AusVELS Level:
Overview: - ENGLISH UNIT PLANNER

Term: 2
Year: 2014

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AusVELS Learning Focus Statement:

Vocabulary Development:
- Writing: Information: Structure – title, opening statement/classification, heading/sub headings, paragraphs which include topic sentences and elaboration, conclusion.
  - Language features – Generalised subjects/classification, specialised vocabulary/subject specific, some action verbs, third person, past tense, factual and precise descriptive language, formal objective style, top level structure (cause/effect, compare/contrast, list like.)
- Reading; Summarising: Identifying topic/detail, Gathering information using a grid, Identifying 5 w’s, how, problems, events and solutions, using a GIST summary for summarising

Common Assessment Tasks

Assessment FOR learning occurs when teachers use inferences about student progress to inform their teaching. It is frequent, formal or informal (e.g. quality questioning, anecdotal notes, written comments), embedded in teaching and provides clear and timely feedback that helps students in their learning progression. It has a formative use providing evidence that informs, or shapes, short term planning for learning.

Assessment AS learning occurs when students reflect on and monitor their progress to inform their future learning goals. It is regularly occurring, formal or informal (e.g. peer feedback buddies, formal self-assessment) and helps students take responsibility for their own past and future learning. It builds metacognition as it involves students in understanding the standards expected of them, in setting and monitoring their own learning goals, and in developing strategies for working towards achieving them.

Assessment OF learning occurs when teachers use evidence of student learning to make judgments on student achievement against goals and standards. It is usually formal, frequently occurring at the end of units of work where it sums up student achievement at a particular point in time. It is often organised around themes or major projects and judgments may be based on student performance on multi-domain assessment tasks. It has a summative use, showing how students are progressing against the Standards, and a formative use providing evidence to inform long term planning.

Other Resources:
Craft Lessons – p28 (Two Tier Words), Teaching Vocabulary – Di Snowball
Write Ways- Leskey Wing Jan
First Steps
Fountas and Pinnell- The Continuum of Literacy Learning