

BOOK

Sustainability 3

TEACHERS' RESOURCE

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Phonics
and
Decoding

Readers
21-30

KNOWLEDGE
BOOKS AND SOFTWARE



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Student Worksheets

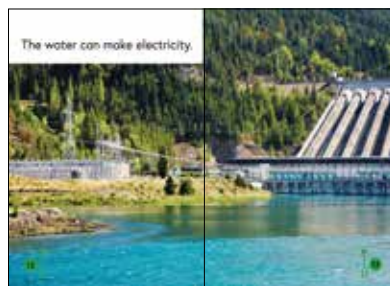
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Individual and Collective Actions for a Sustainable Future

"Actions to improve sustainability are individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment."

Australian National Curriculum

The Sustainability series of readers aim to introduce the youngest of our citizens to the global challenges that exist with energy provision. The series aims to address global warming, climate change and sustainable energy sources with specific attention being given to leaving the reader with positive messaging. This has been an intentional move to ensure that students see what they can do on an individual as well as community level to help keep our world clean.



Reading Informational Text with Young Readers

"What many researchers have now shown is that for all children, learning to read and reading to learn should be happening simultaneously and continuously, from preschool through middle school — and perhaps beyond."

Robb, L. (2002)

"Early classroom experiences with informational texts help children build the background knowledge they will need in order to experience success with future reading materials."

Yopp, R., & Yopp. H. (2020)

There have historically been tensions around the balance between children learning to read and reading to learn. As a result many systems delay engagement in informational texts until students are out of reading acquisition. We now know that with appropriate teacher scaffolding and support, students in reading acquisition can be introduced to informational text structures successfully.



Multiple Criteria Texts

"Texts to support beginning readers' success would give children exposure to the three necessary processes of word recognition - applying alphabetic principle, recognizing high frequency words and using the structure of sentences and texts to validate meaning."

Hiebert, H.E. (1999)

The texts in the Sustainability series are designed as multiple criteria texts. No one criteria such as meaningfulness, high frequency words, phonetic regularity or repetition has been given preference. Each text has been carefully written to allow young readers to draw upon their knowledge of several different systems of the English language, including repetition, high frequency words, phonetic regularity and contextual support or meaningfulness.

- **Meaningfulness** - the series is designed to build first principle science knowledge cumulatively. Each title builds upon knowledge presented in previous titles with the purpose of *reading to gain information*, being pre eminent.
- **Repetition** - multiple examples of repetition embedded in natural language structures are presented. Repetition embedded in phrases such as round and round and round and up and up and up, encourage young readers to apply their knowledge of how language works rather than merely memorising words.
- **High frequency words** - high frequency words are thoughtfully chosen and appear in meaningful sentences. The reader has many opportunities to experience the words in different sentences, thus they become like old friends appearing again and again.
- **Phonetic regularity** - there is ample opportunity for readers to apply their knowledge of the alphabetic principle. Phonetically regular VC, CV, CVC, CVCC and CCVC words are embedded in meaningful sentences.



Writing about Reading

"Teachers can enhance students' understanding of the text they read by having them (students) write about it."

Graham, S., & Hebert, M. (2011)

"Students can begin using writing as a tool to support reading comprehension and learning as young as first grade (Year One)."

Traga-Philippakos, Z., Graham, S., & Warner, M. (2020).

Writing is suggested in the Teaching and Learning notes of each reader. Writing is another way to interact with the text and affords students additional opportunities to think more about the ideas presented; transform the language of the text to put into their own words; facilitate new understandings and foster explicitness of the scientific first principles in the text.

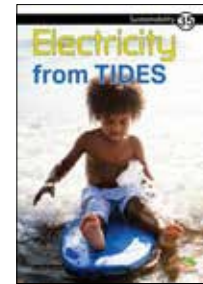
Shared writing is suggested to support students compose and construct sentences as well as encourage collaboration and interaction with others. Innovating sentences from the text is also suggested to support students' understanding of their reading.

Diversity

"Diversity and inclusion are central themes of the guiding principles of early childhood education and care in Australia. Children's literature can be a powerful tool for extending children's knowledge and understanding of themselves and others who may be different culturally, socially or historically."

Adam, H., Barratt-Pugh, C., (2020)

The Sustainability series of readers strive to reflect the diversity in contemporary Australian society. With images that reflect diversity in age, race, ethnicity, socio-economic background, gender and ability, the readers support students to develop positive identities as well as help build their social consciousness.



Features of the Sustainability Readers

Links to the ACARA Literacy Progressions as well as suggested teaching and learning notes are included in every reader.

Text features including glossaries, TOC and rebus style support.

New words are embedded in known high frequency words.

Images provide high picture support.

Our farm	2
Water and sun	6
Carbon	10
Where is the carbon?	12
Glossary	16

Using the Teaching and Learning Notes

Each title has references to the Australian Curriculum Assessment and Reporting Authority (ACARA) as well as teaching and learning notes. The teaching and learning notes along with the additional word and letter work, provide a guide for teachers, taking them through the guided reading session.

Suggested Teaching and Learning

Text Type: Non Fiction

Genre: Description

Suggested Reading Recovery Level: 2

Word Count: 40

Word Count - the number of running words excluding the chapter headings.

ACARA reference

ACARA References - the ACARA references are included to support teachers plan for integrated instruction and assessment.

Learning Areas: English; Human

General Capabilities: Literacy; I

Cross Curriculum Priorities: Su

Teaching and Discussion Points

Before reading - activate prior kn

- Read the title. Discuss the thi
- electricity. Ensure you mention pages in the text.
- Have students rehearse the l

clock, bus) go.

- Ensure students read left to right, pointing crisply to each word.

During reading - sup

- Encourage student
 - match the spoken
 - Support students
- During Reading** - in this section, teachers are prompting students for strategic activity to support them read the text as independently as possible. In the earlier titles, early learning such as, one to one correspondence and directionality are taught and prompted for. Once these are secure teachers can start teaching and prompting for strategic processing.

After Reading - after reading the teacher engages the students in a conversation about the key concepts in the text. The writing activities suggested are designed to deepen students' understanding and provide opportunities for shared, guided and independent writing.

After reading - comprehend

- Have students recall work.
- Extend meaning through writing by having students complete the sentence *Electricity makes the*..... *go.* Illustrate.

Vocabulary: bus, car, clock, escalator

High Frequency Words: go, makes,

Words - these are both the less familiar vocabulary including tier one, two and three words as well as typical Year One high frequency words.

Word Study

- Locate the word *lights*. Notice the s on the end. Take the words *clock, tram, lift* and *go*. s. Read and notice how the word changes. supplemental word activities
- Make a word wall. Teachers may wish to spend a few minutes engaging in at the end of each session.

Word Study - these are

supplemental word activities teachers may wish to spend a few minutes engaging in at the end of each session.

Links to National Literacy Progressions - Reading and Viewing

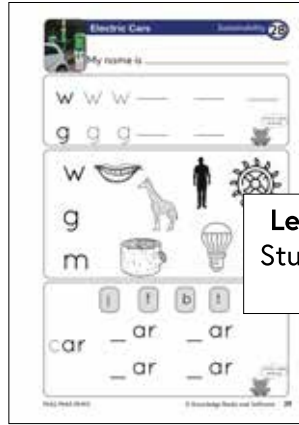
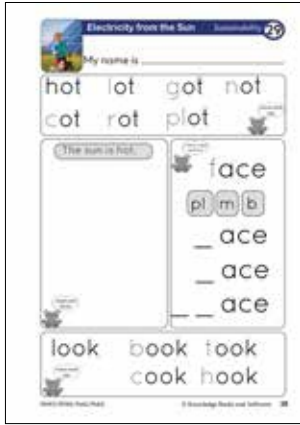
Phonological Awareness	Phonic Knowledge and Word Recognition	Fluency	Understanding Texts
PhA2	PKW2		

National Literacy Progressions - these are the links to the Reading and Viewing National Literacy Progressions. The sub-elements span Foundation and Year One and are designed to help teachers plan for instruction and assessment.

Carbon in the form of coal and other
Throughout this series we have refer
science specific language and conten

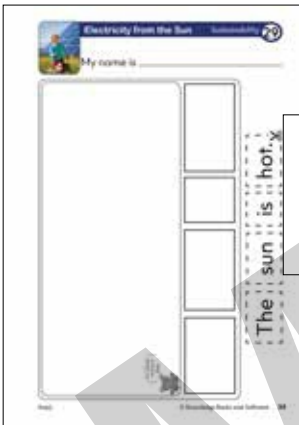
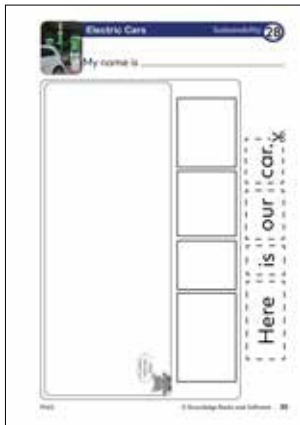
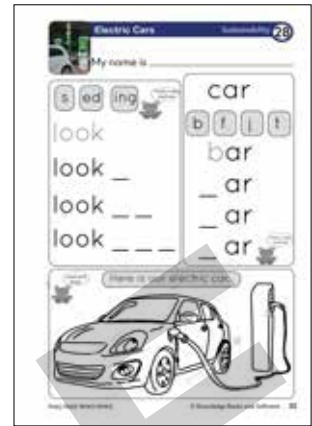
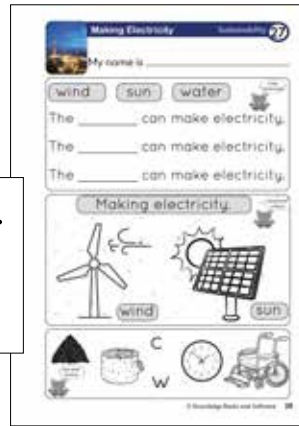
Features of the Sustainability Worksheets

The worksheets are designed to engage students in purposeful activities that reinforce the phonics, word knowledge and phonemic awareness opportunities in each text. It is suggested that teachers talk with students about the worksheet and discuss the activities to ensure they know what they are to do in each task.



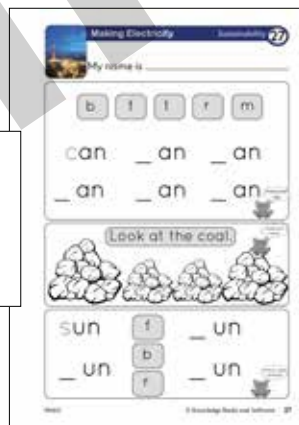
Letter sound relationships are targeted and reinforced. Students will practise letter-sound relationships in a variety of activities.

Engaging illustrations with links to the texts. Newly introduced concepts from the texts are reinforced via imagery which provides another layer of meaning for students.



Consistent layouts and activities. Students are able to build familiarity with the worksheet tasks which in turn, supports their independence.

Phonemic awareness is targeted and reinforced. Students have opportunity to manipulate phonemes via phoneme deletion, phoneme substitution and phoneme addition activities.



NB The worksheets are not a complete, comprehensive phonics programme. They are designed to complement the Sustainability readers and form part of a balanced literacy programme. It is anticipated that teachers will still implement explicit and systematic phonics instruction.

Literacy Progression Word Maps

The Australian Curriculum literacy progressions provide teachers a comprehensive view of change over time in literacy learning. They are an invaluable tool that can support the planning of targeted teaching and learning programmes.

Words in the Sustainability readers have been mapped onto the Phonic and Word Knowledge (PKW) and Phonological Awareness (PhA) literacy progressions. This provides a comprehensive word map that can be used to plan and document phonic, word and phonological awareness learning activities.

	Reading and Viewing Phonic Knowledge and Word Recognition (PKW)	Electricity from Wind	Electricity from the Earth	Electricity from Wood	Electricity for Energy	Electricity from Tides	Burning Carbon	Electricity from Coal	Plants Need Carbon	Too Much Carbon	Storing Carbon
PKW3	says the most common phoneme for taught, single-letter graphemes (t, a, m) and applies knowledge when reading decodable texts	w, l, u, p, t, c	w, s, h, r	s, w, f, t, h, b, s	t, c, s, w	w, p, r	t, p, w, s, g, b, c, f	e, c, b, f, s, h, w	f, g, s, c, c, l, p	c, b, g, t, w, p	p, c, g, l, a, c, t, w
	blends phonemes of taught graphemes to decode VC (at) and CVC (bat) words and applies this knowledge when reading decodable texts	at, in	we, can, sun, up, hot, on	sun, can, hot, on, at, is	is, at, it, go	at, in, can	it, can, as, gas, not	at, is, hot, can, on, sun	is, at, on, sun, in, can	is, in, gas, at, not, it, us	is, in, at, has, on
	reads taught high-frequency words in a decodable text and in the environment (the, to, I, no, go)	here, the, comes, and, at, look, my, will, go	we, can, make, with, the, look, at, this, can, you, up, on, see, here	we, can, make, the, look, at, is, too, you, see, go, will, this, here	we, is, the, that, at, will, it, here, go, my, look, and	we, can, make, at, the, in, and, look, oo, will, this, here, is, after	my, it, the, go, we, can, to, at, in, will, and, see, here, too	we, can, and, the, with, look, at, too, go, will, this	here, is, look, at, the, on, to, in, can, you, see	this, is, in, the, and, will, a, here, look, too, for, good	to, the, in, in, will, this, look, at, has, on
	reads a familiar word in different contexts (brand names, book titles)	go			work						
PKW4	blends phonemes for all common, single-letter graphemes to read VC and CVC words and applies this knowledge when reading decodable texts	at, in	we, can, sun, up, hot, on	sun, can, hot, on, at, is	is, at, it, go	at, in, can	it, can, as, gas, not	at, is, hot, can, on, sun	is, at, on, sun, in, can	is, in, gas, at, not, it, us	is, in, at, has, on
	reads an increasing number of taught high-frequency words in decodable texts and own writing (we, you, one, said, have, were)	here, the, comes, and, at, look, my, will, go	we, can, sun, up, hot, on	sun, can, hot, on, at, is	is, at, it, go	at, in, can	it, can, as, gas, not	at, is, hot, can, on, sun	is, at, on, sun, in, can	is, in, gas, at, not, it, us	is, in, at, has, on
PKW5	says short and long vowel sounds for letters a, e, i, o, u	wind, at, will	can, sun, this, up, on, hot	can, sun, at, is, in, hot, on, will	that, at, will, and	can, at, in, and, is	it, not, gas, dad's, at, in, can, will	can, sun, at, hot, in	is, at, on, sun, in	is, in, gas, at, much, hot, will	on, lots, at, is, will, stem
	reads single-syllable words with common double letters (ss = fuss, ll = will) and applies this when reading decodable texts	will		will	will, all	all, will	will, smell	will	will	will	will, grass
	reads single-syllable words with taught consonant digraphs (sh, ch and ck = ck-pp, ee-ch, i-o-ck) and applies this when reading decodable texts	this, woosh	woosh		that	this		will		this, much	this
	reads single-syllable words with common long vowel's CVGs and applies this when reading decodable texts	make	make, made	make, made	make	make, made	smoke, makes	make, made	cone, holes	make	cone, rice
	reads one and two-syllable words with common suffixes, applies when reading decodable texts and uses appropriately when writing (-ing, -ed) (jumped)	comes			wheels	paddles	makes		plants, needs, leaves, holes	holes, needs, planting, trees, helping, grow, stay	lots, trees, roots, leaves, plants
	segments and represents CCVC and CVCC words containing consonant digraphs and consonant blends	this, woosh	with, this, woosh, wheel	wheel	that	this	smell, smoke	wind	grow, farm	grow, stay	grow, clean, help, stem
PKW6	reads on increasing number of taught high-frequency words in decodable texts and different contexts (own writing, shared reading)	here, the, comes, and, at, look, my, will, go	we, can, make, with, the, look, at, this, can, you, up, on, see, here	we, can, make, the, look, at, is, too, you, see, go, will, this, here	we, is, the, that, at, will, it, here, go, my, look, and	we, can, make, at, the, in, and, look, oo, will, this, here, is, after	my, it, the, go, we, can, to, at, in, will, and, see, here, too	we, can, and, the, with, look, at, too, go, will, this	here, is, look, at, the, on, to, in, can, you, see	this, is, in, the, and, will, a, here, look, too, for, good	to, the, in, in, will, this, look, at, has, on
	reads words with taught vowel digraphs (ee, oo, oy, ai, oa, ow) and applies when reading decodable texts	leaves, round	see, steam, round, wheel	wood, steam, round	need, round, look	day, out, round	see	steam, round, coal, see	roots, see, look, leaves, grow, need	trees, stay, look, oil, good, our	grow, leaves, keep, stay, clean, trees
PKW6	reads two-syllable compound words with taught grapheme-phoneme correspondences (carpark, farmyard) and applies when reading decodable texts	pinwheel									
	reads most common high-frequency words (100 or more) in connected text										

A comprehensive letter and word map. Letters, vocabulary and high frequency words are mapped onto the applicable ACARA Literacy Progressions. This provides teachers a useful reference resource for planning purposes.

reads taught high-frequency words in a decodable text and in the environment (the, to, I, no, go)	on, my, make	is, this	on, makes, the, this, too	this, that
reads a familiar word in different contexts (brand names, book titles)	on, keyboard	read	at	play
blends phonemes for all common, single-letter graphemes to read VC and CVC words and applies this knowledge when reading decodable texts	at	is	that	not
reads an increasing number of taught high-frequency words in decodable texts and own writing (we, you, one, said, have, were)	on, makes, my	is, this	on, makes, the, this, too	this, that
says short and long vowel sounds for letters a, e, i, o, u	has, clock	pink, black	clock, has, fit, man	
reads single-syllable words with common double letters (ss = fuss, ll = will) and applies this when reading decodable texts				
reads single-syllable words with taught consonant digraphs (sh, ch and ck = ck-pp, ee-ch, i-o-ck) and applies this when reading decodable texts				
reads single-syllable words with common long vowel's CVGs and applies this when reading decodable texts				
reads one and two-syllable words with common suffixes, applies when reading decodable texts and uses appropriately when writing (-ing, -ed) (jumped)				
segments and represents CCVC and CVCC words containing consonant digraphs and consonant blends				
reads on increasing number of taught high-frequency words in decodable texts and different contexts (own writing, shared reading)				

Links to ACARA Literacy Progressions. All worksheet activities are linked to the ACARA Literacy Progressions. This supports teachers when planning and sequencing activities.

How to use Literacy Progression Word Maps

Letters, vocabulary and high frequency words are mapped onto the ACARA Phonic Knowledge and Word Recognition (PKW) and Phonological Awareness (PhA) Literacy Progressions.

This extensive outline provides teachers a useful reference for planning as well as a launching pad for further phonological awareness and word work activities. It is anticipated that word and phonological awareness work would follow reading once the student had experienced the word in continuous text.

The scripts below, detailing the teacher student interactions give examples of how the literacy progressions can be used to:

1. introduce a word
2. introduce a concept
3. provide guided practice in a previously introduced concept
4. provide independent practice

1. Introduce a word

Principle - *There are some words you will see many times when you read. You will also write them many times. You need to learn these words as they help you read and write. Today we are going to start to learn the word 'here.'*

Reading and Viewing Phonological Knowledge and Word Recognition (PKW)	Electricity from Wood	Electricity from the Earth	Electricity from Wood	Electricity from Energy
says the most common phonemes for taught, single-letter graphemes (b, a, m) and applies knowledge when reading decodable texts	w, l, u, p, r, c	w, s, h, r	s, w, f, c, h, b, s	t, c, s, w
blends phonemes of taught graphemes to decode VC (at) and CVC (bat) words and applies this knowledge when reading decodable texts	at, in	we, can, sun, up, hot, on	sun, can, hot, on, at, is	is, at, it, go
reads taught high-frequency words in a decodable text and in the environment (the, to, I, no, go)	here, the, comes, and, at, look, my, will, go	we, can, with, the, at, this, you, up, see, here	make, look, can, on, here	we, is, the, that, at, will, it, here, go, my, look, on

What the teacher will do and say



"Find the word here in the text."

Demonstrate making the word with magnetic letters.
Reinforce the left to right accumulation of letters.
Say the word while running a finger under it.



"We can use the word here in a sentence like I am coming here tomorrow or Please come here."
"Can you think of a sentence with the word here?"

Re-assemble the word and make it again saying the name of each letter h-e-r-e.
Encourage students to say the name of each letter.



Write the word on card.



Demonstrate finding the word in other texts such as *Electric Cars* or *Electricity from Water*.

What the student will do and say



Locate the word here in the text and frame with pointer fingers.



Repeat the word.



Use the word in a sentence.



Make the word with magnetic letters saying each letter h-e-r-e.



Write the word saying each letter. Use a variety of mediums such as crayon, paint, markers, water on cement etc.

Locate the word in other texts *Electric Cars* or *Electricity from Water* and mask with pointer fingers.

Return to the text and read the word back into the sentence.







Add the word to the class word wall.

2. Introduce a concept





Principle - Sometimes two vowels together make the sound of the letter name. We can change the start of the word (onset) to make a new word that sounds the same - we can say the words rhyme.

segments and represents CCVC and CVCC words containing consonant digraphs and consonant blends	clock	black	tram, lift	help, stop
reads words with taught vowel digraphs (ee, oo, ay, oi, ea, oa, ow) and applies when reading decodable texts	train, boat	oil, blue, cool		
reads two-syllable compound words with taught grapheme-phoneme correspondences (carpark, farmyard)	keyboard			



What the teacher will do and say


-  "Find the word train in the text."
Demonstrate saying the word slowly.
"Listen for the long a sound."
-  Write the word on card underlining the ai pattern.
- Give an example of another word that sounds the same, such as brain.
-  Write the word brain underneath the word train.
-  "Can you think of another word that sounds like train and brain?"

What the student will do and say

-  Locate the word train in the text and frame with pointer fingers.
-  Say the word.
-  Say the words train and brain and give a thumbs up if they sound the same.
-  Respond with words that sound the same such as chain, stain and drain.

Nb. If students give a word that rhymes but with a different orthographic pattern, acknowledge that it sounds the same, write it out and notice the difference say "That word works differently."

-  Continue the word chain saying each word.
-  Ensure students can hear the rhyme and see the pattern.




-  Read each word as it is added to the word chain.

3. Guided practice

Principle - You can take the beginning sound away and say the word.

says the new word when asked to delete an initial phoneme (phoneme deletion - cat, at, brat, rat)	boat-oat, fan-an, clock-lock	pink-in, black-lick	lift/fit, clock-lock, tram-ran, bus-us	globe-lobe, can-an, stop-top	can-an
says the new word when asked to substitute a vowel, make a letter	fan-ban/ran, coat-foot	lift-gift, bus-us	stop-step,	tail	tail

What the teacher will do and say

-  Introduce the task with several familiar examples using words that students know, such as pup, fit and cat. "Say pup without the p (pup/up). Say fit without the f (fit/it). Say cat without the c (cat/at)."
-  Find the words boat, fan and clock in the text.
-  "Say boat without the b (boat/oat). Say fan without the f (fan/an). Say clock without the c (clock/lock)."

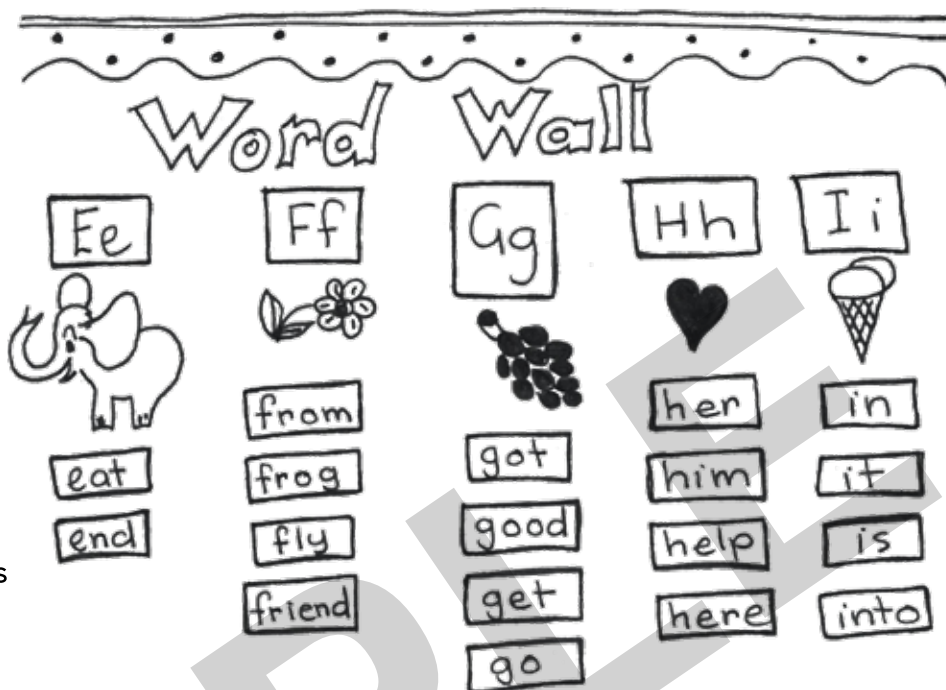
What the student will do and say

-  Students respond

-  Students respond

After Reading: The teacher's role is to engage the students in conversation about the meaning of the text. Teachers can highlight any strategic problem solving students may have done or revisit a sentence or page that was challenging. Teachers can also plan to incorporate a few minutes of word work related to the text.

- Aim to use open ended questions and prompts. Language such as *Talk about what you learned when you read the book and How is this book like other books you have read?* will allow a wide range of student responses and more entry points for students.
- Plan to revisit the text often with students. Ensure they have access to it in their familiar book boxes.
- Illicit questions about the topic from students. Discuss how you can find the answers and follow up at a later time.
- Return to instances where students did remarkable problem solving. Highlight and use these as generative examples to apply to other words.
- If appropriate spend a few minutes on word work. Adding one or two high frequency words to the word wall or making a word string with words from the text will reinforce students' knowledge of words and how they work.



Students for whom English is a second language or dialect (EAL/D)

"EL learners need access to a linguistically and culturally rich reading environment, and to a range of reading strategies to bring to the process of reading."

Gibbons, (2015)

Students for whom English is a second language or dialect (EAL/D) may have very different experiences, expectations and understandings from those that are assumed to be 'common knowledge' in Australian classrooms. Similarly, the cultural context often presented in narrative fiction can be far removed from the student's own context. As a result they may have a difficult time relating to the main characters of fictional texts traditionally used in classrooms. Reading non-fiction can eliminate the cultural barriers that fiction may place between students and the main characters and situations presented in narrative texts.

The guided reading context can be modified in the following ways for EAL/D students:

- The introduction to the text should be as long as necessary in order to scaffold the language and concepts. Background knowledge may need to be built during other components of the balanced literacy programme such as read aloud or shared reading.
- Make use of realia or manipulatives to help build meaning and context for unfamiliar vocabulary.
- A *shared-to-guided* reading approach may be a useful bridge to scaffold the guided reading. Shared reading is an opportunity to model fluent reading, scaffold content and/or concepts and discuss vocabulary. After a shared reading of the text, students then read the text during guided reading.
- Prompts such as *Does it make sense? Does it sound right? and Does it look right?* are often incomprehensible for EAL/D students as they require them to call upon a native speaker's intuitive grasp of English. Instead teachers can coach EAL/D students through the cueing system process with a three step process involving
 - * teacher demonstration and '*think aloud*' of the strategy,
 - * student application and demonstration of the strategy on text and
 - * student verbalisation of the strategy

Avalos et al (2007)

- Where possible integrate reading, writing, speaking and listening across the curriculum. Teachers can plan for students to respond to the text through the other curriculum areas such as the arts or science.





My name is _____

trace and read

my car

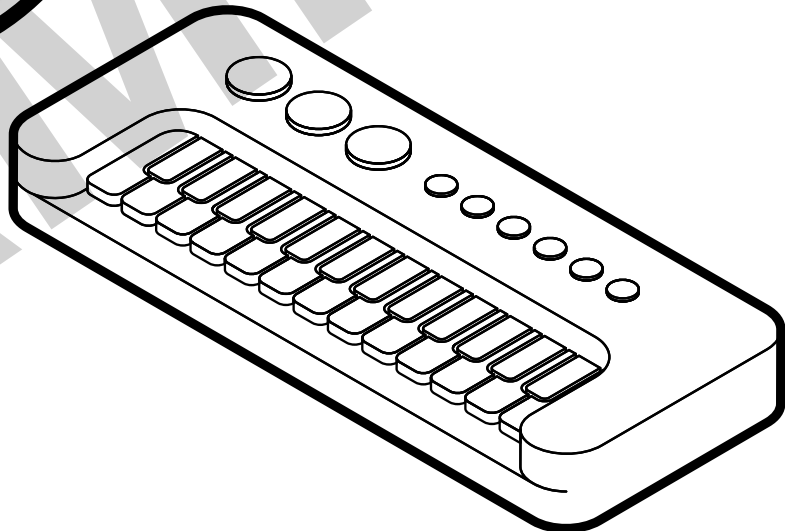
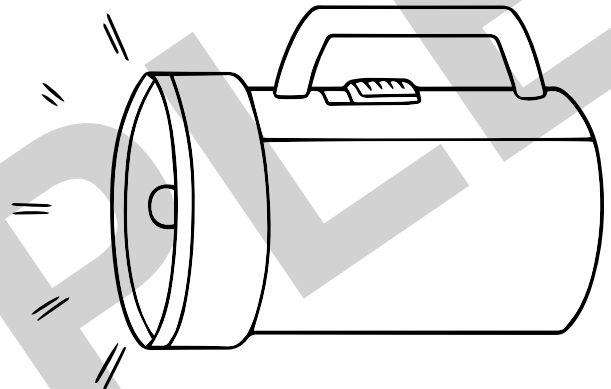
my clock



Electricity makes my car go.

Electricity makes my clock go.

Electricity makes this go.



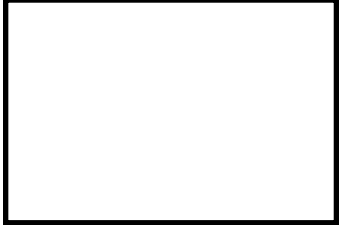

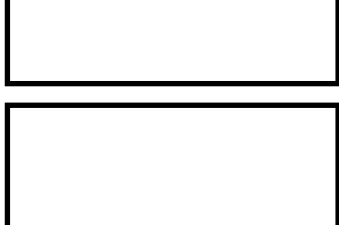




read and colour





My name is _____

 <p>cut, paste, read and draw</p> 	
	
	
	
	

Electricity makes my clock go.



My name is _____

black

r

__ack

__ack

s

__ack

p

copy and say



read and colour



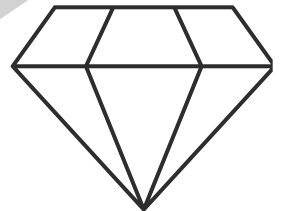
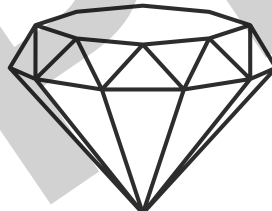
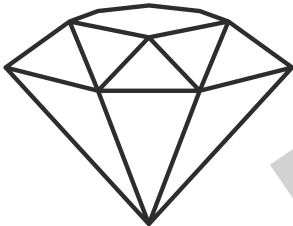
Colour the diamonds.

white

blue

yellow

pink

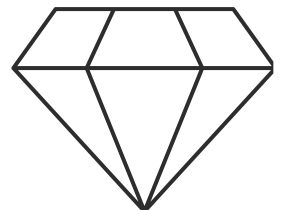
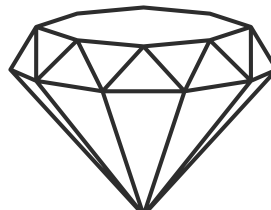
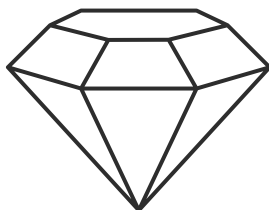
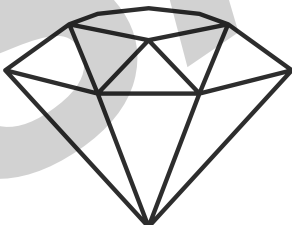


blue

yellow

pink

white

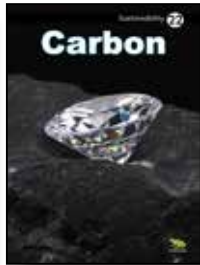


Suggested Reading Levels

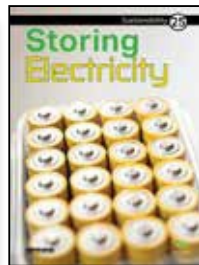
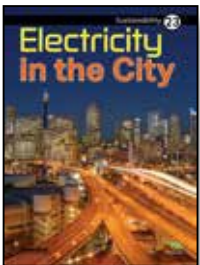
The texts have been carefully written with a gradient of difficulty based on content and subject matter; vocabulary; words; sentence complexity; illustrations; book and print features and language structures.

Some of the topics in the readers will be unfamiliar to students. These topics may require explanation before using the readers. Some students may need more, or less support as you read with them. Take this as an opportunity to program into your KLA's.

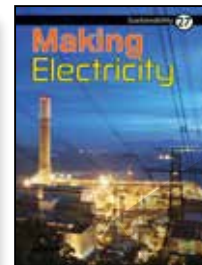
Level 1



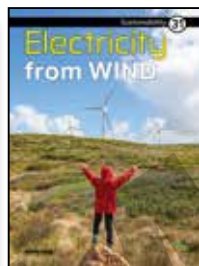
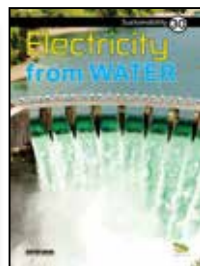
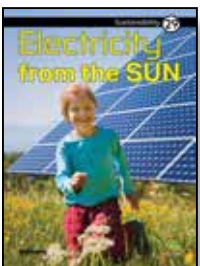
Level 2



Level 3



Level 4



Level 5



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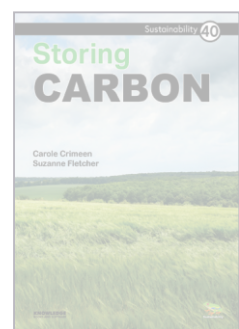
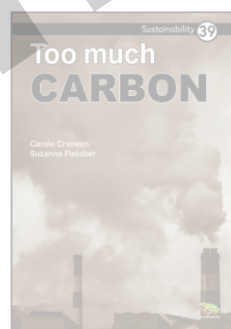
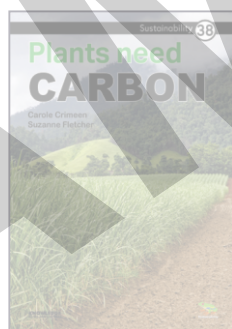
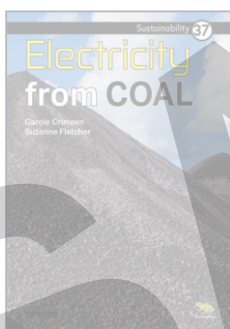
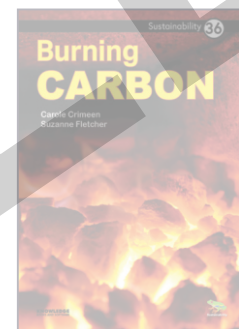
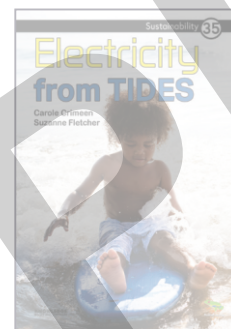
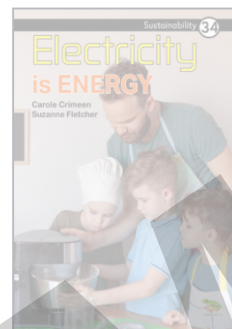
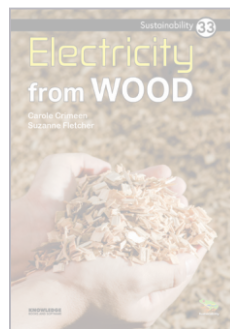
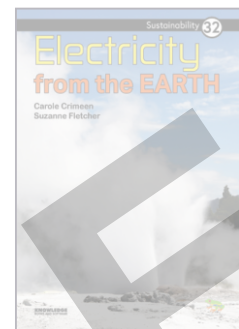
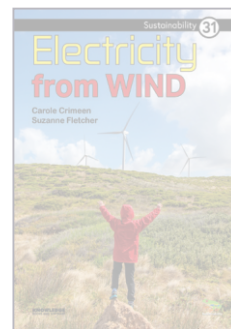
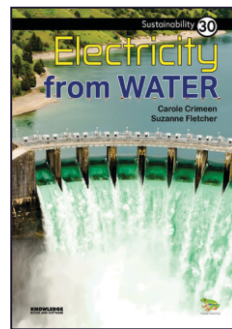
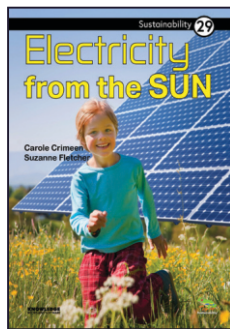
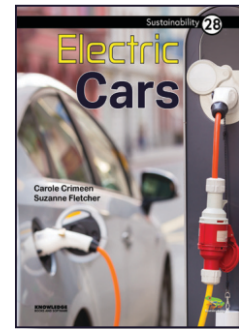
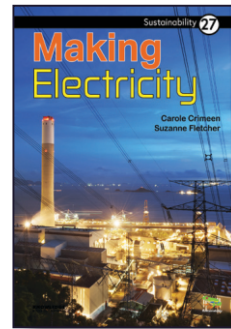
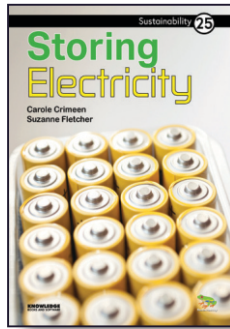
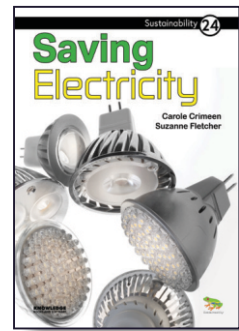
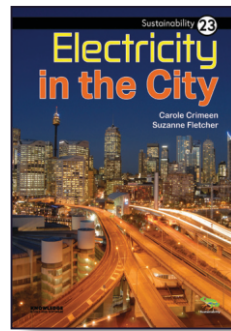
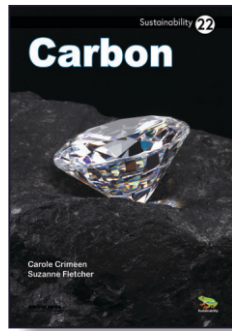
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