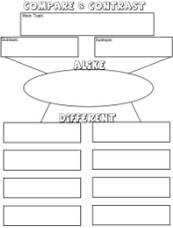# Understanding
## Ideas for teaching and learning activities using graphic organisers and processes

## Stage 5 descriptor

Students use a range of strategies to discriminate nuanced meaning. In their responding and composing they transfer their knowledge of texts to new contexts.

## Stage 4 descriptor

Students analyse texts and in their responding and composing explain information and ideas for particular audiences and purposes. They use their knowledge of texts to make generalisations about how texts work.

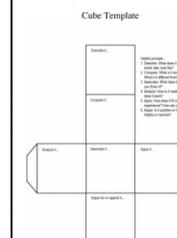| Understanding teaching and learning ideas | Syllabus intent | Links to graphic organisers |
|---|---|---|
| Compare and contrast activities can help students to make links between text types, characters, features etc. Use this as a starting point for deeper exploration of perspectives, influence, etc. | • analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication<br>• compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts<br>• - use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence | Compare and contrast chart (.gif 14KB)<br> |
| The cube template is a fun way for students, supported by their peers, to demonstrate/ clarify their understanding. Practice in articulating their views prior to writing is a proven | • use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view | Cube Template: Describe it/ Compare it/ Associate it/ Analyse it/ Argue for or against |

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| strategy for deepening understanding and improving written responses. | • recognise and appreciate the ways a wide range of texts communicate by using effective language choices<br>• understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects | it…(PDF 636KB)<br><br>Cube Template |
| A fact and opinion table can help students to focus on the nuances in language and textual features which help responders identify the difference between fact and opinion and influence the strength of arguments.  Students can use this organiser to find examples in texts of facts and opinions and test their peers. Students may express their own opinions based on facts presented in texts. | • recognise when information is presented objectively and subjectively by examining the language of opinion, including modality, bias, personal  pronouns and other semantic cues | Fact or Opinion Table: Topic: Statement/ Fact/ Opinion (PDF 38KB)<br><br>Fact/ Opinion (PDF 14KB)<br><br>Fact or Opinion? Statement of Fact/ My Opinion about the Fact (PDF 42KB) |

ENGLISH
Textual Concepts

| Understanding teaching and learning ideas | Syllabus intent | Links to graphic organisers |
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| This organiser can be used to ensure an understanding of any concept. Defining what is and isn't critical to something and providing examples as well as non-examples helps students think more deeply about their learning and understanding of a concept such as Genre or Authority. | • apply existing knowledge, skills and understanding about language to access and express increasingly complex information and ideas for new purposes, audiences and contexts<br>• understand and explain the ways in which composers transform ideas and experience into and within texts, including consideration of their insight, imaginative powers and ingenuity | The Frayer Organizer: Concept/Critical Characteristics/Non-Critical Characteristics/ Examples/ Non-Examples (PDF 280KB)<br> |
| Cluster word maps can be used to increase vocabulary, to support language choice discussions, to differentiate between different levels of language/cultural expression etc. | • apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts<br>• recognise that vocabulary choices contribute to the specificity, abstraction and style of texts<br>• investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language<br>• understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns<br>• understand how to use spelling rules and word origins, for example | Topic web graphic organiser (PDF 15KB)<br> |

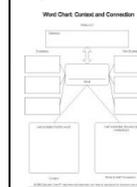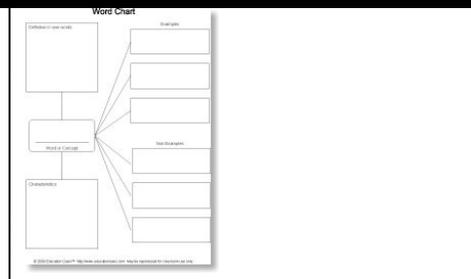| Understanding teaching and learning ideas | Syllabus intent | Links to graphic organisers |
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| | Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them <br> • apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension <br> • understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots <br> • understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech | Vocabulary Boxes: Word/Part of speech/ Sentence/ Definition/ Illustration (PDF 61KB) <br><br>  <br><br> Word Chart: Context and Connection – What is it? Definition/ Examples/ Non-Examples/ I will probably find this word/ I will remember this word by connecting it (PDF 19KB) <br><br>  <br><br> Word/concept chart – definition in own words/ characteristics/ Examples/ Non Examples (PDF 13KB) |

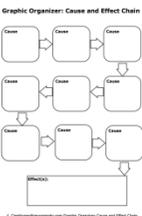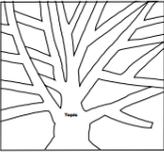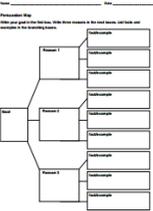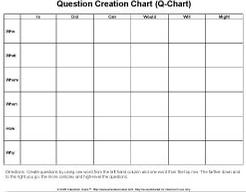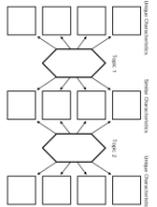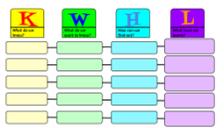| Understanding teaching and learning ideas | Syllabus intent | Links to graphic organisers |
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| This type of organiser can be used to aid identification and understanding of the different choices and features found in texts and their impact. Teachers may present students with headings for their columns and rows or allow students to explore texts on their own terms. | • Explore and explain the ways that language and images are used to create character <br> • Explore and explain the ways authors combine different modes and media in creating texts <br> • recognise and explain differing viewpoints about the world, cultures, individual people and concerns <br> • compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts <br> • recognise and appreciate the ways a wide range of texts communicate by using effective language choices <br> • analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning <br> • explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts <br> • understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects <br> • apply existing knowledge, skills and understanding about language to access and express increasingly complex information and ideas | Comparison table (PDF 64KB) <br>  |

| Understanding teaching and learning ideas | Syllabus intent | Links to graphic organisers |
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| | for new purposes, audiences and contexts | |
| This organiser is used to list Denotative and Connotative definitions of words along with an image which needs to be labelled as either denotation or connotation. Use this to expose students to greater understanding of the power of language, cultural contexts, hidden meanings/readings within texts etc. | • recognise that vocabulary choices contribute to the specificity, abstraction and style of texts<br>• refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences<br>• examine how language is used to express contemporary cultural issues | Denotation vs. Connotation: Denotative Definition/ Connotative Definition/ Sketch (PDF 294KB) |
| The Cognitive dictionary scaffold asks students to predict meanings before learning actual meanings, providing an opportunity for students to think about what shapes their understanding of unfamiliar words and use their skills within complex texts. Teachers should ensure that students are taught skills for finding textual/context clues as well as vocabulary knowledge such as links to etymology/suffix/ prefix etc. | • recognise that vocabulary choices contribute to the specificity, abstraction and style of texts<br>• examine how language is used to express contemporary cultural issues | Cognitive Dictionary: Word/ Predicted Meaning/ Actual Meaning/ Sketch (PDF 9KB) |
| A Cause and Effect chain can be used to examine how features throughout a text affect responders, such as, how language is used to express cultural issues.<br>Use it as a way for students to record and examine their own reading paths through a text/ coherence/ extended metaphor/ argument/ differing viewpoints etc. throughout a text. | • understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors<br>• understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives | Cause and effect chain (PDF 13KB) |

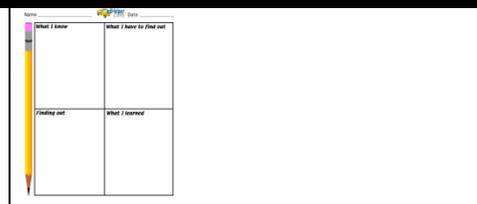| Understanding teaching and learning ideas | Syllabus intent | Links to graphic organisers |
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| | • choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts | |
| Note taking summaries can be used to help students organise their thoughts on content and specify techniques used by texts to present ideas and or influence responders. Be specific with students as to what they need to identify such as language choices, imagery, modes etc. | • recognise and appreciate the ways a wide range of texts communicate by using effective language choices<br>• examine how language is used to express contemporary cultural issues<br>• respond to and compose texts that use inference and figurative language, e.g. symbolism and allusion, in complex and subtle ways | Cornell Notes Template: Key Points/ Details/ Summary (PDF 17KB)<br><br>Reading Response: Title of Book/ Author/ Pages Read/ Summary/ Literary device used/ How is it used? (PDF 19KB) |
| Use these organisers to help students identify the main ideas in texts and how they are constructed. Students can follow the ideas through texts and make comments on the cohesion of ideas. Alternatively use these as a means of showing students how to connect lots of smaller ideas and compress them to add power to their work. | • identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition<br>• understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse | Main Idea Mountain (PDF 59KB) |

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| | and verse novels<br>• understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts | Tree Chart (PDF 32KB)<br> |
| Use a persuasion map to help students identify the ways information is presented in texts, the purpose of the composer, and the strength of an argument. Once the content is analysed look deeper at the devices used and the cohesion created to help students understand the hidden/ subtle levels of argument and their impact on responders. | • analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication<br>• use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view<br>• describe and analyse the purpose, audience and context of texts<br>• understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody<br>• understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts<br>• understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims | Persuasion Map: Goal, Reason x 3, Fact/example x 9 (PDF 16KB)<br><br>Planning Chart: Topic/ Purpose/ Audience (PDF 20KB)<br> |
| The Question Creation Chart can be used to help students formulate questions of their own to help them understand texts. Teachers may focus students' questions on topics | • understand and explain the ways in which composers transform ideas and experience into and within texts, including consideration of their insight, imaginative powers and ingenuity | Question Creation Chart (Q-Chart): Who, What, Where, When, How, Why/ Is, Did, Can, Would, Will, Might |

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| such as language techniques or perspectives in texts. The activities could be completed individually, in groups or as a whole class discussion. | • use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence<br>• explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts | (PDF 28KB)<br><br>Question Creation Chart (Q-Chart) |
| This graphic organiser can be used to explore different texts, genres, representations, themes etc. By highlighting the unique and similar characteristics of texts, students are able to appreciate, evaluate and form their own opinions about texts. | • investigate texts about cultural experiences from different sources, e.g. texts from Asia and texts by Asian Australians, and explore different viewpoints<br>• explore and appreciate the ways different cultural stories, icons, Aboriginal images and significant Australians are depicted in texts | Characteristics chart (PDF 164KB) |
| Students can use the KWHL charts to express their prior knowledge, what further knowledge they need, and how they will find it. This will help guide their understanding of new topics or texts and provides them with another comprehension strategy. | • use prior knowledge and text processing strategies to interpret a range of types of texts<br>• apply existing knowledge, skills and understanding about language to access and express increasingly complex information and ideas for new purposes, audiences and contexts<br>• choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts | KWHL: What do we Know? / What do we want to Know? / How can we find out? / What have we Learnt? (PDF 120KB)<br><br>KWFL: What I Know/ What I have to find out/ Finding out/ What I learned (PDF 34KB) |

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| These organisers can help students identify the big ideas and supporting ideas in texts but can also be used to focus on the way information is presented in texts and how it interrelates to form our understanding, opinions and create new ideas about the world. | • understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts<br>• recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts<br>• explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors | Main Idea/ Idea/ Detail (PDF 52KB)<br><br>Go to Education Oasis to download Hierarchy chart<br><br>Hierarchy chart with lines (PDF 14KB)<br> |
| A survey or bar graph can be used by students to evaluate the effectiveness of different ideas or techniques used in a text. As a class/ group/ or individual create a question and | • identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition | Attribute/Bar graph: Topic: 1-10 (PDF 31KB) |

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| list of responses which form the basis of the investigation. Survey the group and interpret the results and apply them to analysis of the text. | • analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts<br>• analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning | <br>Survey: Question: Responses/ Number of people  (PDF 44KB)<br> |

**The intention of this document is to illustrate teaching and learning activities based on graphic organisers and each of the processes.**