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# HOW TO USE THIS BOOK

Achieving language literacy is a major benchmark in the education of every student in today's classrooms. Without reading, writing, speaking and listening literacy the process of learning becomes increasingly difficult and the limits placed on academic achievement become more entrenched and solidified each year.

In the information saturated and technology dependent world of today, it is especially important for children to gain and be able to make meaningful use of the skills associated with language literacy at an early age. Success in content-based studies such as Maths, Social Studies and Science, and even in enrichment fields including Art, Music and Literature are highly dependent on language literacy proficiency. With strong language skills, a student's academic future has fewer bounds and individual goals, expectancies and dreams stand a better chance of being realised. It was with respect for the importance of achieving a high level of language literacy for every student that the *Language Literacy Lessons Series* was developed.

The purpose of *Language Literacy Lessons: Reading, Intermediate* is to help students achieve the desired literacy milestone through reinforcement of key language skills. The activities in this book have all been designed to provide student practice of essential reading skills. A skills checklist on page 8 details the skills covered. This skills checklist has been carefully gleaned from attention to research related to language.

Through the use of the lessons in this book, students will be advancing individual language literacy skills while working toward literacy benchmarks! For help in lesson planning, an easy-to-use matrix on pages 6 and 7 presents language outcomes for each lesson in the book.

Not only are the activities correlated to essential literacy skills they are imaginative and their open-ended nature will prove to be engaging and of high-interest to students. Student creativity is tapped through intriguing situations to write about, interesting characters to read about, and captivating illustrations to inspire thoughtful student responses.

As language literacy skills improve, increased levels of overall school success will be readily apparent. Language literacy enables students to set achievable goals to go wherever their interests take them and to embark joyfully on a lifelong journey of learning!

# LANGUAGE OUTCOMES MATRIX

## OUTCOMES

## ACTIVITY PAGE

<p>Students read a wide range of print and nonprint text to build an understanding of texts, of themselves and of the cultures of the world, to acquire new information, to respond to the needs and demands of society and the workplace, and for personal fulfilment. Among these texts are fiction and nonfiction, classic and contemporary works.</p>	<p>22, 25, 28, 32, 44, 62–63</p>
<p>Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human experience.</p>	<p>29, 30, 36, 37</p>
<p>Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their identification strategies and their understanding of textual features (e.g. sound-letter correspondence, sentence structure, context, graphics).</p>	<p>14, 15, 17, 50–51, 54, 66</p>
<p>Students adjust their use of spoken, written and visual language (e.g. conventions, style, vocabulary) to communicate effectively with a variety of audiences for a variety of purposes.</p>	<p>16, 18, 24, 52, 58, 65</p>
<p>Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p>	<p>19, 46, 64</p>
<p>Students apply knowledge of language structure, language conventions (e.g. spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and non-print texts.</p>	<p>10, 11, 12, 13, 59</p>

# LANGUAGE OUTCOMES MATRIX

## OUTCOMES

## ACTIVITY PAGE

<p>Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesise data from a variety of sources (e.g. print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</p>	<p>21, 23, 33, 34, 55, 70</p>
<p>Students use a variety of technological and informational resources (e.g. libraries, databases, computer networks, video) to gather and synthesise information and to create and communicate knowledge.</p>	<p>31, 43, 57, 60</p>
<p>Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.</p>	<p>35, 39–41, 56</p>
<p>Students whose first language is not English make use of their first language to develop competency in the English language and to develop understanding of content across the curriculum.</p>	<p>38, 45, 48</p>
<p>Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.</p>	<p>26, 42, 49, 53, 67, 68</p>
<p>Students use spoken, written and visual language to accomplish their own purposes (e.g. for learning, enjoyment, persuasion and the exchange of information).</p>	<p>20, 47, 61, 72, 73</p>

# SKILLS CHECKLIST

✓	SKILL	PAGE
	Recognises consonants and vowels	10
	Knows and can use prefixes	11
	Knows and can use suffixes	12
	Can use contractions	13
	Can use abbreviations	14
	Can use compound words	15
	Can use picture clues	16, 38, 45
	Can use context clues	17, 25, 65
	Recognises and can use antonyms	18
	Recognises and can use homonyms	19
	Recognises and can use synonyms	20
	Can form sensory impressions	21
	Can use figurative language	22, 23
	Can interpret idiomatic expressions	24
	Descriptive words	25
	Demonstrates vocabulary extension skills	26
	Can read for a specific purpose	28
	Can identify topic sentences	29
	Can read to find details	30, 31, 32
	Can arrange ideas or events in sequence	33, 34
	Can summarise	35, 36, 37
	Can draw conclusions	38
	Can read and use a world map	39–40
	Can predict outcomes	41, 42
	Distinguishing between fact and opinion	43, 44
	Can distinguish between cause and effect	45
	Is sensitive to author's purpose and mood	46
	Can identify with fictional characters	47, 48, 49
	Can visualise word meaning	52, 53
	Can alphabetise	54
	Can determine what reference source to use, and can use multiple resources	55, 56
	Can use the thesaurus or encyclopedia	57, 58
	Can understand and use punctuation	59
	Can follow written directions	60, 61, 62, 63
	Can take notes from reading	64
	Can organise facts to support a conclusion	65
	Is developing appreciation and reading independence	52-53, 68, 69, 70

# The Missing Monarch

Find the beautiful monarch butterfly that is trapped in this picture by colouring all spaces containing the letters in the word 'butterfly'.

Use your coloured pencils to colour the spaces containing consonants orange, and the spaces containing vowels black.

