WOODVALE SECONDARY COLLEGE

LITERACY PROJECT

Strategies for teachers in all learning areas

A Parents Help Book
Index

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Project Background

In 2015 the whole staff of Woodvale Secondary College agreed to work on a whole school approach to literacy that would aim to improve literacy across the whole school. The goals set were:

- All learning areas have a common language about literacy
- All teachers consider themselves teachers of literacy

The Literacy Committee (2015) ensures these goals are met. This committee produced this Literacy Guide.

NAPLAN data from the previous year showed that reading was an area where improvement could be made across all learning areas. Anecdotal evidence from various learning areas indicated that students’ difficulties with reading instructions contributed to poor results. The Literacy Committee (2015) resolved to make this a focus area.

Attacking a Written Text

One of the hardest things for a struggling reader to deal with is a page of closely written text. Most textbooks are now addressing this using the following techniques, which are also good for your own handouts.

- Use a lot of **white space**. Don’t be afraid to leave **wide margins** and **double line spaces** between points.
- Make use of **bullets** and **other organisational features**. If possible, bullet information for clarity. However, **do not** bullet EVERYTHING! Students still need to be able to decode from a sentence and from paragraphs.
- Use **diagrams** to explain your writing.
- Where you can, use **colour**. It stimulates the brain.

## Practical Applications

<table>
<thead>
<tr>
<th>C A R E E R S</th>
</tr>
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<tbody>
<tr>
<td>▪ Allow wide margins when handing out information to which you will teach. This allows students to annotate around the text</td>
</tr>
<tr>
<td>▪ Provide colours and highlighters when asking groups to work on text chunks.</td>
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### Task: Careers

- XXXXXXX
- XXXXXX
- XXXXXX
- XXXXXX
### MATHS
- Space out worksheets rather than cram as many as possible onto a page.
- Bullet information in small chunks throughout the page, rather than in big bits at the start.
- Use big, colour diagrams to explain processes. Try using flowcharts, brainstorms or other organisational texts.

### HOME ECONOMICS
- Use pictorial guides as well as words for recipes
- Ask students to respond initially in bullet form, then go home and expand on their answers
- Use standard colours to enhance the important points in your texts.

### MUSIC/ART
- Photocopy Information / pictures with plenty of white space around it for annotations
- Set staves in the middle of the page so that students can write around the outside

---

**Task: Maths**

**Instructions**

☐

- Tasks

☐

☐

**Evaluation**

☐

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**Task: Home Economics**

**Response:**

☐

☐

☐

**Expanded response**

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**Task: Music**

XXXXXXXX

XXXXXXXX

XXXXXXXX

XXXXXXXX

XXXXXXXX

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**Reading in Class**
The most important element is to be aware of the reading skills of your students. Mix up the following strategies so that you are reaching all of your class. This may mean a greater focus on group work, or splitting the class to enable texts to be read in a non-confronting environment. It also means you must allow for able readers to forge ahead.

**Reading Texts Aloud**

- Read texts to the students and invite confident readers to do the same. Here you can, work with small groups to allow not-so-confident readers a chance to practice reading in front of others.

- Chunk your text! That is, read small amounts and then do an activity that clarifies that information. It needn’t be a large activity.

  **Tch:** Ok, now who can tell me what the main point of that paragraph was?

**Understanding How to Understand!**

- Have students complete oral comprehension activities as they read.

- Explicitly **teach** how to **decode a paragraph** by working backwards from a paragraph structure. Explain how the paragraph orders information and supports its assertions.

**Reading Alone or in Pairs**
- Allow students time to read **silently** and absorb information themselves.

- **Assign reading buddies.** Take a student with confident reading skills and pair them up with a not-so-confident reader. This can be more effective than your intervention on a given day, as students prefer to take direction from each other. This works especially well in classes with disruptive students as it disperses the authority.

Rule of thumb – if students are reading, the teacher is reading

- Encourage students to Mindmap™ as they read. This allows them to connect main ideas in the text in a graphic format.

http://en.wikipedia.org/wiki/Mindmap (From American Text)
Students need to learn how to actively listen to instructions, information and presentations. There are a number of strategies to help students focus on their listening skills.

**When giving instructions:**

1) Make sure students are looking at you. If they are looking out the window, at the ceiling or at another student they may be allowing their thoughts to roam as well.

2) If a student looks vague, say their name and when they look at you, ask them a clarifying question.

   *Eg.* Anna, in what order do you need to complete these activities?

3) Have students fill out a CLOZE or guide format as you speak, making sure you give ample time to slower writers.

**Example:**

**Teacher:**  (hands out CLOZE about safety rules in the science lab)  
(Make sure you have eye contact using whatever method you use)

Today we need to look at safety. I am going to give you the rules we need to follow in the science lab to work safely. Make sure you write down the missing words as I am speaking. I will repeat my instructions only once. *(Gives students the sense of importance of the task)*

The first rule is that we never run in the lab. John, what’s the first rule? *(Clarifying question)*

*(John replies)*

That’s right, we never run in the lab. *(Repeat the instruction to clarify for students who are not aural learners.)*

**Later**

**Teacher:** Time for revision. Look at point number one on your sheet. The first rule is that we never ______ in the lab. What should that word be? *(Engages both visual and kinaesthetic/tactile learners)*
Modelling

The single most effective strategy for teaching listening skills would arguably be modelling. When a teacher models good, active listening the students follow that example. Modelling could include the following strategies:

**Repeating key points to demonstrate attention**

Eg. So what you’re saying is that the isosceles triangle must have two sides of equal length?

**Non-verbal signals demonstrating feedback.**

These could include, nodding, smiling or gestures whilst the student (principal, guest) is speaking. A good time to model this is at assembly!

**Asking clarifying questions demonstrating interest.**

Eg. How did your experiments with e. coli bacteria help you understand the importance of food safety?
Three Level Questions

This technique is an excellent way to evaluate how much of a written or oral text the student understands.

Three level questioning encourages students to read into texts rather than just read over texts; it gives an opportunity for students to reflect upon their understanding; it ensures students refer closely to the text for their responses.

Example text – ‘The Three Little Pigs’

First Level - Literal

Questions for which the answers may be found at surface level. The answer is explicitly stated in the text.

- What did the first pig build his house from?
- Who was trying to catch the little pigs?

Second level – Inferential

The student needs to ‘dig deeper’ to find answers based on information in the text.

- Why are pigs afraid of wolves?
- What would be the benefit of building a brick house?

Third level – Evaluative

The student can make a judgement or personal interpretation based on the text. Clarification by using ‘Why?’ is always good at this point.

- Do you believe it is a good idea for the pigs to build three houses? Why do you think so?
- Would you rather be a wolf or a pig? Why?
- Was this story effective in relaying its message? Why/why not?
<table>
<thead>
<tr>
<th>Some Thinking Skills</th>
<th>Some Thinking Strategies</th>
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<tbody>
<tr>
<td><strong>Some Strategies for thinking at Different Levels</strong></td>
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<td>Deciding</td>
<td>Consider all factors</td>
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<tr>
<td>Judging</td>
<td>Six thinking Hats</td>
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<td>Prioritising</td>
<td>Y Chart</td>
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<td>Justifying</td>
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<td>Rating</td>
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<td>Synthesising</td>
<td>Forced Relationships</td>
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<td>Elaborating</td>
<td>BAR</td>
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<td>Flexibility</td>
<td>SCAMPER</td>
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<td>Originality</td>
<td>Six Thinking Hats</td>
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<td>Complexity</td>
<td>Y Chart</td>
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<td>Analysis</td>
<td>Brainstorming</td>
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<td>Comparing</td>
<td>PMI</td>
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<td>Contrasting</td>
<td>SWOT</td>
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<td>Differentiating</td>
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<td>Distinguishing</td>
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<td>Flow Chart</td>
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<td>Illustrating</td>
<td>Information Organisers</td>
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<td>Explaining</td>
<td>PMI</td>
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<td>Understanding</td>
<td>Card Cluster</td>
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<td>Interpreting</td>
<td>Mind Map</td>
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<td>Memorising</td>
<td>Consider all factors</td>
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<td>Knowing</td>
<td>Six Thinking Hats</td>
</tr>
<tr>
<td>Fluency</td>
<td>Information Organisers</td>
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<tr>
<td><strong>Some Strategies for thinking at Different Levels</strong></td>
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6 Thinking Hats

USES:

- Encourage students to think in different ways rather than the one they feel most comfortable with.

METHOD

1. Give student a problem to solve or task to complete, which requires different levels of thinking.
2. Can use coloured hats or ask them to imagine they are wearing each one.
3. Model thinking related to each hat.
4. Provide a similar problem/task but different topic to give students guided practice.
5. Remind students to use strategy with tasks across the curriculum.

EXAMPLE

<table>
<thead>
<tr>
<th>Hat</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Hat</td>
<td>Facts, figures, information.</td>
</tr>
<tr>
<td>Red Hat</td>
<td>Intuition, feeling, emotions.</td>
</tr>
<tr>
<td>Black Hat</td>
<td>Caution and judgment – problems, difficulties.</td>
</tr>
<tr>
<td>Yellow Hat</td>
<td>Logical – why will it work and what are the likely benefits in the future?</td>
</tr>
<tr>
<td>Green Hat</td>
<td>Creative ideas, alternatives, possible changes, proposals, interesting thoughts.</td>
</tr>
<tr>
<td>Blue Hat</td>
<td>Overview and control of process. Examines all thoughts from other hats on subject.</td>
</tr>
</tbody>
</table>
Bloom’s Taxonomy

**USES:**
- Guides teacher in using different levels of thinking and questioning.
- Extends students from lower to higher levels of thinking.

**METHOD**

<table>
<thead>
<tr>
<th>BLOOM’S TAXONOMY</th>
<th>ACTIONS</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>Count, recall, read, identify, describe, recite, point, repeat, quote, state, tell, list, define, name, trace, locate, match, ask, listen, observe, research</td>
<td>List, points, collection, written or oral report, story, quotes, pictures, photos, video clips</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Discuss, explain, describe, identify, draw, report, provide, examples, outline, restate, describe, identify, summarise</td>
<td>Story, report, list, points, summary, mind map, newspaper, diagram, cassette, illustration, model, video, book</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Use, interpret, demonstrate, show, dramatise, construct, apply, calculate, practice, develop a set, illustrate, record,</td>
<td>Diary, collection, puzzle, photos, diorama, sculpture, map, model, mobile, illustration, diagram, essay, interview, report</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Compare, analyse, separate, detect, examine, investigate, inspect, contrast, group, order, how is, similar to, advertise, distinguish, between, dissect, categorise, classify</td>
<td>Graph, report, survey, diagram, advertisement, essay, questionnaire, items grouped into categories, research, interviews, grids, graphic outlines</td>
</tr>
<tr>
<td><strong>Synthesis</strong></td>
<td>Plan, develop, organize, design, invent, improve, change, predict, arrange, create, produce, devise, improve, construct, combine</td>
<td>Poetry, inventions, drama, story, essay, plans or designs, constructions, mathematical results, recipes, new items games, shows, cartoons</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Recommend evaluate, criticize, assess, select, rate, judge, select, deduce, decide, justify, choose, debate, conclude</td>
<td>Letter, survey, conclusions, evaluations, letters to editor or author, debate, essay review, drama eg trial</td>
</tr>
</tbody>
</table>
## EXAMPLE

### FROGS

| KNOWLEDGE                                                                 | 1. Do a frog count in the school pond.  
|                                                                          | 2. Make a list of different types of frogs.  
|                                                                          | 3. Identify distinguishing features of each type of frog. |
| COMPREHENSION                                                            | 1. Describe places frogs live.  
|                                                                          | 2. Draw pictures of frogs.  
|                                                                          | 3. Explain the problems frogs face today. |
| APPLICATION                                                               | 1. Design a frog pond.  
|                                                                          | 2. Calculate how many frogs are in our school grounds.  
|                                                                          | 3. Build a frog pond. |
| ANALYSIS                                                                 | 1. Compare different pond designs.  
|                                                                          | 2. Do a survey: “Are frogs worth saving and why/why not?”  
|                                                                          | 3. Prepare a graph of the results. |
| SYNTHESIS                                                                | 1. Predict the future of frogs.  
|                                                                          | 2. Imagine a world based on the needs of frogs.  
|                                                                          | 3. Plan ways we could protect frogs. |
| EVALUATION                                                               | 1. Write a letter to the State Water Authority, recommending how they could help save frogs.  
|                                                                          | 2. Justify the costs. |

Resources:
- TAGS File, Department of Education, WA
- Seven Ways At Once H McGrath T Noble
- The Thinking Platform K O’Brien D White pp 58 – 63
- Infusing Thinking Into the Middle Years M Pohl – Social Education; Maths Science Technology, Performing & Visual Arts & Lote
Bloomgard

USES:

- A planning guide to ensure teachers cater for different intelligences and facilitate different levels of thinking.

METHOD

- Choose topic.
- Plan activities.
- Place activities on grid.
- Offer some activities to specifically cater for intelligences and thinking levels not included.

NB: It will not be possible to guarantee every square is completed every unit but it is important that all sections are covered at some stage and that the same areas are not covered repeatedly.

RESOURCES: Infusing Thinking Into the Middle Years series M Pohl Based on Bloom’s Taxonomy and Howard Gardner’s Multiple Intelligences
<table>
<thead>
<tr>
<th>HOTS</th>
<th>Verbal/Linguistic</th>
<th>Visual/Spatial</th>
<th>Mathematical/Logical</th>
<th>Bodily/Kinesthetic</th>
<th>Musical</th>
<th>Interpersonal</th>
<th>Intrapersonal</th>
<th>Naturalist</th>
</tr>
</thead>
</table>

Remember: Tell, list, describe, relate, locate, write, find, state, name
<table>
<thead>
<tr>
<th>Understand</th>
<th>Explain, Interpret, outline, discuss, distinguish, predict, restate, translate, compare, describe.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply</td>
<td>Solve, show, use, illustrate, calculate, construct, complete, examine, classify.</td>
</tr>
<tr>
<td>Analyse</td>
<td>Analyse, distinguish, examine, compare, contrast, investigate, categorise, identify, explain, separate, advertise.</td>
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<tr>
<td>Evaluate</td>
<td>Judge, select, choose, decide, justify, debate, verify, argue, recommend, assess, discuss, rate, prioritise, determine.</td>
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<td>-----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Create</td>
<td>Create, invent, compose, predict, plan, construct, design, imaging, improve, propose, devise, formulate.</td>
</tr>
</tbody>
</table>
Applying the BDA Framework

**BEFORE:** Write it in my own words. What is our main project about? Do I understand what the teacher is asking me to do?

**DURING:** What do I already know that is going to help me? Think about anything that I already know and what I might need to find out about. Think about strategies to use as well.

**AFTER:** How can I show that I understand this? How can I present my understanding of the concept?
### EXPLANATION - A BDA

Allows the teacher to have a clear understanding of what the students already know *(Before)*
What strategies they are going to use *(During)*
How will students show understanding of the concept? *(After)*
It is also used from the student perspective of understanding a new project or topic with the classroom.

### SOME IDEAS FOR USING BDA

#### TEACHER
- When introducing a new topic in the classroom and identifying student needs.
- Focussing on particular concepts and skills and how they can be achieved in the classroom.
- Identifying weaknesses with particular students in conjunction with planning IEP’S.

#### STUDENT
- When starting a new project in the classroom.
- When needing to clarify what needs to be done and identifying strategies and frameworks that can be used.

### What does it look like?

For use by Teachers and Students. Teachers may need to change explanations but not headings when using.

<table>
<thead>
<tr>
<th>BEFORE: Write it in my own words to clarify meaning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DURING: What do I already know that is going to help me?</td>
</tr>
<tr>
<td>AFTER: How can I show what I know?</td>
</tr>
</tbody>
</table>
**EXPLANATION**
When writing, it helps students to brainstorm and organise ideas into well-structured paragraphs.

**Constructing a Paragraph**

**Brainstorm**
- Main Ideas
- Topic Sentence
- Developing Ideas
- Supporting Ideas
- Linking Sentence

**Description of Student Behaviours**
- Has a sense of sentence ie speaks and writes in a complete sentence
- Constructs several sentences about a familiar topic
- Uses a topic sentence and develops the paragraph with other sentences that may or may not have anything to do with the topic
- Uses a topic sentence and developing sentences and attempts to support the idea. Uses a concluding/linking sentence
- Uses a topic sentence, relevant developing sentences and attempts to support the idea. Uses a concluding/linking sentence.
- Uses an effective topic sentence, clearly develops the idea by the use of developing sentences and effectively supports the idea through the use of facts and figures, examples, anecdotes and/or reasoned argument. An effective concluding/linking sentence.

**SOME Ideas for Using This Strategy**
- Planning Tool
- Use as a tool to model and teach the structure of a paragraph.
- Reduce proforma (Two to a A4 page) Make into a booklet and use to structure reports and essays etc.
- Use in relation to the Six Thinking Hats to structure persuasive writing eg Each thinking hat is the main idea of a paragraph.

**Introduction – paragraph 1**
White Hat, The facts – paragraph 2
Yellow Hat, The Benefits - paragraph 3
Black Hat, The Critical Thinking –paragraph 4
Red hat, Point of View – paragraph 5
Green Hat, Generation of new ideas, para – 6

**Conclusion – paragraph 7.**
The students use blue hat to organise

**Reflections**

Strategies for teachers in all learning areas
Note Making

It is essential to take notes of what you read, either from the Internet or from an ordinary book. Never trust your memory!!

When taking your notes, remember the following:

- Use your own words. It is easier and you can make sure that you understand the meaning.
- Abbreviate where possible, and don’t use full sentences. It saves time and effort, and the only one who has to understand the abbreviation is you.
- You can often get your Key Words from the topic question you have been given. For example: ‘research tobacco smoking, the diseases it causes, poisons in tobacco, methods of quitting and laws relating to smoking”. Your key words would be: **SMOKING diseases, poisons, quitting and laws**

<table>
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<th>Key words</th>
<th>Notes</th>
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*Ensure you acknowledge your source/internet site/book etc*
**Compare and Contrast Framework**

Conducted by: Jenny McDonald
Resource Reference: Blake Education Blackline Master 7

**Explanation (What is it? How do I set it up?)**

Two subjects are compared and contrasted for example: The focus years are the 1800’s and the countries are England and Australia. The task is to compare a child of ten’s life at this time in these countries. Write England in column A and Australia in Column B. List the characteristics to be compared or contrasted, for example meals, culture, leisure activities, education, dangers, running down the first column.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>A</th>
<th>B</th>
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</table>

**Concluding Statement**

**Notes/Reflections – (please leave blank)**
### Overview of Major Forms

<table>
<thead>
<tr>
<th>CONTEXTS (Examples of purposes &amp; Audience)</th>
<th>FORMS</th>
<th>LANGUAGE FEATURES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NARRATIVE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English History</td>
<td>Write a story, fable, myth, fairytale, poem of a play</td>
<td>Purpose: to entertain&lt;br&gt;Focus: sequential specific events&lt;br&gt;Framework: Orientation, Initiating events, Complications/problems, Resolution, (may be repeated in episodes)</td>
</tr>
</tbody>
</table>

| **RECOUNT**                             | Newspaper account, letters or journals | Purpose: to retell events<br>Focus: sequential specific events<br>Framework: Orientation, Events in time order, Re-orientation (optional), Evaluation | Specific participants<br>Linking words to do with time, or later, after, before<br>Action verbs<br>Simple past tense |

| **PROCEDURE**                           | An instructional manual | Purpose: to deal with the way to do things<br>Focus: sequential general events<br>Framework: Goal, Materials, Method, Evaluation(Optional) | Detailed factual description<br>Reader referred to in a general way or not mentioned at all eg draw a line<br>Linking words to do with time, eg after, when, as soon as<br>Tense is timeless |

| **REPORT**                             | Write a report on life in the 1920’s, after reading My Place | Purpose: to classify and describe a class of things<br>Focus: general things<br>Framework: Generalisations/classification, Description, Summary (optional) | Generalised participants<br>Impersonal objective language<br>Timeless present tense<br>Subject specific vocabulary |

| **EXPLANATION**                         | Explain how soil erosion occurs | Purpose: to explain phenomena<br>Focus: general processes<br>Framework: Phenomenon, Explanation sequence | Generalised non-human participants<br>Cause and effect relationships<br>Some passives, eg is driven by<br>Timeless present tense, eg soil is deposited |

| **EXPOSITION**                          | Does television promote crime in our community? | Purpose: to argue or persuade<br>Focus: a thesis presented from a particular point of view<br>Framework: Thesis, Argument, Reiteration | Generalised participants<br>Passives to help text structure<br>Linking words associated with reasoning, eg therefore<br>Nominalisation (actions become things) eg: to pollute becomes pollution |
# Recount Plan

Name: _____________________________

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<thead>
<tr>
<th>ILLUSTRATION</th>
<th>Opening statement (Who? When? Where? What?)</th>
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## Review Plan

Name: _______________________

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</table>
Report Format

1 Introduction
What is the report about: What is the expected finding/outcome?
Why write the report – what is its relevance for you/the community/society?

2 First Heading
What will be explored under this heading? General Information related to this heading.

2.1 Subheading
Specific information related to this subheading in detail.

2.2 Subheading
Specific information related to this subheading in detail.

2.3 Subheading
Specific information related to this subheading in detail.

3 Second Heading
What will be explored under this heading? General information related to this heading.

3.1 Sub Heading
Specific information related to this subheading in detail.

3.2 Sub Heading
Specific information related to this subheading in detail.

3.3 Sub Heading
Specific information related to this subheading in detail.

4 Conclusion
Sum up what has been found during the report. Mention any particularly important or interesting points.

5 Bibliography
According to the standard format.
### Procedure Plan

**TOPIC:**

**AIM:**

What is to be done?

**REQUIREMENTS**

What is needed?

**METHOD**

What is to be done?

1. 
2. 
3. 
4. 
5. 
6.

**Resource:** Education Dept of WA.
Longman Cheshire 1994
EXPLANATION

TOPIC: ____________________________________________

RESOURCE: Education Dept of WA
Longman Cheshire 1994

DEFINITION:

What is IT?

COMPONENTS/PARTS

Descriptions of the parts.

OPERATIONS

How it works.. cause and effect

APPLICATIONS

When and where it works or is applied.

INTERESTING COMMENTS

SPECIAL FEATURES

EVALUATION
PMI
Plus/Minus/Interesting

USES:

- Thinking strategy to analyse issue or form opinion
- Shows students positives and negatives, advantages; disadvantages and helps them consider both
- Helps prepare debate or essay
- Can be used before, (activates background knowledge) during or after (evaluation) learning

METHOD

BEFORE:

1. Teacher introduces issue/topic
2. Students brainstorm ideas and teacher models how to group into + - or interesting issues/questions to be studied

DURING:

1. Students read about issue
2. Teacher demonstrates using examples of PMI this issue/another
3. Students work individually/groups/pairs to do PMI
4. Collate class responses
5. Discuss

AFTER:

1. Teacher gives to student to evaluate unit.

EXAMPLE

<table>
<thead>
<tr>
<th>PLUS</th>
<th>MINUS</th>
<th>INTERESTING</th>
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<tbody>
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RESOURCES: The Thinking Platform K O’Brien D White
Venn Diagram

USES:

- A visual representation of comparison and contrast
- Shows areas with common and unique issues
- Organises and summarises thoughts for essays involving comparison or contrast

METHOD:

- Give students Venn Diagram
- Explain its purpose in helping to define similar and contrasting issues.
- Choose topic. Students suggest ideas. Teacher asks questions as to whether they only affect A or B, or both, then writes in appropriate section of Venn Diagram.
- Students are given another topic and work in groups to use Venn Diagram. Diagrams compared in groups or as class.
- Students encouraged to remember to use Venn Diagrams whenever they are asked to compare or contrast.
- Once students have written essays using terms compare/contrast, ask them to underline all the words that show comparison or contrast. Teacher records as students list them. Keep useful lists of words to be used when essay writing.

EXAMPLE: Topic: Compare birds to monkeys

Feathers
Like Worms
Fish Insects
Wings
Beaks
Fly

Eat Animals
Legs

Fur
Like Plants
Teeth
Arms/legs
Run
Swing/Climb

Contrast
On the other hand
But However
Whereas
In Contrast
Compare
In Comparison
Similarly Also
Just as / like
In the same way

RESOURCES
Reading for Understanding R Schoenbach C Greenleaf et al p 133
The Thinking Platform K O’Brien D White pp 88 – 92
Inspiration software
Know – What to Know - Learnt

USES:

Metacognitive strategy – students think about their learning before, during and after
Relates prior knowledge to new learning
Sets a purpose for reading
Makes learning explicit.

METHOD:

1. Explain strategy to students
   K – What I already know
   W - What I want to learn/ think I will learn
   L – What I learned
2. Give students sheet in example section and text
3. Students write down everything they know on topic in first column
4. Students predict what they will earn by skimming/scanning text and write questions they would like answered
5. Teacher gives students questions they have to answer.
6. Students read text and complete L (What I Learnt column). Can work in pairs or groups to discuss text as they read, before column W is completed, and/or after column L is completed

EXAMPLE:

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I Know</td>
<td>What I want to Learn</td>
<td>What I Learnt</td>
</tr>
</tbody>
</table>
Concept Map

USES:

- Organising strategies
- Makes relationships and links between concepts explicit
- Improves comprehension
- Provides summary or overview of topic

METHOD:

1. Explain concept map to class
2. Students suggest and record key concepts in topic
3. Key concepts are grouped in categories
4. Arrows or lines used to show relationships

EXAMPLES:

Europe
Taking too many
Unfair and

Indonesia
Poor
Islamic
Pressure by allowing

Australia
Refugees
Discrimination
Poor Country

Afghanistan
Taliban

UN
Humanitarian grounds

Government says No
Not trusted
Cruel

Queue jumpers
UN
IM

Australia

Not trusted
Cruel

Queue jumpers
UN
IM

Humanitarian grounds
Pressure Yes
Exposition -
Taking One Point of View

<table>
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<tr>
<th>STATE PROBLEM AND POINT OF VIEW</th>
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<tbody>
<tr>
<td>Assertions</td>
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<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

CONCLUSION OR SUMMARY
Exposition – Taking Both Sides of View

<table>
<thead>
<tr>
<th>STATE PROBLEM</th>
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</thead>
<tbody>
<tr>
<td><strong>Arguments For</strong></td>
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<tr>
<td>1.</td>
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<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

| **Arguments Against** | **Supporting Evidence** |
| 1 | |
| 2 | |
| 3 | |

**CONCLUSION OR SUMMARY**
Essay Format

Expository Essay

This type of essay would suit questions such as:

- Explain how Leonardo Da Vinci influenced scientific thought
- Explore the impact of the Gallipoli campaign on the Australian way of life

Essay Heading

Thesis statement

First Point
Include examples and quotes

Second Point
Include quotes and examples

Third Point
Includes quotes and examples

Include as many paragraphs as you need

Conclusion
Sum up the information presented and show how it ties into the thesis statement. It is entirely okay to end with a referenced quote.
Essay Format

ARGUMENTATIVE

Arguing for or against a particular thesis statement

ESSAY HEADING

**Introduction**
State the point of view (either for or against)

**First argument point**
Support this with quotes, facts, statistics and research

**Second argument point**
Support this with quotes, facts, statistics and research

**Third argument point**
Support this with quotes, facts, statistics and research

**Fourth argument point**
Support this with quotes, facts, statistics and research

**Fifth argument point**
Support this with quotes, facts, statistics and research

**Conclusion**
Mention all arguments briefly.
Explain how they work together to prove the point from the thesis statement
Letter Format

There are a few ways letters can be written and in this day and age, all are acceptable. The style used can depend on whether or not a letterhead is used as well as the individual style of the author. The following three formats are the most widely used today.

**LETTER HEAD (format)**

1 July 2006  
Date in expanded form

The Manager  
Receiver’s Role

Walker, Koss & Associates  
Receiver’s Address

19 High Street  
FREMANTLE WA 6150

Attention William Mathews

Dear Mr Mathews  
Salutation (Dear Sir/Madam or name

In response to your telephone call, copy of the agreement is enclosed for amendment, as you consider necessary.

If you need additional advice, please do not hesitate to contact me at any time. The deadline for signing the agreement is 15 August, 2006 at 4.30pm.

I look forward to finalising the agreement to your satisfaction.

Yours sincerely

Mr Kevin Price  
Allow sufficient space for signed name

Managing Director  
Written name & Title

Kop.gj  
enc

**NB:** There is no indentation. All paragraphs start flush with the left margin. There is a missed line between each feature and each paragraph. “Yours faithfully” is no longer generally used to sign off.
18 Oats Street
PERTH WA 6000

1 July 2006

The Manager
Walker, Koss & Associates
19 High Street
FREMANTLE WA 6150

Attention Mr William Mathews

Dear Mr Mathews

I wish to apply for the position of Accounts Clerk, advertised in The West Australian on Tuesday, 30 June 2006. I feel I have the qualifications to confidently undertake this position.

At present I am in year twelve at Ocean Reef Senior High School undertaking studies in Vocational Education. Enclosed please find a copy of my Curriculum vitae along with references.

I look forward to hearing from you.

Yours sincerely

Jason Donavan

Kop.gj
enc

**NB:** There is no indentation. All paragraphs start flush with the left margin. There is a missed line between each feature and each paragraph. "Yours faithfully" is no longer generally used to sign off.
Dear Mr Mathews,

I wish to apply for the position of Accounts Clerk, advertised in The West Australian on Tuesday, 30 June 2006. I feel I have the qualifications to confidently undertake this position.

At present I am in year twelve at Ocean Reef Senior High School undertaking studies in Vocational Education. Enclosed please find a copy of my Curriculum vitae along with references.

I look forward to hearing from you.

Yours sincerely,

Jason Donovan

**NB:** There is no indentation. All paragraphs start flush with the left margin. There is a missed line between each feature and each paragraph. “Yours faithfully” is no longer generally used to sign off.
18 Oats Street
PERTH WA 6000

1 July 2006

Dear Jack

Love/thanks/catch you later etc

Jason Donavan

NB: There is no indentation. All paragraphs start flush with the left margin. There is a missed line between each feature and each paragraph. “
Guide To Format For A List At The End Of Your Assignment

We must list full details of the work in our list of works cited or reference list or bibliography at the end of our assignment. The list should be alphabetical, so it is easy for a reader to find your full reference.

When handwriting use underlining instead of italics. If there is no author, list title first. If there is no date, write n.d. For periodicals use full dates in preference to volume and issue numbers.

Note: Use underlining instead of italics if handwriting. Remember that acknowledgement proves you have done research. Then it is clear what your own thinking is, and what you have found elsewhere.
Guide To Format For A List At The End Of Your Assignment

**Basic Format**

**Book**

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<th>Title</th>
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<td>Bloggs</td>
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**Web Page**

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<td>2006</td>
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**EMAIL MESSAGES**

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<th>Date</th>
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<td>B</td>
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<td>E-mail to B Bloggs</td>
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P.L. Duffy Resource Centre: Trinity College P3 - 6
Internet In The Curriculum
PROFESSIONAL DEVELOPMENT PROGRAM

An information literate person

Information Literacy has been defined as “the ability to access, evaluate, and use information from a variety of sources.

An information literate person accesses information:

- Recognises the need for information
- Recognises that accurate and complete information is the basis for intelligent decision making
- Formulates questions based on information needs
- Develops successful search strategies
- Accesses print and technology-based sources of information

An information literate person evaluates information:

- Establishes authority
- Determines accuracy and relevance
- Recognises point of view and opinion versus factual knowledge
- Rejects inaccurate and misleading information
- Creates new information to replace in accurate or missing information as needed

An information literate person uses information:

- Organises information for practical application
- Integrates new information into an existing body of knowledge
- Applies information in critical thinking and problem solving

Doyle, Christina, Final report to the National Forum on Information Literacy as reported in “From library skills” to information literacy: a handbook for the 21st century. Hi Willow Research & Publishing 1994
Using The Internet

The dilemma of how to incorporate internet use in the classroom reminds me of the old saying about fire: “A good servant; but a bad master”

Kids want to be on the internet all the time, but most of their time is spent on familiar activities such as MSN chat, email or games. When asked to search for information many kids just give up and copy/paste, which does little for their information literacy skills. Most kids can’t even refine an internet search for an unfamiliar topic!

This section will help you teach kids to

2. Efficiently use a search engine  
3. Refine a search  
4. Chooses texts to skim and evaluate  
5. Process information from the Net  
6. Reference the information correctly

Further reading

If you have an interest in this area I really recommend Jamie Mackenzie’s work. His online newsletter “From now On’ is an interesting mix of current research and classroom strategy. His website can be found at [www.fno.org](http://www.fno.org)
WEB SITE EVALUATION WORKSHEET

The purpose of this worksheet is not to get you to reject resources on the basis of the answers you give, but rather to get you thinking about the resources in a critical manner. A site, which is not up-dated regularly, may still have lots of useful and reliable information, but if your research depends on very current information it may not be an appropriate site for you to use. Again, a site, which is difficult to navigate, may have good content, but it may take too long to find things, given your time constraints. All of these issues will influence your decisions about the material you use.

Making critical judgements about the resource material you have found doesn’t have to involve either wholly accepting or wholly rejecting material. It does involve you being aware of any possible problems or limitations of the material you are using, and taking that into account.

What web browser are you using? __________________________

Does the site suggest that it is better viewed with one kind of web browser in particular?

If so, which one? ________________________________________

What is the URL of the Web page you are evaluating?
http:// _______________________________________

Have a look at the domain name of the URL. How does the fact that the site is an edu; .com; .gov; or .org influence your opinions about the site:

Who put the information here?

- Government
- Educational Institutions
- Commercial Organisation
- Special interest group (i.e. Political party)
- Private person
- Other

Does the source of the information have any influence on your judgement about the usefulness of this site?

Yes/No

Comment: ____________________________________________

Can you tell when was the last time a particular page/section was changed?

Yes/No

Does the currency of the information have any influence on your judgement about the usefulness of this site?

Yes/No

Comment: ____________________________________________
How old is the material?

- Recent (i.e. 2005)
- Six months – 1 year old
- 1– 2 years old
- Older

Does the currency of the information have any influence on your judgement about the usefulness of this site?

Yes/No
Comment: ____________________________

Who wrote the information?

- A known authority in the field
- Someone affiliated with a recognised organisation/institution
- An unknown

Is the purpose of this page indicated clearly in a prominent place?

Yes/No

Is there any evident bias in the information at this site?

Yes/No

Does the reason for this have any influence on your judgement about the usefulness of this site?

Yes/No
Comment: ____________________________

Can I have cross check?

Do I have any doubts about the accuracy of the material?
If so, is there any way I can cross-check the accuracy of the information?

Yes/No
Comment: ____________________________

Is the information available anywhere else?

Yes/No

- What kind of checks could I perform?
- Other internet material
- Print sources.
- Expert knowledge (i.e. contact a known authority)
- Personal Knowledge
- Comment
THE PROCESS SPEECH WRITING MODEL

Brainstorming: Write down as many ideas as you can about your topic and do not erase anything. Then go back later and eliminate things that do not seem to fit just right.

THINK TO YOURSELF: Who will hear my speech and why?

SLOPPY COPY: ORGANISE YOUR IDEAS AND WRITE A ROUGH, ROUGH DRAFT.

EDITING: BUDDY EDITING, SHARING AND CONFERENCING! BE SURE TO ADD NEW IDEAS AND INFORMATION IF NEEDED.

Proofreading. Check for CONTENT and then for grammar, sound quality, etc. Check for excellence!

Publishing. A copy of your speech for everyone in your group is a must.

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