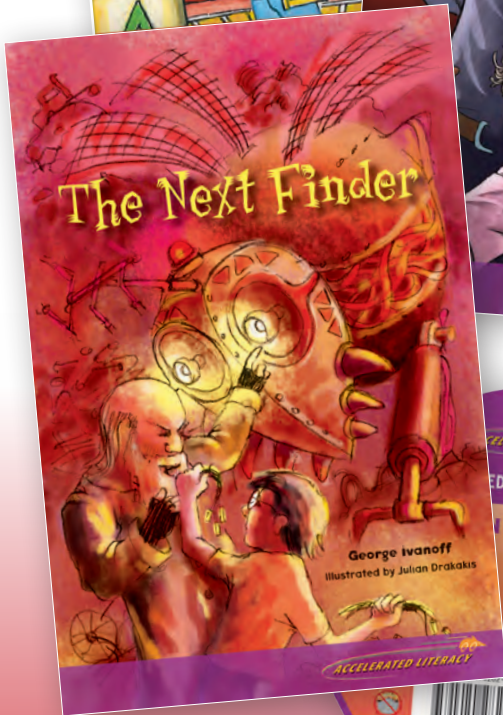
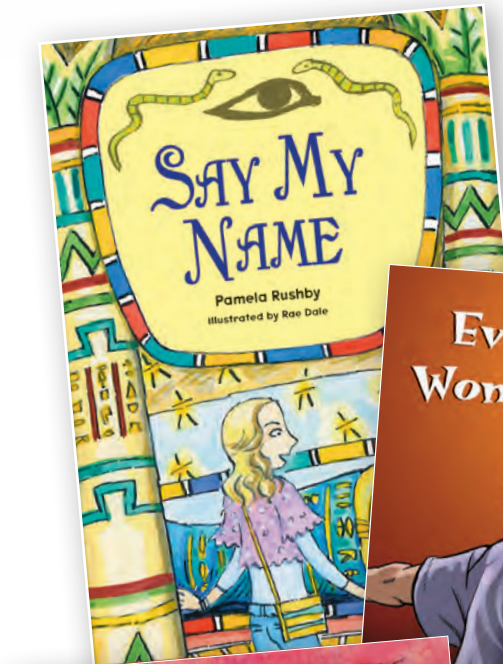


ACCELERATED LITERACY PACKS

Cathy Welsford | Bernadette Thorne

...for middle-upper
primary



ACCELERATED LITERACY PACKS

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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.

Teacher Notes

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

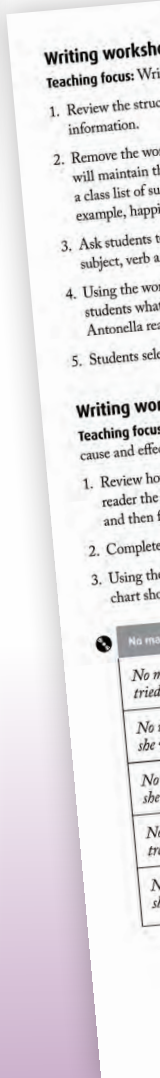
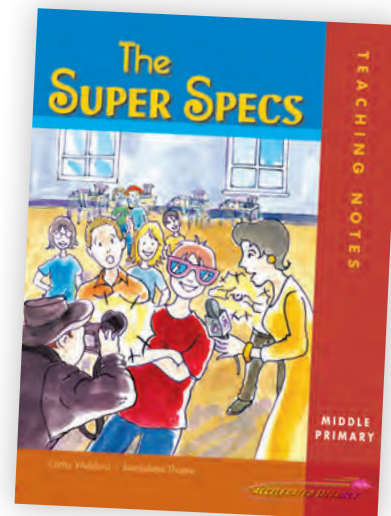
The supporting CDs include:

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





Preparing to Teach the Study Passage

PREPARATION 1 Identifying the teaching focuses

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

How authors build suspense and drama through the use of a recurring motif.

How authors create knowledge about characters by allowing the reader insight into their thoughts and feelings.

Andy hurriedly pushed his way through the crowds. No matter how hard he tried, it was slow going. There were so many people. Every few steps, as he struggled against the human tide, he glanced nervously over his shoulder. They were still there. Men in black suits. Following him. Chasing him. His blonde curls 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. 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 clothing store, was a set of concrete steps leading down. That must be it, he 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. (164 words)

How authors use description and elaboration of a situation to show character and build suspense and drama.

How authors build suspense and drama through the use of a combination of simple sentences and sentence fragments.

Teaching focuses

- 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 the face of danger.
- 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

- 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.

learning experiences are scaffolded

Teaching the Study Passage

1: Low Order Literate Orientation

Refer to the Literate Orientation to the Text to support the

2: High Order Literate Orientation

Refer to Teaching Preparation 2 to identify the function of the

Text	Understanding intention What the language does the meaning
------	--

Introduces the main character with a sense of urgency and fo

Andy hurriedly pushed his way through the crowds.	The author identifies the reveals the sense of urgency that these people are in h somewhere. There are ma
---	---

No matter how hard he tried, it was slow going. There were so many people. Every few steps, as he struggled against the human tide, he glanced nervously over his shoulder.	The first clause tells the re hard to get through the cr it was so hard: <i>There were</i> (a foreshadowing) that son because he glances over hi Nervously tells the reader He is worried about some
---	--

The reason he was nervous

They were still there. Men in black suits. Following him. Chasing him.	The reader finds out who is expectation that they may the word, <i>still</i> . <i>They were sti</i> The tension is built through sentence fragments that rev more fragments that use rep to build the drama. His pun
--	---

His blonde curls and fair skin made him stand out amongst the dark-straight-haired people around him.	Builds the description of An the crowds he is struggling t he is not in a familiar enviro nervousness and difference.
---	---

Teacher Notes

explicit teaching framework for developing literacy skills

op for Lesson 1

ing sentences that use adverbs to add information about how something was d
ture of the sentence studied in Transformations, focusing on the additional

ed *hurriedly* and ask for suggestions for other words that could be used in its plac
ne meaning (he is in a hurry) or words that change the meaning completely. Cre
table adverbs. Ensure that there are adverbs that end in 'ly' as well as others, for
ly, nearly, strongly, never, swiftly, always.

o suggest very short sentences and record these on the board. They should includ
and object, for example, Antonella walked to the shops. Jai showed the boxes.

ards from the class list of adverbs, add these to the sentences from the board. Ask
t meaning they are trying to create as they make their choices, for example, Does
lly want to go to the shops? How does Jai show the boxes?

ect some sentences to record in their books.

orkshop for Lesson 2

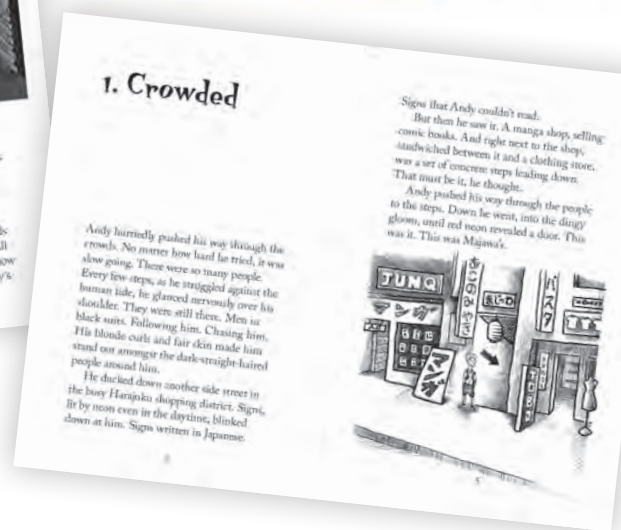
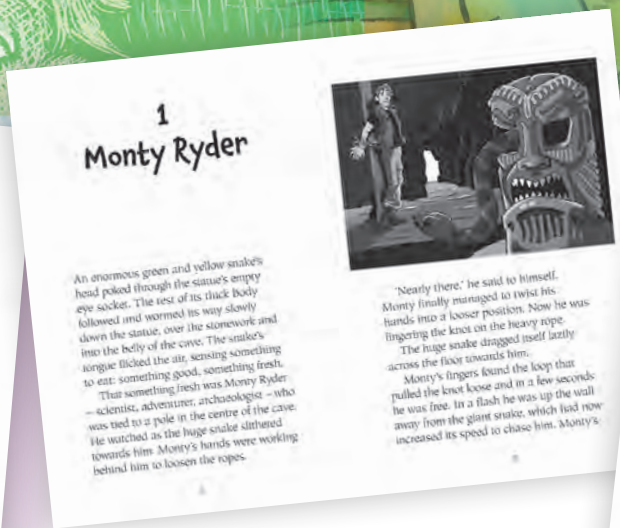
Writing sentences that provide more information about characters and events using
et language.

w authors 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.

ould be blank except for the model sentence.

the effect	why (cause)
it was slow going	There were so many people
it was never ending	It was just too long
it wasn't enough	There was always more work to do
he was never chosen	There were too many good players
they always wanted more	She was such a good singer



What teachers are saying about our Accelerated Literacy resources

Alex Brown
Year 4/5 Teacher, NSW

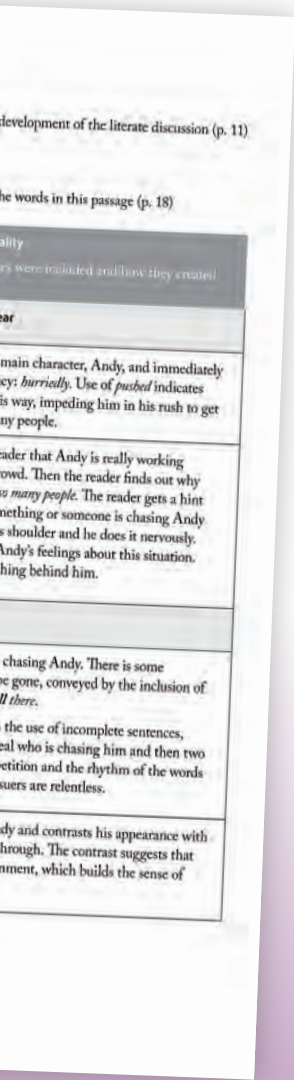
'As a beginning teacher and having just completed preliminary training in Accelerated Literacy, I found the teaching materials...to be very supportive. They catered for the wide range of abilities in my class and were well structured and easy to follow.'

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...'



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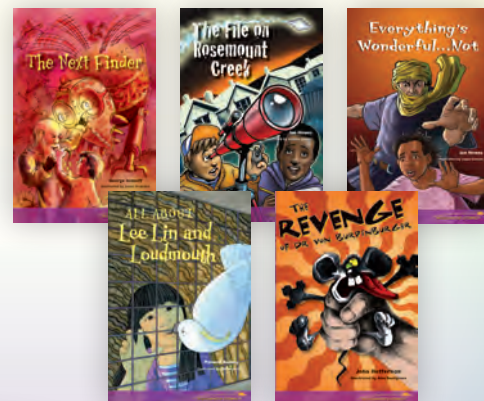
Components



Middle Primary



Upper Primary



Each Accelerated Literacy title box contains:

- 20 copies of the novel
- teacher notes
- an interactive CD.

Items are also available individually.

Save **\$196.00** by purchasing a **Mega Pack**.

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.

ACCELERATED LITERACY PACKS

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Each Interactive CD comes with a full site licence

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