

Title	Text type	Text features	Curriculum link(s)	Key concept(s)	Content vocabulary/Decodable words: Science/Math	Content vocabulary/Decodable words: Social Studies
Transitional Reading Stage: Level (G) 11						
What's for Breakfast?	Recount	• Separate double-page spread featuring each child and what he/she eats for breakfast; ending encourages children to interact with the text	• Health and Physical Activity: Health and Well-Being	<ul style="list-style-type: none"> • Most people eat breakfast. • People eat different types of food for breakfast. • People in different places often eat different foods. 		<u>Food:</u> bean/s bread cheese chocolate coffee dates dip eggs fish food/s freshly baked jelly mushrooms rice rice porridge sausages spices stew <u>Actions:</u> cook/s eat <u>Family:</u> father's family grandpa mother/'s sister <u>Places:</u> places school
The King's Breakfast	Narrative	• Use of direct speech; illustrative thought bubbles support and extend the text				
The Skating Club	Recount	• Use of headings to organize text; use of action verbs	• Health and Physical Education: Active Participation	<ul style="list-style-type: none"> • There are different ways to keep fit. • Keeping fit can be fun. • Skating is a fun way to keep fit. 	<u>Body:</u> elbows knees wrists	<u>Equipment:</u> helmets hockey sticks pads puck wheels <u>Actions:</u> catch check clean jump/s play race skate/s skating slide speed skating spin throw <u>Place:</u> rink <u>Sport:</u> hockey
Elly goes Skating	Narrative	• Use of direct speech; illustrations support the text				
Hiking	Recount	• Is written in the first person; photographs support the text	• Health and Physical Education: Active Participation	<ul style="list-style-type: none"> • Hiking is a pastime that some people enjoy. • Hiking allows people to explore the natural environment. • Hiking helps people to keep fit and healthy. 	<u>Environment:</u> volcano <u>Time:</u> nights overnight	<u>Equipment:</u> backpacks stove sleeping bags tent/s <u>Actions:</u> hike/s hiking try wait <u>Food:</u> food hot chocolate noodles <u>Place:</u> Jasper National Park places
Maddy and the Prince	Narrative	• Use of direct speech; has a timeless setting				
Transitional Reading Stage: Level G (12)						
Clever Tails	Report	• An introduction followed by supporting examples and facts; some photographs are labelled; use of a photographic index	• Science and Technology: Needs and Characteristics of Living Things	<ul style="list-style-type: none"> • Many animals have tails. • Some animals use their tails to help them get food. • The structure of an animal's tail relates to the tail's function. 	<u>Living things:</u> cat crocodile/s fish insect/s mice monkey/s snake/'s whale/s worm <u>Body:</u> claws tail/s <u>Environment:</u> water	<u>Actions:</u> catch drink eat knock lie lives stays tries wriggles <u>Place:</u> jungle
The Monkey's Tail	Narrative	• Use of direct speech; illustrations support and extend the story				
Creepers and Climbers	Explanation	• Is a puzzle with clues on odd pages, answers on even pages; summary chart; an index	• Science and Technology: Needs and Characteristics of Living Things	<ul style="list-style-type: none"> • Some plants creep along the ground to get more sunlight. • Some plants climb up things to get more sunlight. • Many plants grow from seeds. 	<u>Plants:</u> climber creeper flowers leaves plant/s pods stems vine <u>Colours:</u> green orange yellow <u>Environment:</u> sunlight	<u>Food:</u> bean/s eggplant/s pumpkin/s watermelon <u>Actions:</u> climb grow/s grown twist <u>Country:</u> India
Growing Watermelons	Narrative	• Use of direct speech; illustrations support the text				

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Transitional Reading Stage: Level G (12) ...continued						
Making Friends	Recount	• Use of name labels on photographs; four different experiences covered in one text	• Social Studies: Relationships, Rules, and Responsibilities	• Friends can be made in different ways. • Friends have things in common. • Friends have differences.		<u>Actions</u> : catch dance dances dancing eating grown met play showing stretched thanks threw <u>People</u> : friends kids <u>Feeling</u> : angry <u>Place</u> : park place school <u>Family</u> : mothers <u>Concept</u> : new
The Blue Crane	Narrative	• Implied messages; use of direct speech				<u>Body</u> : wings
Transitional Reading Stage: Level H (13)						
Insect Eaters	Report	• Use of headings; labelled photographs; photographic summary chart on page 16	• Science and Technology: Needs and Characteristics of Living Things	• Animals that eat insects have different ways of catching them. • Insect eaters catch insects by waiting for them, trapping them, or hunting them.	<u>Living things</u> : animals ant lion bee/s bird fish frog insects <u>Environment</u> : holes water web <u>Characteristic</u> : sticky	<u>Actions</u> : catch digs eat grabs hunt hunting jump shoots sting swims trap/s trapping waiting <u>Object</u> : silk <u>Food</u> : food
I'm Hungry	Narrative	• Use of direct speech; illustrations support the story				
Animals in Caves	Report	• Fact boxes; summary chart	• Science and Technology: Needs and Characteristics of Living Things	• The inside of a cave is a unique environment. • Many animals use caves to help them survive. • Some animals live in caves.	<u>Living things</u> : animals bat/s cubs fox/es insects mate packrat/s spider/s <u>Environment</u> : cave/s light nest webs <u>Distance</u> : deep <u>Characteristic</u> : blind <u>Time</u> : night	<u>Actions</u> : catch fly hunt leave/s rest ripples see sleep trail wait <u>Objects</u> : bones roof scraps shelter <u>Food</u> : food
There's Gold in that Cave	Narrative	• Use of direct speech; illustrations extend the story				
The Wreck of the Maitland	Recount	• Use of photographs and illustrations; captions on photographs	• Science and Technology: Daily and Seasonal Changes	• Paddleboats were once a popular form of water transport. • Sea travel can be dangerous during stormy weather.	<u>Weather</u> : wind/s <u>Environment</u> : coast rocks sea water wave/s	<u>Vehicles</u> : paddleboat ship <u>Actions</u> : blew chewed cuddled died sailed smashed smoothly wrapped <u>People</u> : crew doctor mascot <u>Feeling</u> : afraid <u>Object</u> : rope wreck <u>Food</u> : food
The Great Paddleboat Race	Narrative	• Use of direct speech; illustrations support the story				

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Sea Otters and the Kelp Forest	Report	<ul style="list-style-type: none"> Photographs with captions; photographic summary of a food chain 	<ul style="list-style-type: none"> Science and Technology: Needs and Characteristics of Living Things 	<ul style="list-style-type: none"> Sea otters and kelp forests both need each other to survive. If one link in a food chain is broken, all members of the chain are affected. Human actions can have an impact on environments and their inhabitants. 	<u>Animals:</u> clams crabs pups sea otters shellfish <u>Body:</u> skin tails <u>Size:</u> bigger	<u>Actions:</u> eating hunt/ed hunting grows growing leaves lie protected raise swimming <u>Place:</u> kelp forest <u>Objects:</u> kelp rocks <u>Food:</u> food
The Luck of the Otters	Narrative	<ul style="list-style-type: none"> Use of direct speech; line breaks for paragraphs 			<u>Animals:</u> sea otters shellfish	<u>Actions:</u> catch catching change eating fishing grew grow knew sailed waited <u>Place:</u> dock kelp forest <u>People:</u> fishers <u>Food:</u> food
Monsoon Rain	Explanation	<ul style="list-style-type: none"> Provides examples of the effects of monsoon rain; colour photographs support the text 	<ul style="list-style-type: none"> Science and Technology: Daily and Seasonal Changes; Needs and Characteristics of Living Things 	<ul style="list-style-type: none"> In some places it is either very dry or very wet. The rain that comes after a long, dry stretch is called monsoon rain. Monsoon rain affects people and animals in many ways. 	<u>Weather:</u> hot monsoon rain/s raining <u>Environment:</u> dry heat <u>Living things:</u> plants <u>Time:</u> night	<u>Actions:</u> dries drink grow leave rains wait <u>Place:</u> city <u>Food:</u> food
The Wise Bird	Narrative	<ul style="list-style-type: none"> Uses direct speech; story conveys messages 			<u>Living things:</u> bird elephants hippopotamus plants zebras <u>Weather:</u> breeze dry hot <u>Environment:</u> dusty land plain sky	<u>Actions:</u> flew fly grow growing rained splashing spraying wait waiting <u>Place:</u> city farms <u>Food:</u> food
No More Garbage	Recount	<ul style="list-style-type: none"> Use of headings in a time sequence; text written in past tense 	<ul style="list-style-type: none"> Science and Technology: Needs and Characteristics of Living Things 	<ul style="list-style-type: none"> We all make garbage. There are ways to reduce how much garbage we make. Some garbage can be recycled or reused. 	<u>Plants:</u> leaves plants <u>Quantity:</u> less	<u>Actions:</u> grow taken wrap <u>Objects:</u> bin bottles boxes compost food scraps garbage labels paper <u>Place:</u> room school <u>Vehicle:</u> truck <u>Concepts:</u> new smelly
The Rock of Killeen	Narrative	<ul style="list-style-type: none"> Use of rhyming text; illustrations support the text 			<u>Environment:</u> ash fire sky smoke <u>Quantity:</u> less <u>Time:</u> night	<u>Actions:</u> choked die drink fly grew recycle wheezed <u>Objects:</u> compost food scraps garbage mess <u>Concepts:</u> smelly terrible <u>Place:</u> place rock [Rock of Killeen] <u>People:</u> child