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Cathy Welsford | Bernadette Thorne

Specifically developed to support schools implementing the **Accelerated Literacy** approach.

The high-interest chapter books are written and illustrated by well-known Australian authors and illustrators, and appeal to middle–upper primary students.



The comprehensive teacher notes are written by acclaimed **Accelerated Literacy** consultants, Cathy Welsford and Bernadette Thorne. They are structured around the teaching framework of:

- Low-Order Literate Orientation
- High-Order Literate Orientation
- Transformations
- Writing
- Spelling.

The notes develop students' understanding of:

- the language of the text
- the vocabulary and grammar of the text, and how it can be applied to their writing
- how to form and justify their opinions with reference to the text
- the author's techniques and how to apply them to their writing.

The detailed weekly teaching plans provide a systematic teaching sequence you can follow or modify to meet your students' needs.

Interactive CDs

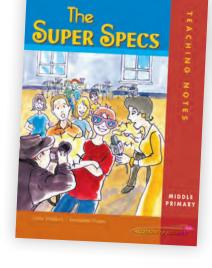


The supporting CDs include:

Bringing digital learning to your investigations, the disk is ideal for use with IWBs, data projectors and classroom computers.

- It contains:
- e-posters
- Teacher's Guide in PDF format
- worksheets/graphic organisers.

Each CD comes with a full site licence



The Next Finder

Writing worksh Teaching focus: Wri

Everything's Wonderful...Not

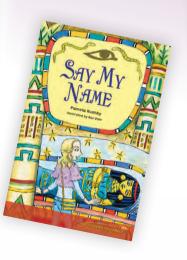
- 1. Review the struct
- Remove the wo will maintain the a class list of su
- example, happ 3. Ask students t subject, verb a
- Using the wo students what Antonella res
 - 5. Students sel

Writing wo Teaching focu

- 1. Review ho reader the
- and then 2. Complete
- 3. Using th



X Mar	ks the mp3
Study Passages	Weekly Lesson Plans
Reading Practice	Teacher Support Material
Writing Practice	Writing Plans
Spalling	Assessment Record Sheets
Spelling	Class Wall Chart



ting sentences that use adverbs to add information about how something was d

ture of the sentence studied in Transformations, focusing on the additional

ed *burriedly* and ask for suggestions for other words that could be used in its place to meaning (he is in a hurry) or words that change the meaning completely. Cre-itable adverbs. Ensure that there are adverbs that end in 'by' as well as others, for the meaning means the assess and the above

ly, nearly, strongly, never, swiftly, always. o suggest very short sentences and record these on the board. They should include and object, for example, Antonella walked to the shops. Jai shoved the boxes.

ds from the class list of adverts, add these to the sentences from the board. Ask us from the class list of adverts, and these to the sentences from the board. Ask meaning they are trying to create as they make their choices, for example, Does illy want to go to the shops? How does Jal shove the boxes?

ect some sentences to record in their books.

r Writing sentences that provide more information about characters and events using

w authors sometimes describe an event or action and then, in the next sentence, give the w autions sometimes describe an event or action and then, in the next sentence, give the information they need to understand it. In this case the reader learns about the effect first inds out about the cause.

a reconstructed writing of these two sentences labelling the parts, clabels, create a chart that examines this structure and then create further examples. The nuld be blank except for the model sentence.

		and the second se	Why (couse)		
tter		the effect		There were so many	
natter how hard he		it was slow going		people	-
haller you wanted				It was just too long	$\frac{1}{2}$
matter bow hard	, it was never ending				-
worked	_	1		There was always more	1+1
matter bow often , visited	3=	it wasn't enough		work to do	1
	-	heren		There were too many	12
matter how hard he		he was never chosen		good players	+
ained	in manufed more		She was such a good	1	
o matter how often be performed	1.	they always wanted more	1	singer	1

Preparing to Teach the Study Passage

PREPARATION T Identifying the teaching focuses

Study passage (X Marks the mp3 pp. 4-5)



Andy hurriedly pushed his way through the crowds. No matter how hard he tried, it was slow going. There were so many geople. Every few steps, as he struggled against the fluman tide, he glanced nervously over his shoulder. They were still there. Men in black suits. Following him. Chasing him. His blonde turls and fair skin made him stand out amongst the dark-straight-haired people around him. He ducked down another side street in the busy Harajaku shopping district. Signs, lit by neon even in the daytime, blinked down at him. Signs written in Japanese;

Harajaku snopping district organs in by inten in Japanese, daytime, blinked down at him. Signs written in Japanese, Signs that Andy couldn't read.

Signs that Andy couldn't read. But then he saw it. A manga shop, selling comic books. And right next to the shop, sandwiched between it and a elothing store, was a set of concrete steps leading down. That must be it, he thought. Andremsted his user threach the second to the store.

Inat must be it, ne thought. Andy pushed his way through the people to the steps. Down he went, into the dingy gloom, until red neon revealed a door. This was Majawa's. (*Ict umd*)

 How authors use description and elaboration of a situation to show character and build suspense and drama - the density of the crowd, the difficulty of the task, Andy's courage, persistence and effort in

How authors use a recurring motif - men in black - to develop drama and tension throughout a text.

Teaching the Study Passage

1: Low Order Literate Orientation

Refer to the Literate Orientation to the Text to support the

learning experiences are scaffolded

2: High Order Literate Orientation Refer to Teaching Preparation 2 to identify the function of t

How authors use a recurring motif - men in black - to develop drama and tension throughout a text. How authors use contrast and difference to portray character - the unfamiliar environment, people and events all contrasted with Andy's youth and inexperience. How authors create knowledge about characters by allowing the reader insight into the characters' thoughts and feelings, in this case a third person limited narrative told from one viewpoint - Andy's. Writing sentences of varying lengths and sentence fragments to build drama and tension. Writing passages that include descriptive language such as verbs, adverbs, adjectives and where phrases to build drama and tension.

Joint and independent construction of an action sequence.

112

1116

NARS

35

explicit teaching framework for developing literacy skills

100

1116

N WARKS

22

Teacher Notes

Text	Understanding intention Why the language close the meanings	
Introduces the main character		
Andy hurriedly pushed his way through the crowds.	The author identifies the reveals the sense of urge that these people are in I somewhere. There are m	
No matter bow hard be tried, it was slow going. There were so many people. Every frew steps, as be straggled against the human side, be glamed nervously over bis shoulder.	The first clause tells the	
The reason he was nervous		
They were still there. Men in black suits. Following him. Chasing him.	The reader finds out who expectation that they may the word, still: They were s	
	The tension is built through sentence fragments that rev more fragments that use re to build the drama. His put	
His blonde curls and fair skin nade bim stand out amongst he dark-straight-haired people round him,	Builds the description of Ai the crowds he is struggling he is not in a familiar enviro nervousness and difference	

nervousness and difference.



LEAVE MY HEAD ALONE!

The read dath Figures copy down the class bacendal field their brandbarg. He weights and spainmak but he was impact to an openating table. He wind it is server have undergo come out. The sale identified with the inflict piece of complexes as the doeb must drive theory and them.

stanger - monthe Letters met dem Letter my head Berth att for might he at has bender from Kan-Samuhar, styr akhol den hims if the ant segmen met is he typ akhol den him if the ant provide. Best still het year hene: Chainger akhon for information handring. Lister, stranger form: The infilm more and staff and service and about the head held here styles. (Best den her ware ongole. The head held here styles.) Monty Ryder

In ecomotes green and genore many head police through the samule empty ge socket. The test of its thack body followed indiversity that the social work the samule, one the storework and work the body of the cave. The same so angle ticked the art, sensing sometime the art, sometime good, sometime frash. This sometime good, sometime frash, the sametime great was how syder – scientica, advenues, achasologies – who was not ou a pole in the carete of the cave. He watched as the lunge studie kithiered the watched as the lunge studie kithiered the matched in boksen the ropes



"Searily there: he stall to infrace: Morniy finality managed to twist this itends into a looser position. Now he was integring the kneet on the leavy rope. The large stabe dragged itself larity arrass the like tweath the loop that Morniy throngers found the loop that he was free. In a flash he was up the wall anyon from the glant strake, which last now increased its speed to chase him. Montry's

1. Crowded

Andy hurringly gealed hit way through the results. No more how land he tried, iteratalway going. These were so many produclevery ties, steps, as he strugglod against the human is glored arrowed or one in doubles: They were will know the him black suits. Fallowing him, Chasing him, this blonde outh and fair double him black suits. Fallowing him, Chasing him, and our among the hardwennighte-haired her her have a structure in the day top mone even souther side struces in the base Hamphan, shapping thatires. Signihe base Hamphan, shapping thatires. Signihe base Hamphan, shapping thatires. Signihe base Hamphan, shapping thatires, and were as him. Sign written in Japanese Signi liter Andy couldn't read. But then be our An anaga dogs selling comic basis, And right next to the dogs and/wided between it and set of the dogs and wided between the selling store, was a set of concerne usep leaking down. That must be it, he though: Andy pushed his way through the possible to the steps. Down here went, into the diago glowm, until red neon results.



What teachers are saying about our **Accelerated Literacy resources**

Alex Brown Year 4/5 Teacher, NSW

'As a beginning teacher and having just completed preliminary training in **Accelerated Literacy**, I found the teaching materials...to be very supportive. They catered for the wide range of abilities in my class and were well structured and easy to follow.'

Lesley Steel Assistant Principal, NSW

'I used the teacher notes developed by Cathy to support teachers in training. ...The detail in the [notes] leaves nothing to chance so even the most inexperienced teacher was able to deliver a lesson high in quality, engaging students at all levels in an inclusive way and satisfying the demands of the English syllabus. Many of the staff commented on how much confidence and knowledge they gained through the use of the teaching notes.'

Shannon Blair Year 5 Teacher, NSW

'The notes are extremely comprehensive and easy to follow with detailed notes for every stage of the teaching process. The preparation and analysis of the high order passage were very comprehensive... The transformation section was great...the break down was very clear and the step-by-step approach was really helpful... The joint and independent writing workshops and writing plans catered to students with a wide range of abilities...'

development of the literate discussion (p. 11)

he words in this passage (p. 18)

rs were included and

main character, Andy, and immediately ey: *burriedly*. Use of *pushed* indicates is way, impeding him in his rush to get ny people.

ader that Andy is really working owd. Then the reader finds out why to many people. The reader gets a hint mething or someone is chasing Andy. shoulder and he does it nervously. Andy's feelings about this situation. hing behind him.

chasing Andy. There is some be gone, conveyed by the inclusion of *Il there*.

the use of incomplete sentences, eal who is chasing him and then two etition and the rhythm of the words suers are relentless.

dy and contrasts his appearance with hrough. The contrast suggests that ament, which builds the sense of

Components

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Authors

Bernadette Thorne

Bernadette has experience as a classroom teacher and an assistant principal. She has been involved in the development of education resources and was a member of the NSW Board of Studies Advisory Committee. She believes that the **Accelerated Literacy** pedagogy has the potential to give teachers the skills, understanding and confidence to meet the needs of all students in any classroom.

Cathy Welsford

As a primary and secondary teacher and a Literacy Consultant, Cathy has a reputation for presenting outstanding professional learning workshops and providing teachers with very practical and high-quality resources. She has been training teachers and tutors in Accelerated Literacy for the last 10 years.





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