

How texts across the curriculum are organised differently and use...

identify how texts across the curriculum are organised differently and use language features depending on purposes

Learning intention

- identify how texts across the curriculum are organised differently and use language features depending on purposes

Teach and model

- identifying the typical features of a text; for example, a typical introduction to a narrative or the use of dot points in instructions
- identifying that different types of texts might have different forms; for example, an expression of opinion might be in the form of a poster, email or brochure
- identifying the organisation and language features in texts such as narratives, recounts, information reports, simple procedures, expression of opinion and...

Check understanding

- Explain the main idea in how texts across the curriculum are organised differently and use... using an example.
- Show the idea in a second way: with words, a model, a diagram or symbols.
- Apply the idea to a short unfamiliar situation and justify the result.

Teaching cautions

- Ask the student to explain their choice, not only state an answer.
- Check that key vocabulary is understood in a new example.
- Mix representations so the skill is transferred rather than copied.

Quick lesson sequence

- Connect to prior knowledge and introduce the key vocabulary.
- Model one clear example, then solve a second example together.
- Finish with an independent check and a short student explanation.