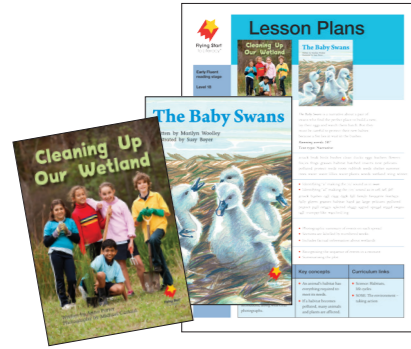


Books at each level are paired. The lesson plan for each pair of books integrates reading strategies and comprehension, with speaking and listening, vocabulary development, phonics and writing.

Motorcycles/A New Job For Stan	When Lions Hunt/Rory's Dance	Animal Smells/Angus Cleans Up	Sticky and Dangerous Plants/Looking After Scotty	Amazing Snakes/The Snake Olympics	Ouch! That Hurts/That's Not Funny, Charlie	Flamingos/Ruby in the Middle	Living Near a Volcano/Volcano Alert!	Nadif's New Life/Gasari's Herd	Message Sent/Saving Dad	To the Rescue/Super Sam	Surviving in the Frozen Forest/How Moose Learned to Swim	My Soccer Diary/The Leaping Lions	Fun Food to Make and Eat/The Queen's New Chef	Deep in the Sea/A Deep Sea Adventure	You Can Make a Difference!/Save the Sea Otters!	Desert Elephants/Brother Elephant	Cleaning Up Our Wetland/The Baby Swans	Ice Swimmers/The Lucky Fishing Hat	Robots Today, Robots Tomorrow/Robots Run Riot
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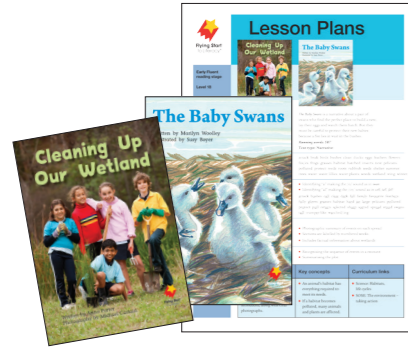
LANGUAGE	Reading Level	15	15	15	15	15	16	16	16	16	16	17	17	17	17	17	18	18	18	18	18	
Language variation and change																						
Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)																						
Language for interaction																						
Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)																						
Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Text structure and organisation																						
Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Understand how texts are made cohesive through language resources, including word associations, synonyms and antonyms (ACELA1464)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Know some features of text organisation including page and screen layouts, alphabetical order and different types of diagrams, for example timelines (ACELA1466)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●



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Motorcycles/A New Job For Stan	When Lions Hunt/Rory's Dance	Animal Smells/Angus Cleans Up	Sticky and Dangerous Plants/Looking After Scotty	Amazing Snakes/The Snake Olympics	Ouch! That Hurts/That's Not Funny, Charlie	Flamingos/Ruby in the Middle	Living Near a Volcano/Volcano Alert!	Nadif's New Life/Gasari's Herd	Message Sent/Saving Dad	To the Rescue/Super Sam	Surviving in the Frozen Forest/How Moose Learned to Swim	My Soccer Diary/The Leaping Lions	Fun Food to Make and Eat/The Queen's New Chef	Deep in the Sea/A Deep Sea Adventure	You Can Make a Difference!/Save the Sea Otters!	Desert Elephants/Brother Elephant	Cleaning Up Our Wetland/The Baby Swans	Ice Swimmers/The Lucky Fishing Hat	Robots Today, Robots Tomorrow/Robots Run Riot
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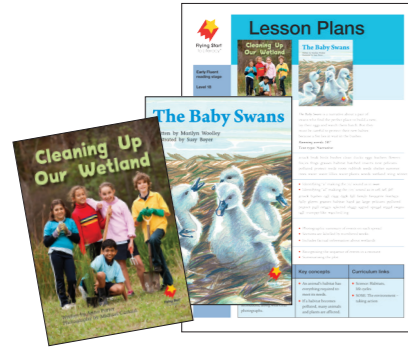
LANGUAGE	Reading Level	15	15	15	15	15	16	16	16	16	16	17	17	17	17	17	18	18	18	18	18	
Expressing and developing ideas																						
Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Phonics and word knowledge																						
Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting of sounds, phoneme deletion and substitution with use of letters in reading and writing (ACELA1474)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Understand how to use knowledge of diagraphs, long vowels, blends and silent letters to spell one or two syllable words including some compound words (ACELA1471)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Build morphemic word families using knowledge of prefixes and suffixes (ACELA1472)																						
Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predicable from their sounds (ACELA1823)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Use most letter-sound matches including vowel diagraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable (ACELA1824)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Understand that a sound can be represented by various letter combinations (ACELA1825)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●



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Motorcycles/A New Job For Stan	When Lions Hunt/Rory's Dance	Animal Smells/Angus Cleans Up	Sticky and Dangerous Plants/Looking After Scotty	Amazing Snakes/The Snake Olympics	Ouch! That Hurts/That's Not Funny, Charlie	Flamingos/Ruby in the Middle	Living Near a Volcano/Volcano Alert!	Nadif's New Life/Gasari's Herd	Message Sent/Saving Dad	To the Rescue/Super Sam	Surviving in the Frozen Forest/How Moose Learned to Swim	My Soccer Diary/The Leaping Lions	Fun Food to Make and Eat/The Queen's New Chef	Deep in the Sea/A Deep Sea Adventure	You Can Make a Difference!/Save the Sea Otters!	Desert Elephants/Brother Elephant	Cleaning Up Our Wetland/The Baby Swans	Ice Swimmers/The Lucky Fishing Hat	Robots Today, Robots Tomorrow/Robots Run Riot
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LITERATURE	Reading Level	15	15	15	15	15	16	16	16	16	16	17	17	17	17	17	18	18	18	18	18	
Literature and context																						
Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Responding to literature																						
Compare opinions about characters, events and settings in and between texts (ACELT1589)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)																						
Examining literature																						
Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)																						
Creating literature																						
Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)																						
Innovate on familiar texts by experimenting with character, settings or plot (ACELT1833)																						
LITERACY																						
Texts in context																						
Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Interacting with others																						
Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Rehearse and deliver short presentations on familiar and new topics (ACELY1667)																						



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LITERACY	Reading Level	15	15	15	15	15	16	16	16	16	16	17	17	17	17	17	18	18	18	18	18	
Interpreting, analysing, evaluating																						
Identify the audience of imaginative, informative and persuasive texts (ACELY1668)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Creating texts																						
Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)																						
Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)																						
Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)																						