# English Stage 5 – resource in focus – success criteria and self-assessment

This resource showcases an excerpt from the sample teaching and learning program [Novel voices – Year 10, Term 1](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/stage-5-year-10-novel-voices). Sample programs are optional resources that present ‘one way’ of designing teaching and learning experiences. They can be adopted and adapted for your school context.

The example below demonstrates **one way** that activities in a lesson may be adapted to strengthen opportunities for self-assessment. It focuses on **Phase 2, activity 2 – pre-reading activity** within the Teaching and learning program – Novel voices.

**Note**: possible adaptations are represented in **bold red.**

**Scenario:** Mr Williams is an English teacher in a rural K–12 school. The ongoing formative assessment data he has collected shows that students require the success criteria to be detailed, breaking the learning down into smaller steps, so his students can see a clear pathway to achieving the learning intentions. This is to ensure all students in his class see a clear pathway to achieving the learning intentions.

## Phase 2, activity 2 – pre-reading activity

The table below contains the suggested learning intentions and success criteria for the lesson.

Table 1 – learning intentions and success criteria

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| **By the** end **of this learning sequence, students will:*** understand how vocabulary connections can aid in making predictions about a text
* understand the purpose and benefits of a range of reading strategies.
 | To demonstrate their learning, students can:* make connections between challenging vocabulary terms to make predictions about the core text
* employ a range of reading strategies to engage with the core text.

**Expanded success criteria for Activity 2****To demonstrate their learning, students can:*** **identify challenging vocabulary and define meaning**
* **make connections between words**
* **use the meaning of unfamiliar words and connections between words to make predictions about the text**
* **use and explain thinking routines to make accurate predictions about the plot and characters**
* **explain different purposes for reading.**
 |

**Activity 1 omitted**

**Preparing to read and reading the first core text**

* **Explicitly unpack the learning intentions and success criteria with students to establish a shared understanding of** **the purpose of the lesson and how success is achieved.**

**Literacy note**: **to prepare the text for students, identify any vocabulary that may present challenges to your students. This will be dependent on your context. Suggestions have been g**iven **in Phase 2, activity 2 – pre-reading activity to model the activity. Adapt this to suit your context. For nouns such as ‘Zimmer frame’ and ‘Wedgewood’, consider using images to support students’ comprehension**.

* **Developing vocabulary to prepare students for the text –** students consider the vocabulary that has been identified as potentially challenging from the short story ‘The Index Cards’ and write their own definitions of the words selected by the teacher to complete the table in **Phase 2, activity 2 – pre-reading activity**.
* **Making predictions about a text – students engage in a peer discussion with a partner using the** [What Makes You Say That?](https://pz.harvard.edu/resources/what-makes-you-say-that) **thinking routine to make predictions about the plot and the characters in ‘The Index Cards’.**
* **Reading the core text – students read Core text – ‘The Index Cards’ by Louis Nowra. Explain that the reading goal for this first reading is to enjoy the text. For a list of suggested reading strategies, see Phase 3, resource 2 – reading the core text.** These strategies have been written with a focus on engaging with the novel Aristotle and Dante Discover the Secrets of the Universe **but could also be used to engage with this text.**
* **Revisit the success criteria – teacher conducts a think-aloud, demonstrating how to self-assess using the success criteria.**
* **Students self-assess against the success criteria.**
* **The teacher encourages students to indicate areas they need further support with or practice of.**

## References

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Nowra L (2011) ‘The Index Cards’ in Kennedy C (ed) The Best Australian Stories 2011, Black Inc. Australia. ‘The Index Cards’ has been reproduced and made available for copying and communication by NSW Department of Education for its educational purposes. This has been made possible as permission has been granted by AMANITA Pty Ltd providing the services of Louis Nowra. This resource containing the copy of the short story is licensed up until November 2027. Accessed April 2024.

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