### Develop Understanding in English

**Texts in Context – Interpreting, Analysing and Evaluating**
- Word and Sentence Level
  - Conceptual vocabulary development (reading and viewing)
  - Connecting grammar and the text being studied (reading and viewing)
  - Modelled word solving (reading and viewing)
  - Semantic ambiguity instruction (reading and viewing, writing)
  - Shared and modelled reading with think-alouds (reading and viewing, speaking and listening)
  - Word and concept sorts (reading and viewing)
  - Word cards (writing)

**Paragraph and Text Level**
- Activating prior knowledge (speaking and listening, writing)
- Annotating text (reading and viewing, writing)
- Concept mapping (reading and viewing, writing)
- Close reading (reading and viewing, speaking and listening)
- Decoding visual images (reading and viewing, speaking and listening)
- Flow-charting (reading and viewing, writing)
- Guided questions (reading and viewing, writing)
- Initial field building (reading and viewing, speaking and listening)
- Literal, inferential and evaluative questions (reading and viewing)
- Predicting (reading and viewing, speaking and listening)
- Schematising (reading and viewing, writing)
- Using model texts to teach genre (reading and viewing, writing)

**Interacting with Others**
- Book discussions and free voluntary reading (speaking and listening, reading and viewing)
- Deconstructing speaking and listening skills (speaking and listening)
- Extending student responses with talk moves and exploratory talk (speaking and listening)
- Talk strategies for group work (speaking and listening)

### Communicating Understanding in English

**Creating Texts: Interpreting, Analysing and Evaluating**
- Word and Sentence Level
  - Creating sentences (writing)
  - Identifying key vocabulary (writing)
  - Sentence starters (writing)
  - Supporting student spelling (reading and viewing, writing)
  - Using and editing punctuation (writing, reading and viewing)
  - Using feedback to increase the sophistication of student writing (writing, reading and viewing)

**Paragraph and Text Level**
- Co-constructing texts (writing, speaking and listening)
- Deconstructing argument (reading and viewing, speaking and listening)
- Reading journal and independent reading (reading and viewing, writing)
- Structuring persuasive language analysis (writing)
- Selecting and incorporating evidence and quotes (reading and viewing, writing)
- Using worked examples (reading and viewing, writing)

**Communicating and Interacting with Others**
- Literature circles (reading and viewing, speaking and listening)
- Peer editing process (reading and viewing, speaking and listening)
- Reciprocal teaching (reading and viewing, speaking and listening)
- Socratic dialogue (reading and viewing, writing, speaking and listening)

### Literacy in English: Putting it Together

- Responding to the topic and writing the text response essay
- Engagement
- Building knowledge
- Transformation
- Creating sentences (writing)
- Selecting and incorporating evidence and quotes (reading and viewing, writing)
- Using worked examples (reading and viewing, writing)
- Structuring persuasive language analysis (writing)
- Selecting and incorporating evidence and quotes (reading and viewing, writing)
- Using feedback to increase the sophistication of student writing (writing, reading and viewing)

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**Key:**
- = Video

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**Literacy Teaching Toolkit (English) Map – Levels 7 to 10**

**Introduction to literacy in English**
- Literate demands of English
- Selecting texts in English
- Literacy in the Victorian Curriculum: English

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**Developing understanding in English**

**Communicating understanding in English**

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**Literacy in English: putting it together**

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