

Word Count: 2,000 words equivalent

Scenario and Overview

You are going to design an 8-week unit of work (16 lessons in total) that integrates explicit teaching and assessing of reading/viewing and writing/composing with content teaching within your choice of disciplinary area. This will include developing a plan for supporting the reading/viewing of challenging texts for students to learn, and a sequence of writing/composing tasks, that gradually release responsibility to the student. For this assignment, you will also identify two instances of the text type that links to the content descriptors of your unit of work.

Part 1 – Text and Curriculum Areas

1. Identify two instances of your text type (genre) that link with the curriculum descriptors for your unit of work and attach to your appendix. One of these texts will be the focus for detailed reading activities and the other text (same genre) will act as a model text for joint deconstruction

2. Annotate your texts for their language and whole text features relevant to your unit of work;

3. Specify any Curriculum Area(s) other than English that are the focus of your unit of work, and the relevant curriculum descriptors in this area and in English;

4. Briefly (~200 words) explain the relevance of your text type to your specified curriculum area/s and descriptors.

Part 2 – Scope and Sequence for your Unit of Work

Develop a scope and sequence for an 8-week unit of work (~2 lessons a week of roughly 40-50 minutes), that:

- * links with descriptors in the chosen curriculum area.
- * incorporates the Teaching-Learning Cycle, including:
 - * building the field
 - * deconstruction
 - * modelled writing
 - * joint construction
 - * opportunities for students to independently write.

Your unit of work must consist of:

- * A lesson sequence, including the lesson name (i.e. teaching intention) and the content being taught.

* An indication of the possible teaching resources you will use, including ICT resources.

* The formative and summative assessment activities for the unit, and opportunities for feedback

Criteria	Ratings						Points
Text Selection, Annotation and Explanation view latest description	20 to >17 pts Excellent	17 to >15 pts Good	15 to >13 pts Competent	13 to >10 pts Satisfactory	10 to >0 pts Limited	0 pts No marks	/ 20 pts
	Highly effective text selection for curriculum outcomes and unit of work. Annotations are highly relevant for language/whole text features to be taught. Explanation very logically and very clearly links text type selection to curriculum area(s) and descriptors.	Effective text selection for curriculum outcomes and unit of work. Annotations are relevant for language/whole text features to be taught. Explanation logically and clearly links text type selection to curriculum area(s) and descriptors.	Adequate text selection for curriculum outcomes and unit of work. Annotations are generally relevant for language/whole text features to be taught. Explanation adequately links text type selection to curriculum area(s) and descriptors.	Somewhat effective text selection for curriculum outcomes and unit of work. Annotations are somewhat relevant for language/whole text features to be taught. Explanation somewhat links text type selection to curriculum area(s) and descriptors.	Ineffective text selection for curriculum outcomes and unit of work. Annotations are minimally relevant or irrelevant for language/whole text features to be taught. Explanation does not clearly link text type selection to curriculum area(s) and descriptors.		
Integration of Reading and Viewing Tasks view latest description	20 to >17 pts Excellent	17 to >15 pts Good	15 to >13 pts Competent	13 to >10 pts Satisfactory	10 to >0 pts Limited	0 pts No marks	/ 20 pts
	Tasks are thoroughly integrated, with explicit teaching of reading and viewing, including multimodal texts. Tasks are creative and highly effective in supporting learning.	Tasks are well integrated, with clear explicit teaching of reading and viewing, including multimodal texts. Tasks are effective in supporting learning.	Tasks are adequately integrated, with explicit teaching of reading and viewing, including multimodal texts. Tasks are generally effective in supporting learning.	Tasks are integrated, with some explicit teaching of reading and viewing, including multimodal texts. Tasks are somewhat effective in supporting learning.	Tasks are poorly integrated, with minimal explicit teaching of reading and viewing. Tasks are ineffective in supporting learning.		
Integration of Writing and Multimodal Composing Tasks view latest description	20 to >17 pts Excellent	17 to >15 pts Good	15 to >13 pts Competent	13 to >10 pts Satisfactory	10 to >0 pts Limited	0 pts No marks	/ 20 pts
	Tasks are thoroughly integrated, with explicit teaching of writing and multimodal composing. Tasks are	Tasks are well integrated, with clear explicit teaching of writing and multimodal composing. Tasks are	Tasks are adequately integrated, with explicit teaching of writing and multimodal composing. Tasks are	Tasks are integrated, with some explicit teaching of writing and multimodal composing. Tasks are	Tasks are poorly integrated, with minimal explicit teaching of writing and multimodal composing. Tasks are		

Teaching Strategies and Sequence view longer description	20 to >17 pts Excellent Tasks are thoroughly integrated, with explicit teaching of writing and multimodal composing. Tasks are creative and highly effective in supporting learning.	17 to >15 pts Good Teaching strategies are effective, incorporating literacy-informed approaches to knowledge-building using the Teaching and Learning cycle. Content is organized into a clear and effective learning and teaching sequence.	15 to >13 pts Competent Teaching strategies are adequately effective, incorporating literacy-informed approaches to knowledge-building using the Teaching and Learning cycle. Content is organized into a generally effective learning and teaching sequence.	13 to >10 pts Satisfactory Teaching strategies are somewhat effective, incorporating some literacy-informed approaches to knowledge-building using the Teaching and Learning cycle. Content is organized into an adequate learning and teaching sequence.	10 to >0 pts Limited Teaching strategies are ineffective, with minimal incorporation of literacy-informed approaches to knowledge-building using the Teaching and Learning cycle. Content is poorly organized into a learning and teaching sequence.	0 pts No marks
	20 to >17 pts Excellent Metalinguistic and multimodal knowledge are used extensively and effectively to identify the literacy knowledge, skills, and understanding s embedded in your content area.	17 to >15 pts Good Metalinguistic and multimodal knowledge are used effectively to identify the literacy knowledge, skills, and understanding s embedded in your content area.	15 to >13 pts Competent Metalinguistic and multimodal knowledge are used adequately to identify the literacy knowledge, skills, and understanding s embedded in your content area.	13 to >10 pts Satisfactory Metalinguistic and multimodal knowledge are used to some extent to identify the literacy knowledge, skills, and understanding s embedded in your content area.	10 to >0 pts Limited Metalinguistic and multimodal knowledge are used minimally or ineffectively to identify the literacy knowledge, skills, and understanding s embedded in your content area.	0 pts No marks
Use of Metalinguistic and Multimodal Knowledge view longer description						