 Wide reading scaffold

Year 11 English EAL/D

| Assessment type | Marking Rubric | Stage |
| --- | --- | --- |
| Students submit a portfolio of 2-3 texts from the scaffolds and suggestions provided and a “record of reading” chart recording all texts read over an 8 week period (including texts studied in class).This is ONE task and can only be assessed ONCE.* Students choose an appropriate variety of texts
* Students demonstrate extensive engagement with the texts meaning/characters/style
* Students demonstrate sustained control of language
* Students demonstrate insightful reflection on the reading process
 | 30% WEIGHTING TOTAL: 20 MARKSA: 17- 20 marksOutcomes assessed at A gradeB: 13- 16 marksOutcomes assessed at B gradeC: 9-12 marksOutcomes assessed at C gradeD: 5-8 marksOutcomes assessed at D gradeE: 0-4 marksOutcomes assessed at E grade | 6 |

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From the syllabus…

The Year 11 course requires students to support their study of texts with their own wide reading. Throughout Year 11, students negotiate with their teacher(s) to undertake an appropriate program of wide reading, listening to and viewing of texts, including prose fiction, nonfiction, poetry, drama film, media and multimedia texts. Students record their response to the texts they read and reflect on their developing skills in reading, listening, viewing and responding in a wide reading journal.

The task of writing entries in the wide reading journal should be embedded throughout each module in the Preliminary course. The wide reading journal should be a portfolio submitted electronically or handwritten. It is a chance for students to express their inner thoughts and ideas in response to a text.

The following is a collection of resources to help guide student wide reading:

* Wide Reading Journal marking criteria
* Suggested text list for wide reading
* Reading Log
* Frameworks for responding to a text
* Scaffolds for responding to a text

| Wide Reading Journal Marking Criteria | Marks: /20 |
| --- | --- |
| * Student chooses a sophisticated variety of texts, EAL11-1A
* Student demonstrates extensive engagement with the texts meaning/characters/style, EAL11-5
* Student demonstrates sustained control of language, EAL11-9
* Student demonstrates insightful reflection skills on the wide reading process, EAL11-7
 | A 17-20 |
| * Student chooses a well-developed variety of texts
* Student demonstrates well-developed engagement with the texts meaning/characters/style
* Student demonstrates strong control of language
* Student demonstrates well-developed reflection skills on the wide reading process
 | B 13-16 |
| * Student chooses a developed variety of texts
* Student demonstrates developed engagement with the texts meaning/characters/style
* Student demonstrates sound control of language
* Student demonstrates sound reflection skills on the wide reading process
 | C 9-12 |
| * Student chooses one or two texts
* Student demonstrates a developing engagement with the texts meaning/characters/style
* Student demonstrates developing control of language
* Student demonstrates developing reflection skills on the wide reading process
 | D 5-8 |
| * Student chooses a text
* Student demonstrates limited engagement with the texts meaning/characters/style
* Student demonstrates limited control of language
* Student demonstrates limited reflection skills on the reading process
 | E 1-4 |

The following exercises would meet outcomes:

EAL11-1A

* investigate, appreciate and enjoy a range of texts and different ways of responding to texts 
* appreciate the uses and value of Standard Australian English for a variety of purposes, audiences and contexts

EAL11-5

* explore a wide range of texts in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways

EAL11-7

* relate responses to aspects of human experience
* analyse and assess the impact of language and structural choices on shaping own and others’ perspectives (ACEEN028)

EAL11-8

* compare and contrast texts from different cultures and times and describe their purposes and effects

EAL11-9

* implement strategies to assess and enhance clarity and fluency of expression

Suggested text list for wide reading:

The following list is intended as a guide for students to consult throughout the Year 11 course, it is by no means restrictive for student ability.

Throughout the Preliminary ESL course, students are expected to make entries in their wide reading journal.

Consolidating

* ‘Growing up Asian in Australia’ Edited, by Alice Pung
* ‘The Kite Runner’, by Khaled Hosseini
* ‘A Thousand Splendid Suns’, by Khaled Hosseini
* ‘A #LoveOzYA Anthology’, short stories, edited by Danielle Binks
* ‘Ishmael’s Oud’, by Mark Rafidi
* ‘The Fault in Our Stars’, by John Green
* ‘Finding Cassie Crazy’, by Jaclyn Moriarty
* ‘Tomorrow, when the War Began’ (series), by John Marsden
* ‘Nanberry: Black Brother White’, by Jackie French
* ‘Not Without my Daughter’, by Betty Mahmoody

Developing

* ‘The Happiest Refugee’, by Anh Do
* ‘I Am Malala’, by Malala Yousafzai
* ‘Mao’s Last Dancer’, by Li Cunxin
* ‘Of Mice and Men’, by John Steinbeck
* ‘True Blue’, by Peter Goldsworthy
* ‘Only The Heart’, by Brian Caswell
* ‘Chinese Cinderella’, by Adeline Yen Mah
* ‘Lion’, by Saroo Brierley
* ‘If I Stay’, by Gayle Forman
* ‘Mahtab’s Story’, by Libby Gleeson
* ‘The Night they Stormed Eureka’, by Jackie French
* ‘Before We Say Goodbye’, by Abriella Abrosio

Emerging

* ‘The Burnt Stick’, by Anthony Hill
* ‘Refuge’, by Jackie French
* ‘The Diary of a Young Girl’, by Anne Frank
* ‘Once’, by Morris Gleitzman
* ‘Two Weeks with the Queen’, by Morris Gleitzman
* ‘Hana’s Suitcase’, by Karen Levine
* ‘My Australian Story: Surviving Sydney Cove’, by Goldie Alexander
* ‘Born To Run’, by Cathy Freeman

Resource for students: Reading Log

This Reading Log contains possible frameworks you can use while you keep a log of your reading and you respond to the texts you are reading. You will need to submit this reading log each term to reflect your initiative in learning. It is strongly recommended that this log reflects a sustained effort throughout Year 11.

You need to keep a record of all of your own wide reading and you need to use the framework suggestions for at least 3 texts per term to submit to your teacher as evidence of your reflection and connection with the work you are doing in class.

The syllabus requires that you choose a wide range of texts, in different forms. This does not exclude texts you may be reading in another language, however you must still have a range of texts in English. If you do use texts in your first language, you should complete the framework on these texts in English (translate any quotations).

Do not leave entering your reading into the log until the last minute as this will not allow you to fulfil requirements for the course.

Term one: summary of reading

| Date | Text type | Title and author | Framework(Tick if used) |
| --- | --- | --- | --- |
|       |       |       | [ ]  |
|       |       |       | [ ]  |
|       |       |       | [ ]  |
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|       |       |       | [ ]  |

Term two: summary of reading

| Date | Text type | Title and author | Framework(Tick if used) |
| --- | --- | --- | --- |
|       |       |       | [ ]  |
|       |       |       | [ ]  |
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Term three: summary of reading

| Date | Text type | Title and author | Framework(Tick if used) |
| --- | --- | --- | --- |
|       |       |       | [ ]  |
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Scaffold for student responses- frameworks for responding to a text

Framework 1: General response to a text

| Question | Response |
| --- | --- |
| Title of the text and author |       |
| Text type |       |
| Text genre |       |
| One word to summarize the meaning of the text (this should be a noun, for example; challenges) |       |
| One sentence from the text you liked (give a reason why) |       |
| One paragraph or short dialogue you liked (give a reason why) |       |
| New vocabulary |       |

Framework 2: Analysing visual texts and pre-reading activities

Select one short extract of the text (if a longer text).

This can also be used to deconstruct a book cover.

| Questions | Response |
| --- | --- |
| Title of the text and author |       |
| SeeWhat can you see?(List) |       |
| ThinkWhat do you think?(Statements) |       |
| WonderWhat do you wonder ?* reasons why?
* what may happen?
* what can we do?
* why you react to the text?
* the way you react?
* why the composer wrote the text?

Provide possible responses to your questions |       |
| New vocabulary |       |

Framework 3: More challenging framework

Choose any 2-3 questions and write a 200 word response for each question.

| Questions | Response |
| --- | --- |
| Title of the text and author |       |
| What do you like about this text? |       |
| What do you think could be done better? |       |
| What value does this text have aside from entertainment? |       |
| What did you learn from this text? |       |
| Why does/doesn’t this text resonate with you? |       |
| Does the character change? How? |       |
| Write an additional chapter for the book you are reading. |       |
| Create your own question and write a response. |       |

Framework 4: Initial response

| Questions | Response |
| --- | --- |
| Title of the text and author |       |
| What happened in the text you were reading today? |       |
| How does it link to something you are studying in class (either in English or another subject)? |       |
| Does this text reflect ideas about displacement? Why or why not? |       |
| Where did this event take place? |       |
| How is this place described? Give an example |       |
| Predict what you think will happen next.Why? |       |

Framework 5: Making connections

| Questions | Response |
| --- | --- |
| Title of the text and author |       |
| How does this text connect to the world you live in? |       |
| How does the text connect with a text you are studying in class? |       |
| How does the text connect with you? |       |

Framework 6: Beginner level scaffold

Title of text and author:

| New vocabulary or expressions | Your own use of the new word/expression in a sentence |
| --- | --- |
|       |       |
|       |       |
|       |       |
|       |       |
|       |       |
|       |       |
|       |       |

Short summary of the text:

Scaffold for Symbolic Story representation

Choose one image that represents a character, event or theme in your chosen text.

Under your symbolic representation explain why you have chosen that visual and what it symbolises in the text.

You should aim to write about 400-500 words explaining your visual/symbolic representation.

Scaffold for a critical reflection entry: guided questions

Taken from the Super Six comprehension strategies, these questions are intended to guide student discussion and provoke thought.

Predict:

What do you think the text will be about?

Connect:

What do you already know about issues being discussed?

Visualise:

What images are evoked from the text?

What significant places or objects are described?

Monitor:

Take note of unfamiliar words and compose a glossary of key terms.

Summarise:

In a few sentences, what was the text about?

Question:

What do you need to research after reading the text?

What questions do you have?

Scaffold for a diary response

Fill in this grid to help plan your response.

| Event in the text | Emotion related to the event | Significance of the event and questions raised |
| --- | --- | --- |
|       |       |       |

1. Identify the date of the diary entry
	* Can be in the context of the character or you as the reader
2. Start with the emotion of the diary writer
	* This may be a short statement in present or past tense
3. Relate the event and comment on your reaction
	* You may include what people said as quotations (past tense)
4. Link this event to one or two other events or other people’s reactions
	* Raise questions and express your emotions (maintain your voice throughout)
5. Talk about the effect this event has had on you and what you feel like
	* You may want to speculate
6. Consider some implications for the future, based on what you have read
	* What might happen to the character next? How has your understanding of the concepts studied and your experiences of the world been shaped by what you have read?
7. Finish off the diary entry with a summative statement
	* What have you discovered about human experience? How have you challenged ideas you had previously?

Scaffold for composing a creative response

Sometimes when you read something, you get inspired to create something yourself. These activities are designed to tap into this creativity and should be completed in your writing journal.

1. Compose a messenger chat between two characters summarising the whole story or an incident or situation in the story. Some apps you might find useful:
	* [Hooked chat stories](https://itunes.apple.com/au/app/hooked-chat-stories/id1024818709?mt=8) https://itunes.apple.com/au/app/hooked-chat-stories/id1024818709?mt=8
	* [Yarn chat](https://itunes.apple.com/au/app/yarn-chat-fiction/id1195233335?mt=8) https://itunes.apple.com/au/app/yarn-chat-fiction/id1195233335?mt=8
2. Rewrite the opening paragraph of the story, adding adjectives and adverbs. See if you can elaborate on the setting or character.
3. Write chapter title for the story (if there are no existing titles) and justify your choice. As a class, share different title options and vote on which title is most appropriate or interesting.
4. Design a crest for the book involving symbols and elements from the novel. Write a brief explanation of the meaning and how it relates to major themes in the book.
5. Write the backstory to one of the characters. How did they get to be where they are? What happened to them to motivate them to behave in this way?
6. Write an alternative ending to the story.
7. If the story was set in another time period and/or another country, how would it be different? Write a short creative piece explaining your ideas.
8. Create an avatar of a character from your story and explain why you chose to portray them in that way. A site you may find useful for character development:
	* [Avachara](http://avachara.com/avatar/) http://avachara.com/avatar/
9. Imagine this book is going to be re-written as a graphic novel. Design a chapter featuring a comic strip of key action including dialogue.
	* [Make beliefs comix](http://www.makebeliefscomix.com/) http://www.makebeliefscomix.com/
10. Re-write the blurb for the book cover of your text. Incorporate the most engaging elements of the story that would make the novel more desirable to read for someone browsing books in a bookstore.
11. Write the transcript of an interview with the author. Consider questions about their motivation and inspiration for writing the novel. Research the writer’s life and context.
12. Rewrite the last paragraph of the story.

Scaffold for a genre analysis

Questions to consider:

* What genre is the text?
* What elements in the text distinguish it as a specific genre?
* What are the conventions of this genre?
* Give examples of descriptions of settings or characters that reflect the genre you are reading.
* What examples of language from the text have made an impact on you? Give examples and provide reasons why.

| Element of genre | Description |
| --- | --- |
| Conventions of the genre |       |
| Setting |       |
| Character 1(protagonist) |       |
| Character 2 (antagonist) |       |
| Notable language used (provide quotations) |       |

Scaffold for an evaluative response

* Before reading the text, write down what you know about the issue. This might be keywords or concepts related to themes or may reflect a wider understanding related to the text.
* After reading the text, compare what you initially thought before reading to what you know after reading the text.

| Questions | Response |
| --- | --- |
| Before: What I know about the issue |       |
| Before: Key words, concepts related to themes |       |
| After: What I know after reading the text |       |
| After: New ideas, vocabulary, further questions to research |       |