
Literacy & Guided Inquiry

— St Luke's - Stage 2 & Stage 3 —

Prayer for Parents and Carers

We thank you, O God,
for those people who are channels of your love in our lives:
For those who gave us birth,
and, in the weakness of our infancy,
sheltered, nurtured, and treasured us.



For those who taught us to walk,
to talk and to explore tastes, smells, sounds,
and to experience the warmth
of belonging and embracing.

For those who overlooked our faults
and affirmed our strengths,
and the friends young and old
who share our tears and laughter.



We thank you, Lord,
for the people of strong faith
who stretch our minds and enlarge our capacity
to explore and understand your ways

We thank you for those very sincere people
who have demonstrated the joys and disciplines
of the kingdom of God,
and especially people who taught us to love you, rather than to be afraid of you.

God of love, God of Jesus,
for these healing experiences of growth and loving, and for the knowledge that
the best is yet to come, we praise your holy name:
through Jesus Christ our Lord.



AMEN

Learning Intention / Goal

- *To raise parent awareness of what is being taught through a deeper understanding of:*
 - *English syllabus outcomes*
 - *6 Pillars*
 - *Gradual Release of Responsibility model*
 - *Guided Inquiry process*

Objectives - English Syllabus

English – Objectives

- *To communicate through speaking, listening, reading, viewing, writing and representing (CC)
- *To use language to shape and make meaning according to purpose, audience and context (W)
- *To think in ways that are *imaginative*, creative, *interpretive* and critical (TCC)
- *To express themselves and their relationships with others and their world (MR)
- *To *learn* and reflect on their learning through their study of English (M)

What does it mean to be literate?

Understand and use language effectively:

Speaking and Listening

Reading and Viewing

Writing and Representing

(interconnected)

Speaking & Listening - Stage 2 & Stage 3

Communicate

- expressive / clear (range - purpose / audience)
- effective (*considered language - increasing range - purpose / audience*)

Pairs/groups

- explore roles
- *work productively and independently*

Viewpoints

- attend / response appropriate
- collaborate (*share, evaluate, develop different viewpoints*)
- *well-developed and well-organised*
- *respond constructively*



Speaking & Listening - Stage 2 & Stage 3

Listen

- general ideas and key points
- specific information and ideas

Context

- speak - based on purpose, audience and culture
- spoken / written - differ / impact of context

Organisation

- identify common patterns / language features - predictable spoken texts
- evaluate common patterns / characteristic language features - challenging spoken texts

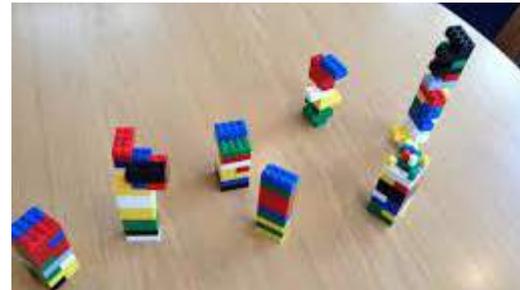


Speaking & Listening - Stage 2 & Stage 3

Example - Teaching children how to interact effectively

Students will:

- Listen attentively for a specific purpose
- Collaborate
- Work productively
- Demonstrate awareness of audience
- Use considered language
- Respond constructively
- Reflect on learning



Speaking & Listening - Stage 2 & Stage 3

Task:

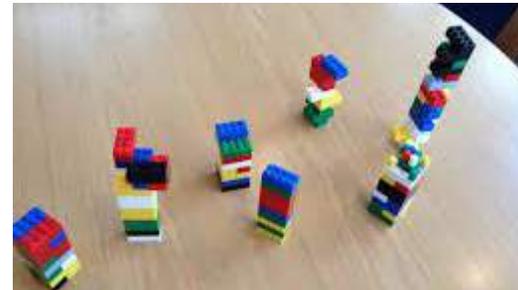
Listen to the [story](#).

Discuss the following:

- Innocent or guilty?
- How do you know?
- Supporting or disagreeing using appropriate structures

Building blocks - listening and responding

- *Listen attentively for a specific purpose*
- *Collaborate*
- *Work productively*
- *Demonstrate awareness of audience*
- *Use considered language*
- *Respond constructively*
- *Reflect on learning*



Reading & Viewing - Stage 2 & Stage 3



Reading

- independently read and view - familiar / challenging texts and visual images
- *independently read and view - extensive range of complex texts and visual images*

Interpreting

- range of skill / strategies
- *comprehensive range of skills / strategies*
- interpret, make inferences, integrate and link ideas, question, analyse and evaluate
- *compare / accurately summarise information on a particular topic from different texts*
- *make well-supported generalisations about a topic*
- *respond to themes and issues, recognising point of view*
- justify interpretations
- *Justify interpretations - connect to own knowledge, values and experiences*

Reading & Viewing - Stage 2 & Stage 3



Author's Purpose

- recognise how characters, settings and events portrayed and start to evaluate author's purpose
- explain how authors / illustrators engage audience / achieve purpose
- *Identify, critically analyse and respond to techniques / language features designed to influence reader*

Structure & Grammar

- explore structure / grammar / purpose - written, visual and multimodal texts
- *Identify structure / how grammar affects understanding - complex written, visual and multimodal texts*

Reading & Viewing - Stage 2 & Stage 3 (example)

- Compare to original text
- Interpret author's purpose
- Make inferences, with justification, about the relationship between the 3 brothers
- Analyse the wolf's purpose - villain or hero
- Identify and respond to themes and issues



Reading & Viewing - Stage 2 & Stage 3 (example)

- Interpret author's purpose
- Why do you think the author created this text?
- What was his purpose in modifying it from the original?
- Where did he position the reader and how did he achieve this?
- Was he successful?



Writing & Representing - Stage 2 & Stage 3

Respond & Compose

- Well-structured - topic, purpose, audience and language
- *well-structured and well-presented - written and multimodal*
- *draft, proofread and edit - familiar / unfamiliar*
- *wide range of purposes and audiences*
- *simple and complex sentences, paragraphing, punctuation and grammatical features*
- *information and ideas from personal, literary and researched resources, and adapt imaginative ideas and situations from literature.*
- *considered choices - expanding vocabulary, growing knowledge of grammatical patterns, complex sentence structures, cohesive links and literary devices.*
- *well-structured sentences and paragraphs on particular aspects of the topic, clarifying and explaining how choices of language and literary features were designed to influence the meaning communicated in their texts.*



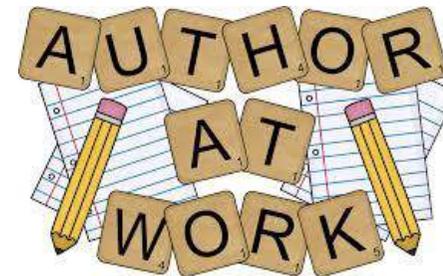
Writing & Representing - Stage 2 & Stage 3

Spelling

- spell familiar / unfamiliar words - strategies - letter–sound correspondence, regular and irregular patterns, rules, etc
- *most common words / variety of strategies for less common words*

Handwriting & Publishing

- increasing fluency (NSW Foundation Style)
- *fluent writing style*
- develop digital publishing skills
- *use digital technology - present texts effectively - different purposes and audiences*



Reflecting

- reflect on / explain how writing structured to achieve intended purposes
- evaluate effectiveness of their writing - reviewing and edit to improve quality based on purpose

Writing & Representing - Stage 2 & Stage 3

Autumn was the time the girls dreaded the most, as it was the time of the Taking. They had each **witnessed the only few homemade toys they possessed as well as the small amount of food they had, being taken away for thirteen long years.**

They **despised** each other even more strongly when their parents got married and moved in with each other. But, during the Autumn, people did **anything in their power to survive** so both of the girls would have to get over their **pointless grudges** if they **truly believed in righting the wrong.** **The thing was, everyone longed for things to change,** they just didn't know how to change them...

Alessa did. **The problem was, she needed help from someone as cunning, hopeful and revenge-thirsty as herself. Someone quiet, agile, fast, intelligent, persuasive and willful. Someone she knew, someone close by.**

Someone named Eva.

During the Autumn, this Autumn. Things were going to change. **For the better. For Eva, for Alessa, for everyone.**

- *considered choices - expanding vocabulary, growing knowledge of grammatical patterns, complex sentence structures, cohesive links and literary devices*
- *evaluate effectiveness of their writing - reviewing and edit to improve quality based on purpose*

6 Pillars



- **WITNESS** *by living the Good News as revealed through the Gospel of St Luke*
- **MANAGE** *self*
- **RELATE** *with others*
- **COMMUNICATE** *and* **COLLABORATE** *with peers and experts*
- **THINK CREATIVELY** *and* **CRITICALLY** *through deep and rigorous reflection*
- *Be* **DIGITALLY LITERATE**



6 Pillars in Stage 2 & Stage 3

6 Pillars and Literacy are interconnected - eg, Speaking & Listening -

- Witness - S2 - Investigate children's rights and responsibilities at school
- Manage - S3 - Devise strategies and formulate plans to assist in the completion of challenging tasks
- Relate - S2 - Discuss the value of diverse perspectives and describe point of view that is different from their own

6 Pillars in Stage 2 & Stage 3

6 Pillars and Literacy are interconnected - eg, Speaking & Listening -

- Think Creatively & Critically - S3 - Identify and justify the thinking behind choices they have made
- Communicate & Collaborate - S3 - Identify cause and effects of conflict and practise different strategies to diffuse or resolve conflict situations
- Digital Literacy - S2 - identify the value and role of ICT use at school

6 Pillars in Stage 2 & Stage 3

Handout - each group to look at 1 pillar

Where can you see a connection between Literacy and your pillar?

- Speaking & Listening
- Reading & Viewing
- Writing & Representing

'MANAGE'

Students develop personal and social skills as they learn to understand themselves and manage their lives, work and learning more effectively. Students with well-developed social and emotional skills find it easier to manage themselves, develop resilience and a sense of self-worth and feel positive about themselves. Managing one's self, encompasses a student's personal and emotional intelligences, sensibilities and learning. It develops effective life skills for students, including understanding themselves, their learning and work.
(Adapted from the Australian Curriculum)

FOCUS	Typically, by the end of Stage 2 students can	Typically, by the end of Stage 3 students can
Recognise emotions	describe the influence that people, situations and events have on their emotions	explain how the appropriateness of emotional responses influences behaviour
Recognise personal qualities and achievements	describe personal strengths and challenges and identify skills they wish to develop	describe the influence that personal qualities and strengths have on their learning outcomes
Understand themselves as learners	identify and describe factors and strategies that assist their learning	identify preferred learning styles and work habits
Develop reflective practice	reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback	monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential

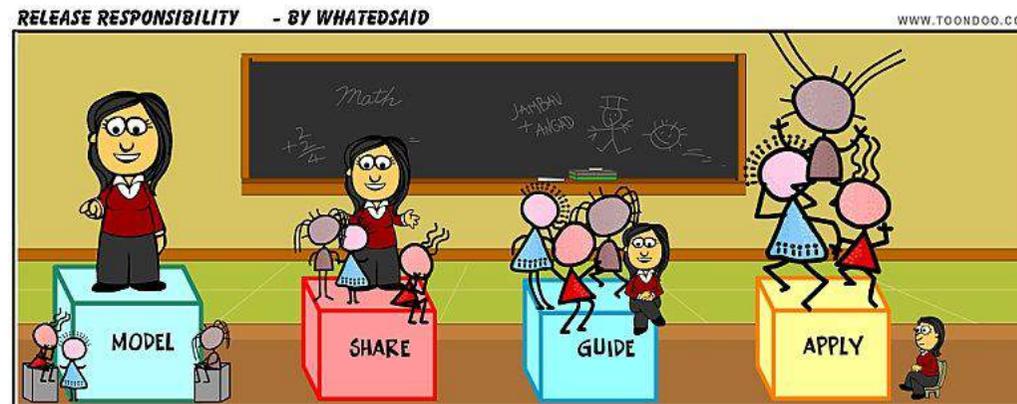
Teaching & Learning in Stage 2 & Stage 3

Very high expectations

6 Pillars fundamental

Explicit teaching

Processes



- Gradual release of responsibility - show, practice, do
- Classroom practices - Modelled, Shared, Guided , Independent work

Strengths in Literacy underpin Guided Inquiry model

What is Guided Inquiry?

Inquiry is a way to learn that prepares children for living and working in the information age. It provides opportunities for children to learn about:

- *locating, understanding, summarising, analysing, synthesising and evaluating*
- *using a wide range of media / a variety of texts*
- *creating personal knowledge, sharing, reflecting and evaluating*

8 steps - not necessarily linear.

Guided inquiry supports students through the Gradual Release Model (support reduces over time).

Guided Inquiry - Open Phase



Entry event

- **Goal** - to stimulate curiosity and inspire students to want to pursue an inquiry (*what they now want to know*)
- Introduces general topic
- Motivates and sparks conversation
- Makes connections with *what students know*

Guided Inquiry in action



Guided Inquiry - Immerse Phase



- **Goal** - to discover ideas students may want to explore further (reflect on ideas that matter to them and are worth further investigation)
- **Build background knowledge** together
- Immerse and engage - eg, books, stories, articles, videos, museum, field trip, expert
- Purposeful and collaborative process

Guided Inquiry in action



Stage 2 meeting with the a team from Stocklands, Elara.



Guided Inquiry - Explore Phase



- **Goal** - to browse multiple sources of information to explore interesting ideas (need to know)
- Students **explore**
- Teachers guide students - apply reading strategies to help make sense of information and to raise lots of questions
- Workshops - **hone skills** such as skimming and scanning, inferring, questioning, author's purpose, bias, etc

Guided Inquiry in action



- Students to explore the best and most interesting ways to use the space.
 - students to estimate, measure, use scale for and look at area of a variety of spaces.
- Students will ask and research questions regarding the best use of space in the school.

These skills are and will be developed during Literacy each day.

Guided Inquiry - Identify Phase



- **Goal** - to **identify an inquiry question** from the interesting ideas, pressing problems and emerging themes students have explored
- Teacher introduces **strategies that support students** to think through information and ideas → clear articulation of a focused question (frames rest of inquiry).

Guided Inquiry in action



You have been asked to design part of the Elara Environment.

What will you choose/consider and why?

- Pause and ponder
- Identify the inquiry question
- Decide on the direction



Guided Inquiry - Gather Phase



Goal - to gather suitable resources to answer inquiry question

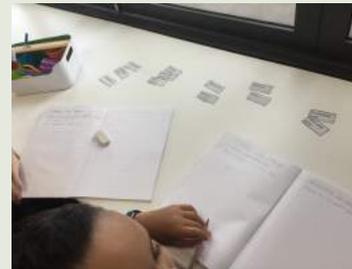
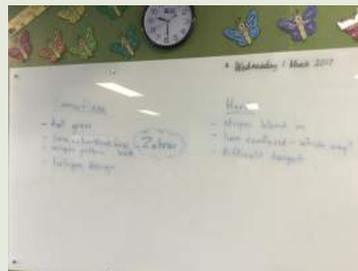
- Teacher supports students to read a **range** of sources to broaden their understanding of their inquiry question - beyond simple fact finding and reporting (eg, summarising, interpreting, extending meaning and evaluating)
- Students **read closely** - make connections and increase understanding.

Guided Inquiry in action



- Students will use the current aerial view of St Luke's and look at current buildings - Size, purpose etc
- Students will then look at a variety of schools and compare contrast use of spaces.
- Students are encouraged to be creative with the use of spaces with a clear purpose in mind and they are required to justify their choices showing increased understanding.

GRR model is used to teach students how to read closely and go deep in their understanding.



Guided Inquiry - Create Phase



Goal - to create a meaningful, interesting, clearly articulated and well-documented presentation that tells the story of what they have learned.

- students **reflect** on their learning
- go beyond reporting back facts
- use **creativity** to communicate
- deepen own understanding through articulation
- decide on the **best format for purpose and audience**

Guided Inquiry in action



- I summarise, interpret and extend meaning
- I develop the best presentation for my audience
- Is my work clear and interesting?
- Does it show what I have learnt?



Guided Inquiry - Share Phase



Goal - to tell their story (new learning and understanding)

Students

- learn from each other
- are experts - share (**collaborative learning**)
- share with peers, parents, online, etc.

Guided Inquiry in action



- The students will initially present their inquiry product to peers in groups.
- Students will showcase their inquiry products to experts.
- The student will then have an opportunity to share online through Seesaw.

Guided Inquiry - Evaluate Phase



Goal - to reflect on their own goals using criteria

Students

- **reflect** on their own goals (rubric)
 - *content*
 - *skills*

The learning team

- **guides** self-reflection
- **evaluates** achievement of learning goals.

Guided Inquiry in action



- Students will evaluate their learning using the co-constructed criteria in rubric
- Learning teams evaluate the student's' achievement of the learning goals through peer assessment and peer feedback

Questions

