# ZPD planning tool

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|  | **Topic:** | Reading Comprehension |  |  | **Students** | **Zone of Actual Development (What students can do unassisted)** | **How do I know this? (What assessment did I use)?** | **Can I add depth and complexity to current skill level?** | **Zone of Proximal Development (What is just out of grasp)** | **Planned Teaching and Learning Activities** | **Expected Evidence of Progress** |  |
|  | **Link to Curriculum** | Level 7 – English (Literacy)  Link to Victorian Curriculum - *Use prior knowledge and text processing strategies to interpret a range of types of texts (VCELY377).* This lesson focuses on interpreting two versions of the Waltzing Matilda poem |  | **ZPD Group 1** | Megan, Dhanesh, Aditya, Brenton, Ryder, Julie, Mark, Josef, | The student can interpret text by linking information presented, with relevant external knowledge. They can Use knowledge of text structure to evaluate the relevance of the information presented. | PAT R  Running records | The student will classify information presented with types of external knowledge. | The student is learning to identify fine nuances in text with unfamiliar context or styles. | - Discussion about narrative poetry as a genre  - Students compare and contrast two similar poems  - Students annotate text illustrating how wording alters meaning | - Student identifies story in each version  - Student identifies wording changes that change the story |  |
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|  |  |  |  | **ZPD Group 2** | Lucia, Seb Melody, Nicole, Hilary, Artem | The student can identify fine nuances in text with unfamiliar context or styles. | PAT R  Running records | The student will discuss fine nuances in text with unfamiliar context or styles. | The student is learning to interpret underlying themes, causes and points of view in the text. They are learning to Interpret ambiguous text in view of social context. | - Discussion about narrative poetry as a genre  - Students compare two similar poems  - Student researches themes in relation to the period | - Student identifies nuances in each version of poem  - Student identifies underlying themes in both stories, using research |  |
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|  |  | **ZPD Group 3** | Kat, Deng, Milena, Zac, Susie, Daniel, Christian, Amir, Sarah, Maya | The student can interpret underlying themes, causes and points of view in the text. They can interpret ambiguous text in view of social context. | PAT R  Running records | The student can analyse underlying themes, causes, and points of view in a text. | The student is learning to recognise the methods used by the author to influence and persuade the reader.  Planning for another lesson might be based on introducing this thinking skill. | - Discussion about narrative poetry as a genre  - Students compare two similar poems  - Students work in pairs to list words that influence the reader | - Student lists examples of where text changes have been made to influence reader  - Student explains how language has this effect |  |
|  | E.g. The teacher decides that although Zac scored similarly to Seb (Group 2) on the assessment items, Zac’s performance in class discussion and written work samples she places Zac in Group 3 | |  |  |  |
|  |  | **ZPD Group 4** |  |  |  |  |  |  |  |  |
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|  |  | **ZPD Group 5** |  | Note that five groups do not need to be used – the number of groups is ideally dependent on the number of ZPD levels in the class |  |  |  |  |  |  |
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| **Link to Curriculum** |  |  | **ZPD Group 1** |  |  |  |  |  |  |  |
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|  |  |  | **ZPD Group 2** |  |  |  |  |  |  |  |
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|  | **ZPD Group 3** |  |  |  |  |  |  |  |
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|  | **ZPD Group 4** |  |  |  |  |  |  |  |
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|  | **ZPD Group 5** |  |  |  |  |  |  |  |