Overview

Bringing it to life – essence meets content

The BitL tool – English years 3–4

English: Years 3–4

What do you already think?

What strategies can you use before listening, reading or viewing a text?

Activate prior knowledge of the topic.

Establish a purpose for engaging with the text.

Make predictions.

Preview the text structure.

Can you identify purposes, contexts and audiences?

How do different texts meet different purposes?

Students listen to, read and view a variety of texts whose primary purpose is aesthetic, including simple chapter books, non-fiction, poetry and drama.

Information and persuasive texts, including print and digital texts, present new content about topics of interest and topics studied in other curriculum areas and are used by students as models for constructing their own work.

The contexts and audiences are mostly familiar but also include a range of contexts that relate to other areas of the curriculum and the community.

How can you make meanings?

What meaning making strategies can you use to learn using texts that have varied structures according to purpose and audience?

Text processing strategies eg monitoring meaning, predicting, confirming, rereading, reading on, self-correcting and reviewing.

Comprehension strategies applied eg making connections, visualising, questioning, inferring, determining importance, summarising and synthesising to describe literal and implied meaning, connecting ideas across different texts.

Listening for key points.

What do you already know about the topic?

What can you imagine?

What do you think now?

What do you think now?

What do you think now?

What do you think now?

What questions do you have?

What words and phrases are used to describe the setting?

What punctuation is used in this text? (eg apostrophes, quotation marks, speech marks) What difference does it make?

Are paragraphs used? Why?

Are you familiar with some of the characters/events/facts?

What do you think of the text?

How do different viewpoints make audiences differ in these texts?

How can you share and add ideas, using what you have heard and talked about?

How can you edit and improve your texts?

How can noun groups and verb groups enrich meaning?

What ideas /information do you expect from this text? Are there clues? Where did you find them?

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### English: Years 3 – 4

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By the end of Year 3, students ‘select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions’ (Achievement Standard). They do this through literary texts that ‘extend over several pages and involve unusual happenings within a framework of familiar experiences’ (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

**Example: Year 3 – Collaborative group work**

**Language: Language for interaction (texts)**
Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations.

**Literature: Responding to literature (identity)**
Draw connections between personal experiences and the worlds of texts, and share responses with others.

**Literacy: Interacting with others (choosing and using)**
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations.

<table>
<thead>
<tr>
<th>Why would we want to contribute to this discussion?</th>
<th>What is the purpose of this discussion? How do you know?</th>
<th>How can you check your understanding while you are listening?</th>
<th>What strategies can you use to engage the rest of your group? How do you know if they are effective?</th>
<th>What do you think about the information now that you have listened to others?</th>
<th>What language can you use to express your opinion?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you already know about the topic?</td>
<td>What might you share your ideas/information?</td>
<td>Which strategies help you listen for key points?</td>
<td>How might you respond to different viewpoints?</td>
<td>Who else do you think could have presented their ideas in this discussion? Why?</td>
<td>How can you effectively present your information to the group?</td>
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<tr>
<td>What ideas might you share with others?</td>
<td>What ideas/information do you expect from other group members? Why?</td>
<td>Whose viewpoint is represented? Whose is missing?</td>
<td>How do they make you feel?</td>
<td>How do you need to speak and listen when in a group?</td>
<td>How can you sequence your ideas to present to the class?</td>
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<td>What can you imagine others will say?</td>
<td></td>
<td>What language can you use to link ideas?</td>
<td>How do you connect different ideas/ pieces of information when listening to others?</td>
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<td>How can you express your opinion?</td>
<td>What vocabulary will you choose to use in this context? Why?</td>
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<td>What do you think about the information now that you have listened to others?</td>
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<td>What words and phrases might you use to describe your ideas?</td>
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<td>What technical words might you use? Why?</td>
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<td>How might you summarise your information?</td>
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