# English Stage 3 learning sequence – character

**Learning sequence description**

Character is an important concept in narrative as a driver of the action, a function in the plot, a way of engaging or positioning a reader or as a way of representing its thematic concerns. The way character is read is an indication of particular approaches to texts, be it through personal engagement or critical response. Through the objectives of reading and viewing, writing and responding, speaking and listening, this sequence of lessons aims to introduce the concept of character and explore how conventions work in a range of texts to invite creative writing and responding.

The School Magazine has provided digital and non-digital texts for students to explore. This is licenced under CreativeCommons, Non-commercial and NoDerivatives.

## Syllabus outcomes and content

**EN3-3A** - uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies

* understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes
* analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts

**EN3-5B** - discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts

* identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer

**EN3-7C** - Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts

* interpret events, situations and characters in texts
* create literary texts that adapt or combine aspects of texts students have experienced in innovative ways
* experiment with others' imaginative texts by changing aspects such as place, characters, rhythm, mood, sound effects and dialogue

[English K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10) © 2012 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

## Suggested routines

### Independent Reading

It is expected that all students engage in independent reading daily. This should include a text that is of an appropriate instructional level. This may include picture books, comics, newspapers, levelled texts, novels. Texts read daily could be recorded on a reading log with parental feedback. Re-reading a familiar text is encouraged.

### Spelling

### This two-week sequence of learning does not include spelling. It is anticipated that classroom teachers will provide students with opportunities to practice and refine their skills and knowledge of, spelling.

Handwriting and word processing skills

This two-week learning sequence provides opportunities to practise handwriting and keyboarding skills but does not include explicit instruction or assessment. These opportunities allow students to increase speed, accuracy and fluency to compose and edit texts. Students will become increasingly confident, proficient and flexible with keyboarding.

## Recording students’ learning

There are several options to record student responses. The student workbook can be printed to provide an offline option. Teachers can upload the student workbook as a whole or in parts to provide online learning using teacher’s preferred online platforms.

## Lesson 1 – What is character?

Students are learning to:

* identify the ways in which character development creates interest for the reader or viewer
* make connections between their own experiences and those of characters and events represented in texts.

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | **Speaking and listening**  Students find an object and come up with a list of as many unconventional uses for it as they can.  Explain the unconventional uses to an adult. |  |  |
| 1.2 | **Reading and viewing**  Students view the short video about character.  Students answer the following questions in their student workbook.  What is character?  Are characters essential to texts?  What traits does a character need in order to drive or influence the actions in a narrative?  Students complete ‘character video’ activity in student workbook. |  | [Resource 1 – character video](https://vimeo.com/398136844) [vimeo]  [Resource 2 – Student workbook (DOCX 1.7MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-3-character-student-workbook.docx) |
| 1.3 | **Writing and representing**  **Opportunity for monitoring student learning**  Connection to character – written task  **Ask students to think of a character they have connected with in a visual or written text (movie, book, TV show, song, poem etc.).**  **Students explain why they connected with that character by identifying the character’s goals, strengths and weaknesses, what problem they are trying to solve and what made them relatable.**  **Students also describe the appearance, behaviour, personality of the character they connect with.**  **Student complete ‘connection to character’ in student workbook.**  **What to look for**   * interprets the function of the chosen character to the text * identifies the character development that caused them to connect personally with the character. |  | [Resource 2 – Student workbook (DOCX 1.7MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-3-character-student-workbook.docx) |
| 1.4 | **Reflection**  Students to discuss the following questions with an adult or their class online.  How has my understanding of character changed?  How will knowing this help me to understand and develop texts? |  |  |

## Lesson 2 – Characters can be simple or complex

Students are learning to:

* identify the ways in which character development creates interest for the reader or viewer
* interpret characters in texts.
* understand that characters may be simple or complex
* analyse and evaluate the way inference is used in a text to build understanding.

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | **Speaking and listening**  Students use the character they chose to write about in lesson 1. They describe the character in detail to an adult using two truths and one lie. Students ask the adult to try to identify the part of the description that is untrue. |  |  |
| 2.2 | **Reading and viewing**  **Characters can be simple with one or two pertinent characteristics or complex with detailed description of their features and personality. Simple characters remain unchanged throughout the story and more complex characters can develop and change as a result of events.**  **Students think of at least one example of a simple character and a complex character from stories or movies they have read or viewed.**  **Students read or listen to the text, The Most Boring Street in the World from The School Magazine.**  **Students answer the following questions:**  Are the characters complex or simple?  How do you know this?  Do the characters in this text need to be more complex to serve their purpose?  Students complete a Venn diagram using information that they know about the characters Jade and Austin.  Ask students to reflect on the characteristics we infer about Jade and Austin that are not referred to in the text and add these characteristics to the Venn diagram. |  | [Resource 3- The Most Boring Street in the World (online)](https://theschoolmagazine.com.au/resources/the-most-boring-street-in-the-world)  [Resource 2 - Student workbook (DOCX 1.7MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-3-character-student-workbook.docx) |
| 2.3 | **Writing and representing**  Students take on a reporter role. They are to formulate 5 questions to ask the characters Jade and Austin.  Students write the questions and the responses to the interview questions from both the characters of Austin and Jade.  Students to complete activity on ‘interview questions’ in the student workbook. |  | [Resource 2 – Student workbook (DOCX 1.7MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-3-character-student-workbook.docx) |
| 2.4 | **Reflection**  **Knowing that the characters of Jade and Austin are represented so simply by the composer of the text, how were you able to know enough about them to assume their identity and answer the interview questions?**  **Discuss with an adult.** |  |  |

## Lesson 3 – Characters have the power to influence and change each other

Students are learning to:

* understand that characters may change as a result of events
* experiment with changing other’s imaginative text by changing aspects of the text.

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | **Speaking and listening**  Students draw a picture of an outrageous fictional character in their student workbook.  Ask students to describe the character in detail to an adult and the adult is to draw a picture based on their explanation.  Students and their adult compare their character pictures to evaluate the effectiveness of the student description. |  | [Resource 2 - Student workbook (DOCX 1.7MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-3-character-student-workbook.docx) |
| 3.2 | **Reading and viewing**  Students reread the text, The Most Boring Street in the World from The School Magazine.  Ask students to answer the following questions in their student workbook using the ‘perspective and influence’ activity.  Which character in the text showed they could influence another character?  How was Jade able to change Austin’s perspective of the boring street?  How do you know that Austin’s perspective has changed? What evidence is there of this? |  | [Resource 3 - The Most Boring Street in the World (online)](https://theschoolmagazine.com.au/resources/the-most-boring-street-in-the-world)  [Resource 2 – Student workbook (DOCX 1.7MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-3-character-student-workbook.docx) |
| 3.3 | **Writing and representing**  Students write a letter from Austin to Jade, expressing his gratitude and outlining how his perspective of the street has changed due to her actions.  Students complete ‘letter of perspective’ in their student workbook. |  | [Resource 2 – Student workbook (DOCX 1.7MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-3-character-student-workbook.docx) |
| 3.4 | **Reflection**  Students to discuss the following questions with an adult or their class online.  How can I indicate that characters have changed as a result of events?  Is it important that characters can show changes as a result of certain things that happen in the story?  Does this make them more realistic? |  |  |

## Lesson 4 – Author voice

Students are learning to:

* understand that characters may change as a result of events
* adapt aspects of texts to create new texts by thinking creatively and imaginatively
* recognise and use first and third person narration.

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 4.1 | **Speaking and listening**  Students choose an object from their home and turn it into a character. Give the character humorous characteristics.  Describe the character to an adult. |  |  |
| 4.2 | **Reading and viewing**  Using the text, The Most Boring Street in the World from The School Magazine, students answer the following questions in their student workbook.  Who is telling the story?  How do you know?  Students complete activity on ‘first and third person narration’ (focus on pronouns) in their student workbook. |  | [Resource 3- The Most Boring Street in the World (online)](https://theschoolmagazine.com.au/resources/the-most-boring-street-in-the-world)  [Resource 2 - Student workbook (DOCX 1.7MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-3-character-student-workbook.docx) |
| 4.3 | **Writing and representing**  **Opportunity for monitoring student learning**  Rewrite – written task  Students choose one part of the story to rewrite and add another character. This could be a sibling of Jade or Austin or another child that moves into the street.  Students give this character one pertinent characteristic and think about how they will contribute to/impact the other characters in the story.  Students choose to keep the narration in third person or change to first person.  **What to look for:**   * understands character change as a result of events in the text * adapts an imaginative text by changing aspects of the story * uses first or third person narration, consistently in their writing. |  | [Resource 2 – Student workbook (DOCX 1.7MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-3-character-student-workbook.docx) |
| 4.4 | **Reflection**  Students reflect on the following questions in their student workbook.  How could the addition of a simple character contribute to the story?  **When you write a narrative, which author voice do you often use?**  **Do you experiment with using other voices? Why/why not?** |  | [Resource 2 – Student workbook (DOCX 1.7MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-3-character-student-workbook.docx) |

## Lesson 5 – Character personification

Students are learning to:

* understand, interpret and experiment with personification
* select appropriate language for a purpose.

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 5.1 | **Speaking and Listening**  Using third person, students describe themselves in detail to an adult as if they were a character from a story or movie. |  |  |
| 5.2 | **Reading and Viewing**  Students use the poem, ‘Rodent Rodeo’ from The School Magazine.  Using the image of the rat, students describe the features that are human like, using adjectives and descriptive language.  Explain to students that this is called personification. Students to view the video about personification.  Students read the poem and answer the questions:  How has the author personified the rat?  Why has the author chosen a rat to be given human characteristics?  Students complete ‘personification’ activity in student workbook. |  | [Resource 4- Rodent Rodeo (online)](https://theschoolmagazine.com.au/resources/rodent-rodeo)  [Resource 5 – Personification video](https://www.youtube.com/embed/YhleJRpyb-Y) |
| 5.3 | **Writing and Representing**  Students choose an animal or an object and imagine it is going to an event or engaging in a human activity of their choice.  Illustrate the character in the centre of the page in the student workbook on the ‘engaging in human activity’ page.  Students brainstorm and describe human features and what it will need for the event or activity around the illustration. |  | [Resource 2 – Student workbook (DOCX 1.7MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-3-character-student-workbook.docx) |
| 5.4 | **Reflection**  **Students reflect on the following question with an adult or with their class online.**  **Is personification an effective characterisation strategy to create an emotional response in the reader? Why/why not?** |  |  |

## Lesson 6 – Character personification continued

Students are learning to:

* understand, interpret and experiment with personification
* experiment with text structures and language features and their effects in creating literary texts.

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 6.1 | **Speaking and listening**  **Students look for an insect outside and describe it to an adult giving it human characteristics - likes, dislikes, where it is going etc.** |  |  |
| 6.2 | **Reading and viewing**  Ask students to reread the poem, Rodent Rodeo.  The poem follows a very simple structure of listed personified items that the rat has gathered to attend the rodeo.  Students complete ‘structure of poem’ activity in their student workbook. |  | [Resource 4 - Rodent Rodeo (online)](https://theschoolmagazine.com.au/resources/rodent-rodeo)  [Resource 2 – Student workbook (DOCX 1.7MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-3-character-student-workbook.docx) |
| 6.3 | **Writing and representing**  Students use the character they developed in the previous lesson to write a poem, following the structure of the Rodent Rodeo poem.  Students complete ‘my poem’ activity in the student workbook. |  | [Resource 2 - Student workbook (DOCX 1.7MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-3-character-student-workbook.docx) |
| 6.4 | **Reflection**  Students discuss the following questions with an adult.  What is personification? How does personification help me as a reader?  How can using personification help me as a writer?  Why do authors choose to personify objects/animals in texts? |  |  |

## Lesson 7 – Character profile

Students are learning to:

* interpret events, situations and characters in texts
* understand that characters have individual characteristics or can be based on a stereotype.

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 7.1 | **Speaking and listening**  **Students explain to an adult what they know about a typical troll character in stories they have read/viewed.**  **After reflecting on or reviewing the character video from lesson 1.2, students discuss the typical flaws and goals of trolls in texts.** |  | [Resource 1 – character video](https://vimeo.com/398136844) [vimeo] |
| 7.2 | **Reading and viewing**  **Students read the text, The Clever Sun and Moon from The School Magazine.**  **Students complete ‘characteristics of characters’ activity, brainstorming the characteristics of the characters from the text - Dad, Troll, Moss-Toes, Sun and Moon.**  **Students create a ‘character profile’ in their student workbook for one of the characters- focusing on non-physical characteristics such as feelings, behaviour and motivation.** |  | [Resource 6 - The Clever Sun and Moon (online)](https://theschoolmagazine.com.au/resources/the-clever-sun-and-moon)  [Resource 2 - Student workbook (DOCX 1.7MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-3-character-student-workbook.docx) |
| 7.3 | **Writing and representing**  The troll in the story reveals in the end that he is not a stereotypical troll.  Students rewrite the ending of the story, using the ‘stereotypical troll’ activity, as if the troll character had remained acting in the typical way we might expect of a troll. |  | [Resource 2 - Student workbook (DOCX 1.7MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-3-character-student-workbook.docx) |
| 7.4 | **Reflection**  Students to discuss the following question with an adult or their class online.  How did the reveal of the troll character’s identity at the end help make the story more interesting and engaging?  Identify the ‘twist’ at the end of this story and discuss ‘twists’ in other well-known texts. What is the purpose of this technique? How can a strategy like this help with your own writing? |  |  |

## Lesson 8 – Character development

Students are learning to:

* identify and explain how choices in language influence personal response to different texts
* create literary texts that adapt or combine aspects of texts in innovative ways
* understand that characters have individual characteristics or can be based on a stereotype.

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 8.1 | **Speaking and listening**  Ask students the following questions.  Have you seen traditional Aboriginal art before?  Where have you seen traditional Aboriginal art?  Why do Aboriginal people often use art to tell their stories?  Students observe the Aboriginal artwork, The story of Djirt by Narritjin Maymuru, from the Art Gallery of NSW. The website will provide further information to teachers around the story of the artwork.  Encourage students to describe the artwork and their interpretation to an adult and to focus on descriptive language and the story the artwork is telling. Discuss the use of symbols.  Teachers are encouraged to use local Aboriginal art and ensure acknowledgement of artist and stories.  ['The story of Djirt'](https://www.artgallery.nsw.gov.au/collection/works/66.1989/)  This artwork is referred to with thanks to the Art Gallery of NSW. Please note that this artwork will need to be prepared for students in a non-digital environment for their student workbook. |  | [Resource 7 – The story of Djirt by Narritjin Maymuru](https://www.artgallery.nsw.gov.au/collection/works/66.1989/)  [Photograph of painting – Art Gallery of NSW] |
| 8.2 | **Reading and viewing**  Students view the online video explaining the definition of similes and metaphors.  Students record a definition for simile and metaphor in their student workbook completing the ‘similes and metaphors’ activity.  Students reread the text, The Clever Sun and Moon from The School Magazine.  Students identify and record the similes found in the text and complete ‘similes and metaphors’ activity.  The troll refers to the man’s children as the Sun and Moon throughout the text, this shows their significant importance to the man. This is known as a metaphor.  Students answer the following question about the use of metaphor in the text in their student workbook:  Why did the author choose to have the troll use the metaphor of the sun and moon for the man’s children? |  | [Resource 8 - Similes and Metaphors (online)](https://www.youtube.com/embed/yDOf299VYdU)  [Resource 6 - The Clever Sun and Moon (online)](https://theschoolmagazine.com.au/resources/the-clever-sun-and-moon)  [Resource 2 - Student workbook (DOCX 1.7MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-3-character-student-workbook.docx) |
| 8.3 | **Writing and representing**  Students develop their own character.  Ask students to draw and label their character in their student workbook using the ‘character’ activity.  Students develop similes and/or metaphors to build their character. Students try to have one of the simile/metaphor descriptions differ from the typical or predictable nature of the character, this will support the character to reveal their true self when used to write a story. |  | [Resource 2 - Student workbook (DOCX 1.7MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-3-character-student-workbook.docx) |
| 8.4 | **Reflection**  Students discuss the following questions with an adult or class online.  What is the impact of the use of simile and metaphor on the text?  Do you think this is a good way to develop a character?  Will this character development technique assist you to build a story? |  |  |

## Lesson 9 – Storyboard

Students are learning to:

* understand that choices in vocabulary contribute to the effectiveness of texts
* create literary texts that adapt or combine aspects of texts in innovative ways.

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 9.1 | **Speaking and Listening/Vocabulary**  Students complete the activity ‘defining words’ in the student workbook where they will be defining words from The Clever Sun and Moon text.  Example vocabulary: crude, vast, haul, ancestors, lest, consoled, bulbous, abyss, glint, abashed.  Students select two of the words and explain their meaning to an adult. Students provide some examples of how the words may be used in a sentence. |  | [Resource 6 - The Clever Sun and Moon (online)](https://theschoolmagazine.com.au/resources/the-clever-sun-and-moon)  dictionary |
| 9.2 | **Writing and representing**  Students complete a comic strip storyboard to develop a story featuring the character they have developed in lesson 8.2.  Students need to remember that the character will reveal their true self at the end of the story. |  | [Resource 2 – Student workbook (DOCX 1.7MB)](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/early-stage-1---stage-3/learning-sequences/character/english-stage-3-character-student-workbook.docx) |
| 9.3 | **Reflection**  Students discuss the following question with an adult.  How have you used what you have learned about character to develop your story? |  |  |

## Lesson 10 – Narrative writing

Students are learning to:

* compose increasingly complex text
* create literary texts that adapt or combine aspects of texts in innovative ways
* select appropriate language for a purpose.

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 10.1 | **Speaking and listening**  Have a conversation with an adult taking on the character you have created in first person narration. |  |  |
| 10.2 | **Writing and representing**  **Opportunity for monitoring student learning**  Independent writing – written task  **Students use the character they have created and their storyboard comic strip to write a narrative with a true character reveal at the end.**  **What to look for:**   * **composes complex text demonstrating character development, with a true character reveal at the end** * **selects and uses consistent author voice throughout the text** * **uses similes and/or metaphors to enhance the text.** |  |  |
| 10.3 | **Reading and viewing**  **Ask students to read aloud their story from 10.2 to an adult, focusing on expression and audience engagement.**  **Students may record their reading to submit to the teacher online.** |  |  |
| 10.4 | **Reflection**  Students to reflect on the following questions with an adult or online with peers.  What are the best parts of your story?  How have you grown as a writer? |  |  |

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?

## ESL scales links to the English syllabus

Teachers should use the ESL scales in conjunction with the syllabus to address the needs of EAL/D students and to assist them to access English curriculum outcomes and content. The ESL scales are designed to heighten awareness of English, how it is used, how it develops and how EAL/D students may be assisted to develop cognitive and linguistic competence. The ESL scales can be found on the [Multicultural Education Page](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/resources).

### Stage 3 Speaking and Listening

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Oral Interaction level 7/8**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Oral Interaction strand from level 1 to level 7/8**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** and **Strategies** *ESL scales* strand organisers. See *ESL scales* outcomes 1.2, 1.4, 2.2, 2.4, 3.2, 3.4, 4.2, 4.4, 5.2, 5.4, 6.2, 6.4, 7.2, 7.4.

### Stage 3 Reading and Viewing

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Reading and Responding level 6/7**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Reading and Responding strand from Beginning level 1 to level 6/7**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** and **Strategies** *ESL scales* strand organisers. See *ESL scales* outcomes B1.3, B1.4, B2.3, B2.4, B3.3, B3.4, 1.7, 1.8, 2.7, 2.8, 3.7, 3.8, 4.7, 4.8, 5.7, 5.8, 6.7, 6.8, 7.7, 7.8.

### Stage 3 Writing and Representing

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing**   
**level 6/7**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 6/7**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes B1.5, B1.6, B2.5, B2.6, B3.5, B3.6, 1.9, 1.10, 2.9, 2.10, 3.9, 3.10, 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10.