Teaching Notes for Video

2a. Teaching and Learning Cycle- Scaffolding Students' Literacy: Text Structure & Organisation

Teaching Context – Background of Class and Students

- Teacher: Rebekah Jones
- Class: Students in Years 5-6 in the Victorian New Arrivals Program
- Student Background: Predominantly Mandarin speaking students from China with age-equivalent schooling in their home country with some prior knowledge of English

Links to the EAL Curriculum

Level B1

- Identify some key points of information in short spoken texts, with guidance (VCEALC245)
- Use key words to understand the main idea in short texts (VCEALC265)
- Understand the purpose and basic organisational features of simple text types (VCEALL280)
- Understand the sequence of key words, phrases or ideas in a familiar text (VCEALL281)
- Read some familiar words and phrases (VCEALL286)

Level B2

- Identify key points of information in short spoken texts (VCEALC326)
- Identify the main idea in short texts using guide questions (VCEALC346)
- Understand the purpose and organisational features of common text types (VCEALL361)
- Understand the relationships between events or ideas in a text (VCEALL362)
- Read some common words or familiar phrases (VCEALL367)

Teaching and Learning Activities

In this video the teacher and students explore how a model text is structured as well as the various ways the text is made coherent and cohesive.

The model description text is organised into the stages of Introduction, Characteristics and Evaluation. Prior to this lesson, students worked independently to organise the model text using cut up paper strips of each paragraph under the correct headings. They then shared with the class how they had organised their texts.

The Australian English curriculum states that students should be able to:

- Understand that different types of texts have text structures that helps the text serve its purpose.
- Understand that paragraphs are a key organisational feature of written texts.
- Understand patterns of contrast in simple texts.
- Understand how texts are made cohesive through language features, including antonyms.

- Understand that the starting point of a sentence gives prominence to the message in the text.
- Understand how texts are made cohesive through language features including word associations.
- Understand how texts are made cohesive through the use of linking devices including pronoun reference.
- Understand that cohesive links can be made in texts by omitting or replacing words.

The following table outlines further details on some of the key teaching points in the video:

Time	Key Teaching Points in Video
0:58	Teacher identifies the focus genre and asks students to explain what a description is. Student explains what a description is 'a description is describing something what it looks like and what it is about. Teacher recaps, elaborates and writes the definition.
1:22	Teacher reads lesson goals and teaches some of the key vocabulary using synonyms and definitions (e.g. description, organisation). Learning Intention: We will learn about the organisation of a description. Success Criteria: I can • organise the paragraphs under headings • discuss how the text is organised • find links between the paragraphs
2:11	Teacher explains that in the model text the characteristics of the house have been organised into the outside features and the inside features (stage and key phases within the text).
2:38	Teacher shows how the model text makes cohesive links between aspects of the text. Teacher checks for understanding of key vocabulary e.g. links = connect
3:23	Teacher talks about paragraphs 1 and 2 and explains the cohesion through contrast (e.g. comparing tall apartment building to one storey wooden house).
3:48	Students further identify links and connections between the paragraphs 2 and 3 - Cohesion through contrast (front of the house/back of the house).
4:48	Students identify links and connections between the paragraphs 3 and 4 (Cohesion through repetition). Teacher circles key words and phrases in each paragraph that show how the paragraphs are linked e.g. Our bedroom/Next to our bedroom.
5:20	Students identify links and connections between the paragraphs 4 and 5 (Cohesion through repetition). Teacher circles key words and phrases in each paragraph that show how the paragraphs are linked e.g. Kitchen/Behind the kitchen.
5:30	Teacher asks questions to check for understanding (inferring from context). Students identify inference through word associations, e.g. wash dishes and cook – this happens in a kitchen.
6:04	Students continue to infer meaning through word associations, e.g. fridge and microwave – this happens in a kitchen (vocabulary items/word associations).
6:19	Teacher models correct pronunciation.
6:35	Teacher expands student's contribution. – in the kitchen = there (pronoun reference).
6:55	Teacher asks questions – in the middle – of what? How do we know it's the back garden? Teacher checks and questions for understanding of the links within paragraphs. Leaving something out if it has been mentioned already / linking back to something mentioned previously.