain letters.
- C. It has numbered steps and no pictures.
- D. It uses a serious, flat voice.

Answer: _____

Section D — Reading between the lines (4 marks)

Read this story, then answer Questions 12 to 14.

The Nest by the Window

One morning, a little brown bird flew to the tree by the window of Room 3. It had a bit of straw in its beak. Day by day, the bird built a nest. It carried straw and soft grass to the tree. Miss Bell asked the class to use quiet voices near the window. The children watched with still feet and soft voices.

Then the bird sat on three small eggs. It sat on them to keep them warm.

On a wet Tuesday, the children heard small sounds. Three chicks came out, one by one. Their beaks were wide open. Miss Bell smiled. Room 3 had three new little birds to watch.

Question 12 (1 mark)

Why did Miss Bell ask the class to use quiet voices near the window? Use clues from the story.

- A. She wanted the class to have a sleep.
- B. She did not want to scare the bird away from its nest.
- C. The window was broken.
- D. It was time for a test.

Answer: _____

Question 13 (1 mark)

Which is the **best summary** of the story? Remember: a summary keeps the big, important parts in a short way.

- A. A bird built a nest by the window, and the class watched quietly, and then three chicks came out.
- B. Miss Bell gave the class a pet bird to hold.

C. Birds like to sit in trees.

D. The children made loud noises by the window.

Answer: _____

Question 14 (2 marks)

Put the four story events in order. Write the letter of each event in its box.

Events: **a.** The bird built a nest out of straw and soft grass. · **b.** Three chicks came out, one by one. · **c.** A little brown bird flew to the tree by the window. · **d.** The bird sat on three small eggs to keep them warm.

First	Next	Then	Last
_____	_____	_____	_____

Marking: 2 marks for all four events in the right order; 1 mark for exactly one swap of two cards.

Section E — Planning a change-minds text (4 marks)

Your class wants to change minds. The idea: **our class should make a class newspaper**. Answer Questions 15 to 17 to plan the text.

Question 15 (1 mark)

The class is writing a text to change minds. Which sentence is the best **big idea (position)** for the text?

A. Our class should make a class newspaper.

B. Paper is white and flat.

C. On the weekend, I went to the shops.

D. Newspapers have pages and words.

Answer: _____

Question 16 (2 marks)

Sort the plan cards. Four cards belong in the argument, in order from big idea to ending. One card does not belong. Write the letter of each card in its box.

Cards: **a.** Our class should make a class newspaper. · **b.** Everyone can write a part, so every child has a job. · **c.** Families can read it and know what we do at school. · **d.** Dogs like to run at the park. · **e.** So let's start our class newspaper this term!

1 · Big idea	2 · Reason one	3 · Reason two	4 · Ending	Does not belong
_____	_____	_____	_____	_____

Marking: 2 marks for all five cards in the right box; 1 mark for exactly one card in the wrong box.

Question 17 (1 mark)

Fill the blank. Choose from the box.

A text that changes minds starts with the writer's big idea, gives _____, and ends with a strong ending.

Box: **reasons · pictures**

Answer: _____

Section F — Fixing a draft (4 marks)

Rosa wrote this draft. It has **four** mistakes. Read it, then answer Questions 18 to 20.

Rosa's draft — Our Farm Day

last Friday our class went to the farm. The farmers dog ran to meet us. We could here the ducks on the pond. We gave the sheep food it was a great day!

Question 18 (2 marks)

Mark (tick) the **four** words in Rosa's draft that need fixing. Do not mark anything else. The four mistakes are: a capital letter, an apostrophe, a same-sound word, and a sentence that runs on.

Marking: 2 marks for all four right and nothing else marked; 1 mark for exactly one mistake.

Question 19 (1 mark)

Which is the right fix for *The farmers dog ran to meet us*?

- A. The farmers dog ran to meet us.
- B. The farmer's dog ran to meet us.
- C. The farmers' dog ran to meet us.
- D. The farmer dog ran to meet us.

Answer: _____

Question 20 (1 mark)

Rosa must fix two more mistakes: the word *here*, and the part where two sentences run on: *We gave the sheep food it was a great day!* Which two fixes are right?

- A. *hear · We gave the sheep food. It was a great day!*
- B. *here · We gave the sheep food. It was a great day!*
- C. *hear · We gave the sheep food it was a great day!*
- D. *here · We gave the sheep food it was a great day!*

Answer: _____

Total: 24 marks

Checkpoint C5 — Solutions

Teacher-facing. C5 is a classroom check, not an exam: about 30 minutes guidance, done in one sitting or split into two sittings of 12 marks (Sections A–C / Sections D–F). All items are objectively markable. Achievement is reported against the Level 3 achievement standard, not against this mark. Reading-out-loud fluency and self-correction, and joined handwriting, are checked separately by observation (O2), not on this paper.

Answer key

Q	Section	Answer	Marks
1	A (5A)	B — a rolled-up paper that was a map	1
2	A (5A)	B — under a loose stone at the back door	1
3	A (5A)	B — excited	1
4	A (5A)	A — Grandpa as a little boy	1
5	B (5B)	B — they help people look after teeth	1
6	B (5B)	B — parents and families	1
7	B (5B)	A — it has a rhyme and fun words	1
8	B (5B)	B — they are for different audiences	1
9	C (5C)	Mark: <i>the most fun · love · FREE · today</i>	2
10	C (5C)	B — to get you to want the thing in the picture	1
11	C (5C)	A — it has a free gift, bright colours and fun words	1
12	D (5D)	B — she did not want to scare the bird away from its nest	1
13	D (5D)	A — a bird built a nest by the window, and the class watched quietly, and then three chicks came out	1
14	D (5D)	First: c (the bird flew to the tree) · Next: a (the bird built a nest) · Then: d (the bird sat on the eggs) · Last: b (three chicks came out)	2
15	E (5E)	A — our class should make a class newspaper	1
16	E (5E)	1 Big idea: a · 2 Reason one: b · 3 Reason two: c · 4 Ending: e · Does not belong: d	2
17	E (5E)	reasons	1
18	F (5F)	Mark: <i>last · farmers · here</i>	2

Q	Section	Answer	Marks
19	F (5F)	<i>· it</i> B — the farmer's dog ran to meet us	1
20	F (5F)	A — <i>hear · We gave the sheep food. It was a great day!</i>	1
Total			24

Mark-the-words target keys

Q9 (2 marks) — persuasive words in the Zoomi ad. Accepted targets, one from each persuasive job 5C teaches:

Target	Job (5C word bank)
<i>the most fun</i>	a big claim word
<i>love</i>	a feeling word
<i>FREE</i>	a free-gift / do-it-now word
<i>today</i>	a do-it-now word

Marking (whole marks only): 2 marks for all four targets marked and nothing else marked; 1 mark for exactly one mistake (one target missed, or exactly one wrong word marked); 0 marks otherwise. On the platform this runs as H5P *Mark the Words* with these four targets keyed.

Q18 (2 marks) — the four mistakes in Rosa's draft. Accepted targets:

Target word	Mistake class	Fix
<i>last</i>	capital letter — sentence must start with a capital	<i>Last</i>
<i>farmers</i>	apostrophe — one owner (the farmer and his dog)	<i>farmer's</i>
<i>here</i>	same-sound word (homophone) — hear with the ears	<i>hear</i>
<i>it</i>	sentence boundary — two jobs run on; split after <i>food</i>	<i>food. It</i>

Marking (whole marks only): 2 marks for all four targets marked and nothing else marked; 1 mark for exactly one mistake; 0 marks otherwise. On the platform this runs as H5P *Mark the Words* with these four targets keyed. Note for markers: *Friday* is already correct in the draft (day names take capitals — 5F Step 7) and must not be marked.

Cloze accepted variants (§7.4)

C5's one cloze item prints a two-form box, so the key accepts exactly one form:

Q	Blank in	Box shown	Accepted form
17	<i>gives</i>	reasons · pictures	reasons

No other word is accepted. On the platform this runs as H5P *Fill in the Blanks* with the single accepted form keyed.

Construction exemplars (Section E, 5E — P2)

Q15–Q17 form the text-construction scaffold for the change-minds (persuasive) text type. Per the §7.2 row, exemplars below span the four purpose types of the Writing mode — inform, narrate, explain, argue — so the teacher can show how the same planning discipline (big idea first, one idea per paragraph, ordered parts, strong ending) travels across purposes. All exemplars are original model texts at Year 3 reading load.

1 • Inform — information report (answers *What is true?*)

- Planner shape: topic sentence first, then grouped facts.
- Plan: Big idea: penguins are birds that cannot fly · Group 1: body — wings are flippers · Group 2: home — cold places · Group 3: food — fish from the sea.
- Model text: *Penguins are birds that cannot fly. Their wings are flippers that help them swim. Most penguins live in cold places with ice and snow. They catch fish in the sea to eat.*
- Why it works: the topic sentence comes first, the facts are grouped, and there are no opinions — the text gives what is true.

2 • Narrate — narrative (answers *What happened?*)

- Planner shape: storyboard — beginning, problem, fix, ending.
- Plan: Beginning: one cold morning, Tia went out to play in the snow · Problem: her red hat was missing! · Fix: she went back the same way and looked · Ending: she found the hat by the door and put it on.
- Model text: *One cold morning, Tia went out to play in the snow. But her red hat was missing! She went back the same way and looked. There was the hat, in the snow by the door, and Tia put it on.*
- Why it works: the plan keeps the story shape — a beginning with a who and a where, a problem, a fix, and an ending.

3 • Explain — sequential explanation (answers *How does it work / how do you do it?*)

- Planner shape: flow chart — first, next, then, last.
- Plan: First: take a big sheet of paper · Next: fold it in half · Then: fold the top corners down · Last: open it and put it on.
- Model text: *How to make a paper hat. First, take a big sheet of paper. Next, fold it in half. Then, fold the top corners down. Last, open it and put it on your head.*
- Why it works: the steps sit in time order with first/next/then/last signposts, so a reader can do the job without help.

4 • Argue — simple argument (answers *What should we think or do?*)

- Planner shape: plan list — my big idea, reason one, reason two, ending (the 1C parts).
- Plan: Big idea: our class should make a class newspaper · Reason one: everyone can write a part, so every child has a job · Reason two: families can read it and know what we do at school · Ending: so let's start our class newspaper this term!
- Model text: *Our class should make a class newspaper. Everyone can write a part, so every child has a job. Families can read it and know what we do at school. So let's start our class newspaper this term!*
- Why it works: the position comes first, two reasons support it, and the ending asks the reader to do something. This is the full model answer for Q15–Q17: Q15 keys the position, Q16 keys this exact plan in order with the odd card out, and Q17 keys *reasons*.

Marking notes

- **Drag items (Q14, Q16) — whole marks only.** Q14 is an ordering item: 2 marks for all four events in the right order; 1 mark for exactly one swap of two cards; 0 marks otherwise (the C3 Q14 ordering adaptation of the rubric). Q16: 2 marks for all five cards in the right box; 1 mark for exactly one card in the wrong box; 0 marks otherwise. On the platform both run as H5P *Drag the Words* with the same keys.
- **Q1 (literal):** the text says Elsie found a rolled-up paper under the red blanket, and that it was a map. The toy cars, the tin box and the photo all come later in the story (5A literal — the answer is on the page).

- **Q2 (literal):** the text says a loose stone sat under the step at the back door, and the tin box was under the stone (5A literal).
- **Q3 (inferred):** the text never says a feeling word, but *her heart went fast* is a clue that Elsie was excited, not scared, cross or sleepy (5A inference — clues in the text + what you already know).
- **Q4 (inferred):** no sentence says the answer, so readers join the clues: Grandpa smiled a big smile when he saw the map, the box was hidden at the back door of their house, and the toy cars and the photo are old. The little boy on the bike is Grandpa as a little boy. Accept A only; D is wrong because the story does give clues.
- **Q5:** both texts tell readers how to look after teeth — that is their shared job (purpose). Neither tells a story, sells brushes, nor gives the news (5B purpose first).
- **Q6:** Text P says *your child* — it speaks to parents and families, not to the children themselves (5B audience clues).
- **Q7:** the rhyme, the repeated fun words and the second-person *your* are the clues that Text C is for children. A long list of facts and a *Please* opening fit the adult text (5B compare checklist).
- **Q8:** same job, different readers means different builds — the audience changed, not the job (5B: the job stays the same; words, pictures, size and tone can change).
- **Q9:** see the target key above. The four targets cover the big claim words, the feeling words and the do-it-now words of 5C's persuasive word bank. *Scooter, ride, colours* and *bell* are facts about the product, not persuasive words, and must not be marked.
- **Q10:** bright colours, big fun letters, a smiling character that looks at you, a NEW star burst, a free sticker and a do-it-now line are the picture clues 5C teaches — together they show the text's job is to get you to want the thing in the picture (persuade). The text is not a story, a fact sheet about birds, or a drawing lesson. The image is section 5C's own Mingo Crunch model ad (diagrams/5c_ad_model.png), re-described in the item caption so it is answerable in any render.
- **Q11:** a free gift, bright colours and fun words are the kid-ad checklist clues from 5C. Parts lists, numbered steps, small plain letters and a serious flat voice are how texts for older readers are built (5B/5C crossing: features that show who a text is for).
- **Q12:** the story never says *so the bird would not be scared*, but the nest, the eggs and the quiet watching make that the only clue-true answer (5D inference + evidence: I know this because the text says the bird was building a nest by the window).
- **Q13:** option A keeps the big, important parts (nest, quiet class, chicks) in a short way — that is a summary (5D summarise). B is not true in the story, C is a fact that is not the story, and D is the opposite of what happened.
- **Q14:** the story order is: the bird flew to the tree (c), built the nest (a), sat on the eggs (d), and the chicks came out (b). Award 1 mark for exactly one swap of two cards only.
- **Q15:** a change-minds text starts with a position — what the writer wants readers to think or do. Option A is the position; B and D are facts about paper and newspapers, and C is a story sentence.
- **Q16:** the argument plan: position first (a), then the two reasons that support it (b — everyone has a job; c — families know what we do), then the do-it-now ending (e). Card d is about dogs at the park and does not belong in this argument (5E: one idea per paragraph; plans keep out ideas that do not support the big idea).
- **Q17:** change-minds texts give reasons to support the big idea (5E: persuasive texts get readers to think or do something by giving reasons). Pictures are not what the blank calls for.
- **Q18:** see the target key above. The four mistake classes match 5F's editing jobs: punctuation (capital letters, apostrophes), meaning (same-sound words spellcheck can't catch) and structure (one job per sentence — split the run-on).
- **Q19:** one owner (the farmer) with his dog takes 's — the farmer's dog (5F apostrophe flow). *Farmers'* is for many owners ending in s; no apostrophe at all leaves the owner unnamed.
- **Q20:** *hear* is the same-sound word that means to take in sound with the ears (*here* is a place — 5F's spellcheck trap: letters right, meaning wrong). The run-on needs a full stop after *food* and a capital *It* — one job per sentence (5F structure job).

Per-item CD and family mapping (coverage audit)

Q	CD	Section	Item family	H5P type	Marks
1–4	VC2E3LY07	5A	F-MC (Q1, Q2 literal; Q3, Q4 inferred)	Multiple Choice	4
5–8	VC2E3LY08	5B	F-MC (Q5, Q6, Q7, Q8)	Multiple Choice	4
9–11	VC2E3LY09	5C	F-MARK (Q9) · F-IMG (Q10) · F-MC (Q11)	Mark the Words · Multiple Choice (image) · Multiple Choice	4
12–14	VC2E3LY10	5D	F-MC (Q12 inference, Q13 summary) · F-DRAG (Q14 ordering)	Multiple Choice · Drag the Words	4
15–17	VC2E3LY11	5E	F-CONS (Q15 thesis/position selection; Q16 combined evidence matching + paragraph ordering; Q17 structure cloze)	Multiple Choice · Drag the Words · Fill in the Blanks	4
18–20	VC2E3LY12	5F	F-MARK (Q18) · F-MC (Q19, Q20 fixes)	Mark the Words · Multiple Choice	4
Total					24

C5 carries items from all six §7 families: F-MC (Q1–Q8, Q11, Q12, Q13, Q19, Q20), F-MARK (Q9, Q18), F-IMG (Q10), F-DRAG (Q14), F-CONS (Q15–Q17, with the exemplar block above spanning inform, narrate, explain and argue), and F-CLOZE (Q17 — the structure cloze runs as H5P *Fill in the Blanks*). The fluency and self-correction half of LY07, and all of 5G’s joined handwriting, are recorded on the O2 observation checklist, not here.

End of Checkpoint C5 solutions. The next instrument in this book’s assessment layer is the End-of-Level-3 review (R3), which samples all 29 objective content descriptors.