



CURRICULUM AND ASSESSMENT OUTLINE

ASSESSMENT ACTIVITY YEAR 4



ENGLISH

Historical recount on
the Titanic

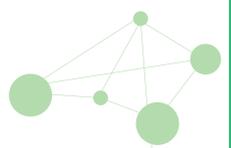
Section 1: Summary

Background information

Brief Description of Assessment Activity	Students are required to write an historical recount on the Titanic.			
Context summary	A cohort of students from a variety of cultural backgrounds, consistency of 15 boys and 9 girls.			
The purpose of the assessment activity	The purpose of the assessment activity is to collect assessment information on the student's use and demonstration of language features within an information text. The topic of the Titanic has been chosen as with the increasing attention being given to the 100th Anniversary of the sinking of the Titanic, many of the students are showing an interest in this event.			
Audience Suitability	At Year Level	Extension	Students with disability	EAL/D
Links to other learning areas	Technology & Enterprise, Science, Studies of Society & Environment			

Summary of links to the Australian Curriculum

Content Strand	Language		Literature			Literacy	
General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical behaviour	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia			Sustainability	





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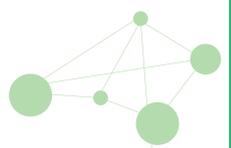
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Section 2: Links to the Australian Curriculum

English –Year 4

Content descriptions	Relevant Aspects of the Achievement Standard
<p>Language</p> <p>Text Structure and Organisation</p> <ul style="list-style-type: none"> Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives. (ACELA1491) <p>Expressing and Developing Ideas</p> <ul style="list-style-type: none"> Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779) Recognise homophones and know how to use context to identify correct spelling (ACELA1780) <p>Literacy</p> <p>Creating Texts</p> <ul style="list-style-type: none"> Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695) Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696) 	<p>Reading and viewing</p> <p>By the end of Year 4, students understand that texts have different structures depending on the purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints.</p> <p>Writing</p> <p>Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.</p> <p>Speaking and listening</p> <p>Students listen for key points in discussions. They use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context.</p>

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v40 <www.australiancurriculum.edu.au/Home>





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Section 3: Student activity

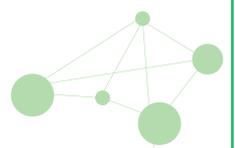
Use the information we have collected in class about the Titanic to write a historical recount.

Use your bubble map to plan what information you would like to include in your recount.

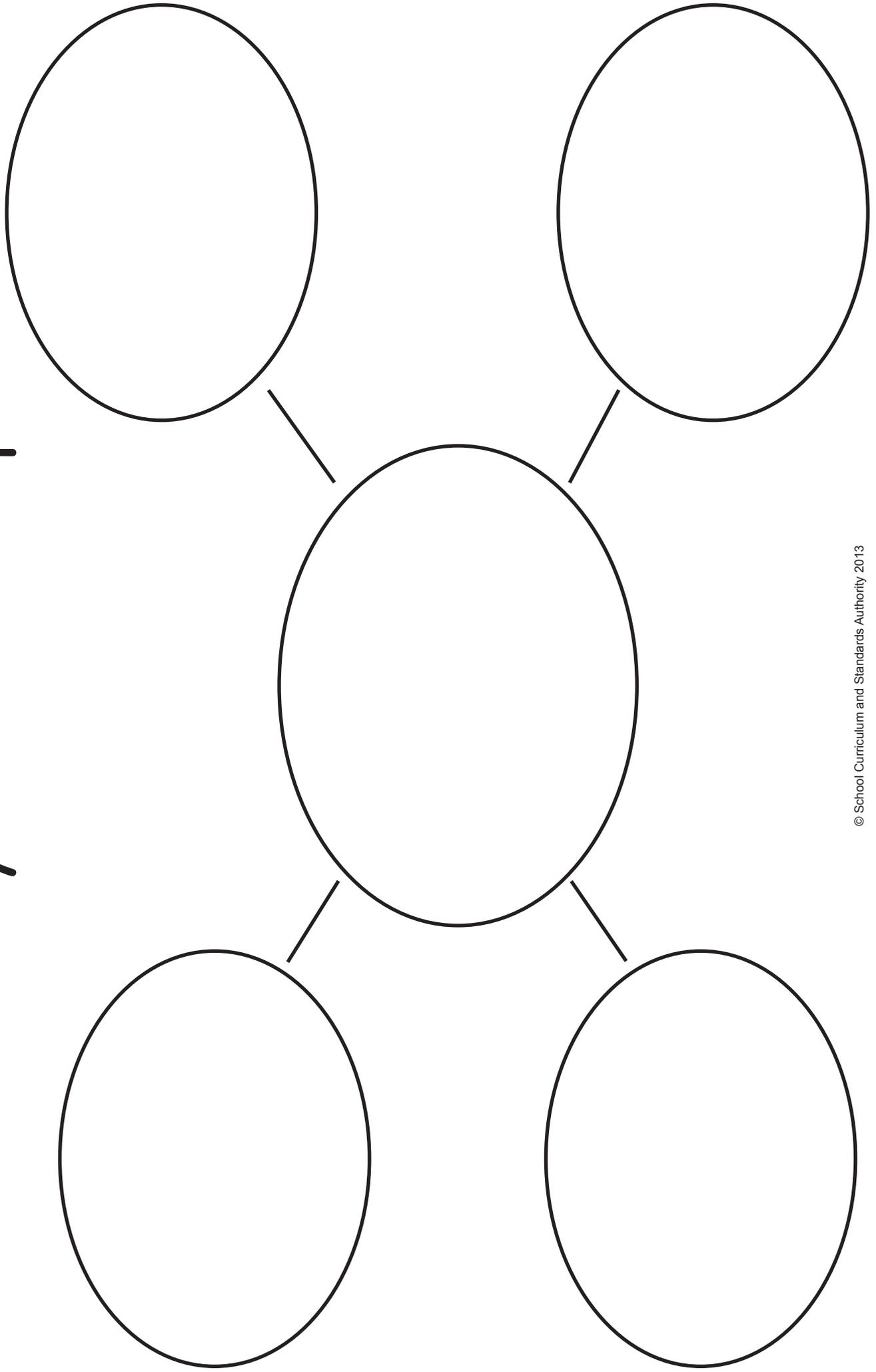
Use the template to write your draft.

Use the checklist to remind you what the teacher is looking for.

When you are finished, reread your draft text and edit in a red pen. When you are certain your draft is meaningful write the final copy using joined letters on dotted thirds paper.



My Bubble Map



Title

Orientation (When? Who? Where? Why?)

Sequence of Events (What happened?)

Personal Comment (A final statement made by the Author relating to the topic)



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Sequence of teaching and learning (These activities were completed before students wrote recounts).

In the beginning

Prior to collecting any information we listed on a Before and After Chart what the students already knew about the Titanic.

Collecting Information about the Titanic

Students viewed various short documentaries suitable for students.

Students read short passages of information compiled by the teacher and completed simple literal and inferential comprehension activities.

A bank of books about the Titanic were borrowed from the library and a display set up in the classroom for students to read during independent reading group time as part of the dedicated literacy time and silent reading after lunch.

Students during guided reading were shown the Online Britannica Encyclopaedia for Primary Students and what information could be found when the keyword of Titanic was entered in the search engine.

Other activities completed as part of the Dedicated Literacy Time Block included:

- developing a timeline of events;
- illustrating events and writing captions;
- making mini information books to read to younger students.

After collecting information

Information found as a result of viewing and reading the above texts were added to the After side of the Before and After Chart.

At what stage in the process of learning were these activities/tasks?

- Prior to this report the students had completed a historical recount using the same process on the First Fleet.

What will be observed/monitored in the classroom?

- Pre Test and Post Test scores for spelling, in particular list words on homophones.
- Explicit handwriting lessons focusing on joins.





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The following content skills will need to be taught to the Assessment Task:

- explore the text structure of a historical recount
- teaching homophones
- proof reading and editing exercises
- text connectives and pronoun references
- handwriting

How it fits in with the current learning program established in Term 1.

- Spelling journals for frequently misspelt common words and high interest words. (Includes nightly look, say, cover, write, check.) Teaching of homophones included in activity 1 & 2.
- Where possible provide activities for students to apply spelling rules to their own list words.
- Modeled writing - providing multiple opportunities for students to be exposed to the genre. As well as to hear the teacher think aloud as she explains the use of paragraphs, subheadings and topic sentences and language features such as sentence structure, vocabulary and punctuation.
- Guided writing for students to collaboratively contribute to writing. This is assisting to implement the Gradual Release Model ' I Do – You Watch, I Do – You Help, You Do – I Help and finally You Do – I Watch.'
- With student's permission, select student writing to scan and project onto Smart Board to model rereading and editing. This can also be photocopied for individual student practice.
- Structured handwriting lessons as well as practice during most classroom activities.
- Shared class reading and independent reading of non-fiction texts.

Other Opportunities

Differentiation

Students prepare their historical recount to present as a speech.

Extension

Students conduct independent research, selecting own references/resources, reading independently, making own notes.

Further Modifications

With more time available, would further integrate learning and assessment into reading.



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Section 4: Assessment

Marking Guidelines

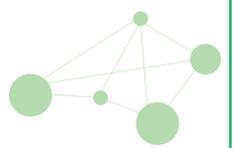
Please note that the following marking guidelines are those developed by the teacher for this task in the context of their teaching and should not be viewed as a model that should be used for all assessment activities.

Success Criteria	Excellent	Good	Developing
I can plan, draft and publish an informative text with lots of important information and detail.			
I can use question marks and apostrophe for contractions.			
I can use paragraphs and topic sentences.			
I can use full stops and commas.			
I can use quotation marks.			
I can check and edit my work so it makes sense.			
I can write using clearly-formed joined letters.			

Tick what you do to spell words you are not sure of:

Sound it out	Break it into syllables	Count the number of sounds	Use the Thrass Chart to help with Graphs, Digraphs and Trigraphs	Think of what other word rhymes with it
Think of small words inside the word	Use my have a go pad	Use my dictionary	Other –	Other – :

These are some homophones I used in my writing:





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Section 5: Reflection

To what extent did the task provide an opportunity for the students to demonstrate their skills and understandings from the curriculum content?	The task allowed a great opportunity for students to demonstrate their skills and understandings. My only concern was some students in their enthusiasm to get details of the event correct were lured into copying information. A personal recount would be able to give a greater indication of their own skills and understandings.
What range of achievement was able to be demonstrated by students?	Some students wanted to include more detail in their historical recount so once they had an initial draft they could go and independently research to add more detail. The task also allowed for students who are still developing simple sentences to participate.
Was any additional support required for some students to enable them to access the task?	Yes. Students on an Individual Education plan required sentence starters to prompt writing.
What misconceptions were revealed from students' responses to the task?	Some students wanted to include numbers when they were listing their sequence of events and then wrote a narrative text.
How could this activity be used to inform planning of future teaching and learning?	This activity could be used to gauge students prior knowledge of topics such as special days when planning future teaching and learning in Studies of Society and Environment.
How did this activity relate to other learning areas?	Technology & Enterprise/Science – learning about buoyancy SOSE - Geography
Other comments	PM Writing and Reading Resources. This resource provided examples of historical recount for students to read. The framework for the historical recount was modelled from this resource. Primary student's Encyclopaedia Britannica Online assisted in online research.