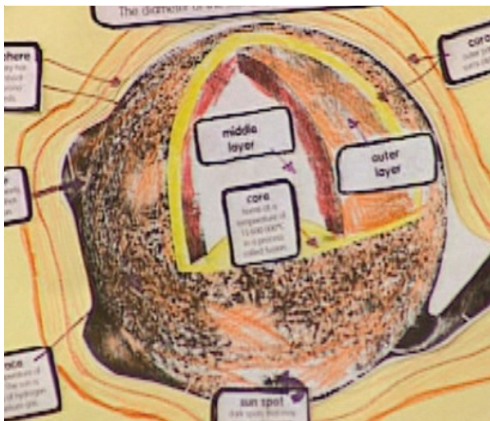


# Literacy focuses across PrimaryConnections curriculum units

PrimaryConnections Project Stage 3  
*2006-2008*



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## Introduction

This document provides an overview of the literacy focuses within the Stage 3 Primary**Connections** curriculum units.

Primary**Connections** consists of a professional learning programme supported by quality curriculum resources that promote a hands-on, inquiry-based approach to teaching and learning science.

Primary**Connections** develops students' knowledge, skills, understanding and capacities in science and literacy. Students use their everyday literacies to learn the literacies of science, with the science context providing authentic and meaningful purposes for literacy learning.

There are three main literacies that are central to the Primary**Connections** programme:

- **Everyday literacies** – the practices, processes and products (visual, verbal and written) that students use to represent what they know or can do. Examples include: cooperative small group work, whole class discussion, word walls and posters, Powerpoint presentations, charts, verbal reports, role-plays, debates and narratives.
- **Literacies of science** – the particular practices, processes and products that are used to represent and communicate understanding of science concepts, processes and skills. Examples include: factual text, data tables, labelled diagrams, graphs, models, drawings and embodied forms such as gesture and role play.
- **Scientific literacy** – the students' knowledge and understanding of scientific concepts and processes and the ability to use that knowledge and understanding in everyday situations.

Each Primary**Connections** unit includes a number of embedded literacy focuses. These are the literacy practices, processes and products that are developed in the unit. To reflect different levels of achievement, some literacy focuses have been adapted for students in Early Stage 1 and Stage 1.

The literacy focuses in Primary**Connections**:

- use a wide range of everyday language practices and texts to support the learning of science concepts and content
- involve learning the subject-specific vocabulary and design features of genres of science
- use the particular literacies of science, and
- connect the learning of science to students' everyday lives and local communities.

# PrimaryConnections unit map

Primary Connections Stage	Outcome level*	Year of schooling	Earth and Beyond	Energy and Change	Life and Living	Natural and Processed Materials	
Early Stage 1	< 1	1	<b>Weather in my world</b> Weather, its features and how it affects my daily life	<b>Stage theme: Investigating my surroundings and me</b>			<b>What's it made of?</b> Properties and uses of materials in the school environment
				<b>On the move</b> Movement of humans and toys	<b>Staying alive</b> Needs for survival of people and familiar animals; the senses		
Stage 1	1-2	2 & 3	<b>Stage theme: Organising my world</b>			<b>Spot the difference</b> Changes to observable properties of materials (eg when solids melt)	
			<b>Sounds sensational</b> Properties, transmission and use of sound energy	<b>Schoolyard safari</b> Features, habitats and behaviour of small invertebrates			
Stage 2	2-3	4 & 5	<b>Water works</b> Water as a natural resource; using water responsibly	<b>Push pull</b> Pushes and pulls in everyday situations			
			<b>Stage theme: Changes, patterns and relationships in my world</b>				
Stage 3	3-4	6 & 7	<b>Spinning in space</b> Size and relative movement of Earth, Sun and Moon; day and night	<b>Light fantastic</b> Transmission and use of light energy	<b>Plants in action</b> Needs and life cycle of flowering plants	<b>Material world</b> Properties of materials determine their use	
			<b>Stage theme: Systems and how they work</b>				
Stage 3	3-4	6 & 7	<b>Earthquake explorers</b> Sudden changes to the Earth's surface caused by tectonic plate movement (eg, earthquakes)	<b>It's electrifying</b> Electrical energy is stored, transferred and transformed into other forms of energy; electric circuits	<b>Marvellous micro-organisms</b> Characteristics, needs and uses of micro-organisms (eg, yeast and mould)	<b>Package it better</b> Design and make a package to meet the criteria of a design brief	
						<b>Change detectives</b> Physical and chemical changes to materials	

\* From the National Scientific Literacy progress map.

## Literacy focuses – Early Stage 1 and Stage 1

Literacy focus	Weather in my world	On the move	Staying alive	What's it made of?	Waterworks	Push-pull	Sounds sensational	Schoolyard Safari	Spot the difference
Annotated drawing									✓
Drawing						✓			✓
Factual recount	✓				✓				
Factual text	✓				✓	✓		✓	
Force-arrow diagram						✓			
Graph			✓		✓			✓	
Ideas map			✓					✓	
Interview					✓				
Labelled diagram		✓			✓			✓	
Map					✓			✓	
Oral presentation	✓								
Picture map				✓					
Report	✓								
Role-play					✓		✓	✓	
Science journal	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sorting diagram			✓						
Storyboard			✓		✓				
Table	✓	✓	✓	✓		✓		✓	✓
T-chart			✓						
Tree diagram			✓						
TWLH chart							✓		
Venn diagram		✓							
Word chain									✓
Word wall	✓	✓	✓	✓	✓	✓	✓	✓	✓

## Literacy focus descriptions – Early Stage 1 and Stage 1

Literacy focus	Literacy focus description
<b>Annotated drawing</b>	An <b>annotated drawing</b> is a visual representation used to illustrate an idea, object or concept. It includes a drawing with related descriptive notes or words.
<b>Drawing</b>	A <b>drawing</b> is a visual representation used to illustrate an idea, object or concept. It might take the form of a sketch, plan or design, usually using a pen, pencil or crayon.
<b>Factual recount</b>	A <b>factual recount</b> describes or reconstructs past experiences. It is typically based on the author's direct experiences, and may include personal feelings or interpretations. Language features of recount texts may include reference to specific participants, written in the past tense, and connective language to link events and times.
<b>Factual text</b>	A <b>factual text</b> presents information or ideas to inform, instruct or persuade the reader. Factual texts use text (printed and visual) and text organisers to present information. It includes titles, labels, highlighted keywords, diagrams, maps and photographs.
<b>Force-arrow diagram</b>	A <b>force-arrow diagram</b> uses arrows to represent push and pull forces. Arrows can be used to indicate the direction of the force. A pull is indicated by an arrow pointing away from the object. A push is indicated by an arrow pointing towards the object.
<b>Graph</b>	A <b>graph</b> organises, represents and summarises information so that patterns and relationships can be identified. Graphs have a title and each variable is labelled on the graph axes, including the units of measurement. Graph types include picture, column and line graphs.
<b>Ideas map</b>	An <b>ideas map</b> is a graphic organiser for recording brainstormed ideas about a concept. Related ideas are recorded, branching from the central concept.
<b>Interview</b>	An <b>interview</b> is a discussion between two or more people where an interviewer (or interviewers) asks questions of an interviewee (or interviewees) to collect information and opinions. An interview is guided by questions relating to the purpose of the interview, and can occur in a face-to-face or long distance (for example, by telephone or video link) situation.
<b>Labelled diagram</b>	A <b>labelled diagram</b> is a representation used to illustrate the shape and features of an object. Scientific labelled diagrams include a title, a drawing and labels indicating the main features. A line or arrow connects the label to the feature.
<b>Map</b>	A <b>map</b> shows the location of items or places, the distance between them and possible routes to take. Features of a map include a title, labels and arrows, symbols and a key to explain the symbols.
<b>Oral presentation</b>	An <b>oral presentation</b> is the expression of a topic to an audience to entertain or inform. It is usually of a fixed duration of time and includes an introduction, points of significance about the topic and a closing phase. The context informs the presentation style.
<b>Picture map</b>	A <b>picture map</b> uses pictorial representations to show the location of items or places and the distance between them. Features of a picture map include a title, a picture of each item or place, labels and arrows or lines to connect the labels to items or places.

## Literacy focus descriptions – Early Stage 1 and Stage 1

Literacy focus	Literacy focus description
<b>Report</b>	A <b>report</b> presents information about a topic or issue which has been collected through experience, investigation or research. It might aim to inform, influence or convince an audience. A report is usually structured using an introduction, a main body of information organised in a predictable pattern, and a conclusion which summarises the main messages to be communicated. It might include the use of visual aids such as charts, tables, graphs and images.
<b>Role-play</b>	A <b>role-play</b> is a physical representation of a system, process or situation. It involves students using speech, gestures, actions and objects to enact this representation.
<b>Science journal</b>	A <b>science journal</b> is a record of observations, experiences and reflections. It contains a series of dated, chronological entries. It may include written text, drawings, labelled diagrams, photographs, tables and graphs.
<b>Sorting diagram</b>	A <b>sorting diagram</b> is a visual representation of information divided into categories based on a particular property. It contains two or more categories which do not overlap.
<b>Storyboard</b>	A <b>storyboard</b> is used to identify key events and represent them in sequential order. It includes a title, drawings showing important details, descriptive captions and numbers to indicate the sequence of steps.
<b>Table</b>	A <b>table</b> is used to organise information so that it can be accessed more easily. It consists of a title, columns with headings and information organised under the appropriate headings.
<b>T-chart</b>	A <b>T-chart</b> is used to organise information so that it can be accessed more easily. A T-chart consists of a 'T' shape which assists in organising information, headings are placed above the two columns and information organised under each heading.
<b>Tree diagram</b>	A <b>tree diagram</b> classifies a topic into groups. It has a main idea with connecting ideas branching from the main idea. These ideas can then be grouped into sub-groups. The diagram is useful for planning and summarising.
<b>TWLH chart</b>	A <b>TWLH chart</b> is used to elicit beliefs and ideas about a topic before, during and after an investigation or experience. It includes four sections with the headings: What we <b>T</b> hink we know, What we <b>W</b> ant to learn, What we <b>L</b> earned, and <b>H</b> ow we know.
<b>Venn diagram</b>	A <b>Venn diagram</b> is a visual representation of information in intersecting circles. Items with properties unique to a set are recorded in separate circles, while items with shared properties are recorded in the space when the circles intersect.
<b>Word chain</b>	A <b>word chain</b> is a graphic organiser using key words or pictures, usually on cards, joining words about a concept or process.
<b>Word wall</b>	A <b>word wall</b> is an organised collection of words and images displayed in the classroom. It supports the development of vocabulary related to a particular topic and provides a reference for students.

## Literacy focuses – Stage 2 and Stage 3

Literacy focus	Spinning in space	Light fantastic	Smooth moves	Plants in action	Material world	Earthquake explorers	It's electrifying	Marvellous micro-organisms	Package it better	Change detectives
Annotated drawing			✓				✓			
Biography							✓			
Chronological list							✓			
Circuit diagram							✓			
Cross section				✓						
Cutaway diagram						✓	✓			
Design portfolio									✓	
Drawing		✓	✓			✓				
Factual recount						✓		✓		
Factual text				✓	✓	✓				
Flow chart								✓		
Force-arrow diagram			✓							
Glossary					✓	✓				
Graph	✓		✓		✓	✓		✓		✓
Information report								✓		
Interview									✓	
Labelled diagram	✓			✓			✓	✓		
Narrative			✓							
Oral presentation		✓		✓		✓		✓	✓	
Poster	✓									
Procedural text				✓			✓	✓	✓	✓
Ray diagram		✓								
Report										✓
Role-play	✓		✓		✓		✓			✓

## Literacy focuses – Stage 2 and Stage 3

Literacy focus	Spinning in space	Light fantastic	Smooth moves	Plants in action	Material world	Earthquake explorers	It's electrifying	Marvellous micro-organisms	Package it better	Change detectives
Science journal	✓	✓	✓	✓	✓	✓	✓	✓		✓
Storyboard			✓			✓				
Summary				✓				✓	✓	✓
Table	✓	✓	✓	✓	✓		✓	✓	✓	✓
Timeline				✓		✓				
TWLH chart				✓		✓		✓		
Venn diagram										✓
Word wall	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Writing questions				✓				✓	✓	

## Literacy focus descriptions – Stage 2 and Stage 3

Literacy focus	Literacy focus description
<b>Annotated diagram</b>	An <b>annotated diagram</b> is a representation used to illustrate the function of the parts of an object. The diagram includes an accurate drawing, a title, a date and notes on the function of each part. A line or arrow connects the annotation to the part it describes.
<b>Biography</b>	A <b>biography</b> retells significant events in a person's life, usually in the order in which they occurred. It includes the motives or participants and judgements or evaluation of the person's life and contribution to society. It includes a title, dates and personal achievements.
<b>Chronological list</b>	A <b>chronological list</b> is a vertical summary of a series of events in order of their occurrence. This list allows the reader to refer quickly to major events. A chronological list includes a title, the date of each event and a description of the event.
<b>Circuit diagram</b>	A <b>circuit diagram</b> is a pictorial representation of an electric circuit. It includes standard symbols of the different components and connections between components.
<b>Cross section</b>	A <b>cross section</b> is a diagram used to show the inside of an object. It includes a title, a drawing, a scale to indicate size and labels indicating the main features. A line or arrows connects the label to the feature.
<b>Cutaway diagram</b>	A <b>cutaway diagram</b> is a 3-D representation of the outside and inside parts of an object. It includes a title, a cutaway section to show the inside and labels with a line or arrow to indicate the main features.
<b>Design portfolio</b>	A <b>design portfolio</b> is a record of observations, experiences and reflections. It might include a series of dated entries, written text, drawings, sketches, labelled diagrams, graphic designs, photographs, tables and graphs. It includes the design brief and information to assist the design process such as design criteria and evaluations of products.
<b>Drawing</b>	A <b>drawing</b> is a visual representation used to illustrate an idea, object or concept. It might take the form of a sketch, plan or design, usually using a pen, pencil or crayon.
<b>Factual recount</b>	A <b>factual recount</b> describes or reconstructs past experiences. It is typically based on the author's direct experiences, and may include personal feelings or interpretations. Language features of recount texts may include reference to specific participants, written in the past tense, and connective language to link events and times.
<b>Factual text</b>	A <b>factual text</b> presents information or ideas to inform, instruct or persuade the reader. Factual texts use text (printed and visual) and text organisers to present information. These include titles, labels, highlighted keywords, diagrams, maps and photographs.
<b>Flow chart</b>	A <b>flow chart</b> is a graphic organiser used to describe a sequence of events or the stages of a process. A linear flow chart arranges the information in one line and uses arrows to indicate the order in which to read the text.
<b>Force-arrow diagram</b>	A <b>force-arrow</b> diagram uses arrows to represent push and pull forces. Arrows can be used to indicate the direction of the force. A pull is indicated by an arrow pointing away from the object. A push is indicated by an arrow pointing towards the object.
<b>Glossary</b>	A <b>glossary</b> is a list of technical terms that relate to a particular subject matter or topic, generally accompanying a document. Each term is accompanied by a description or explanation of the term within the context of the subject.

## Literacy focus descriptions – Stage 2 and Stage 3

Literacy focus	Literacy focus description
<b>Graph</b>	A <b>graph</b> organises, represents and summarises information so that patterns and relationships can be identified. Graphs have a title (which includes the names of the variables plotted) and each variable is labelled on the graph axes, including the units of measurement.
<b>Information report</b>	An <b>information report</b> text is used to organise and record factual information. The structure of an information report includes an opening statement (often classification or definition), a series of paragraphs describing various aspects and features of a topic, and a summary paragraph. Language features of information report texts include writing in the third person using timeless present tense, factual and precise language, and specialised or technical vocabulary.
<b>Interview</b>	An <b>interview</b> is a discussion between two or more people where an interviewer (or interviewers) asks questions of an interviewee (or interviewees) to collect information and opinions. An interview is guided by questions relating to the purpose of the interview, and can occur in a face-to-face or long distance (for example, by telephone or video link) situation.
<b>Labelled diagram</b>	A <b>labelled diagram</b> is a representation used to illustrate the shape, size and features of an object. Scientific labelled diagrams include a title, an accurate drawing, a scale to indicate size and labels indicating the main features. A line or arrow connects the label to the feature.
<b>Oral presentation</b>	An <b>oral presentation</b> is the expression of a topic to an audience to entertain or inform. It is usually of a fixed duration of time and includes an introduction, points of significance about the topic and a closing phase. The context informs the presentation style.
<b>Poster</b>	A <b>poster</b> is a multi-modal representation that links written and visual information to communicate ideas, processes and findings. Posters include a title, and written and visual information such as tables, graphs, diagrams, photographs and illustrations. Parts are linked through the use of layout features and signposts including lines, borders, arrows, numbers and captions, and the arrangement and positioning of information.
<b>Procedural text</b>	A <b>procedural text</b> is used to describe how something is done. It includes a list of materials needed to complete the task, and a sequence of instructional steps. It might also include annotated sketches.
<b>Ray diagram</b>	A <b>ray diagram</b> shows the path of light rays from the source of light. A straight line is used to show the direction in which light travels. Arrow heads are added to the line to show the direction of travel. There is no indication of distance.
<b>Report</b>	A <b>report</b> presents information about a topic or issue which has been collected through experience, investigation or research. It might aim to inform, influence or convince an audience. A report is usually structured using an introduction, a main body of information organised in a predictable pattern, and a conclusion which summarises the main messages to be communicated. It might include the use of visual aids such as charts, tables, graphs and images.
<b>Role-play</b>	A <b>role-play</b> is a physical representation of a system, process or situation. It involves students using speech, gestures, actions and objects to enact this representation.
<b>Science journal</b>	A <b>science journal</b> is a record of observations, experiences and reflections. It contains a series of dated, chronological entries. It may include written text, drawings, labelled diagrams, photographs, tables and graphs.

## Literacy focus descriptions – Stage 2 and Stage 3

Literacy focus	Literacy focus description
<b>Storyboard</b>	A <b>storyboard</b> is used to identify key events and represent them in sequential order. It includes a title, drawings showing important details, descriptive captions and numbers to indicate the sequence of steps.
<b>Summary</b>	A <b>summary</b> is a brief statement that presents the main points in an efficient, concise form. The purpose of a summary is to provide the main information in an organised way.
<b>Table</b>	A <b>table</b> is used to organise information so that it can be accessed more easily. It consists of a title, columns with headings and information organised under the appropriate headings.
<b>Timeline</b>	A <b>timeline</b> is used to represent a sequence of events. It includes a heading, a caption, units of time, symbols and words to label events.
<b>TWLH chart</b>	A <b>TWLH chart</b> is used to elicit beliefs and ideas about a topic before, during and after an investigation or experience. It includes four sections with the headings: What we Think we know, What we Want to learn, What we Learned, and How we know.
<b>Venn diagram</b>	A <b>Venn diagram</b> is a visual representation of information in intersecting circles. Items with properties unique to a set are recorded in separate circles, while items with shared properties are recorded in the space when the circles intersect.
<b>Word wall</b>	A <b>word wall</b> is an organised collection of words and images displayed in the classroom. It supports the development of vocabulary related to a particular topic and provides a reference for students.



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