

## RESEARCH

The texts in the Fluent stage of the reader do contain words from the **Oxford Wordlist** but the focus moves away from high frequency words to expanding students' word knowledge, as advocated in the **Oxford Wordlist Plus** research recommendations.

Each guided reading text contains a different language focus\* to enable teachers to expand their students' word knowledge beyond the examples of those types of words featured in the **Oxford Wordlist**. The language foci include:

- Descriptive verbs
- Adverbs
- Prepositions
- Compound words
- Adjectives
- Comparatives and superlatives
- Expanding vocabulary
- Conjunctions and connectives.

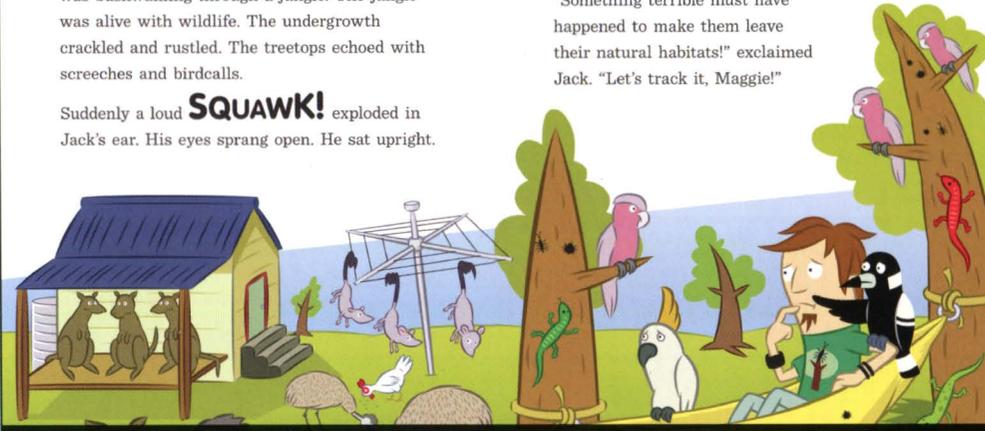
\* Apart from those in the Maths Around Us theme, which contain a mathematics focus

**CHAPTER 1** **Tracker Jack and the Very Big Hole**

**A rude awakening**

Jack was daydreaming in his hammock in his garden. As he swung lazily backwards and forwards with his eyes closed, he imagined he was bushwalking through a jungle. The jungle was alive with wildlife. The undergrowth crackled and rustled. The treetops echoed with screeches and birdcalls.

Suddenly a loud **SQUAWK!** exploded in Jack's ear. His eyes sprang open. He sat upright.



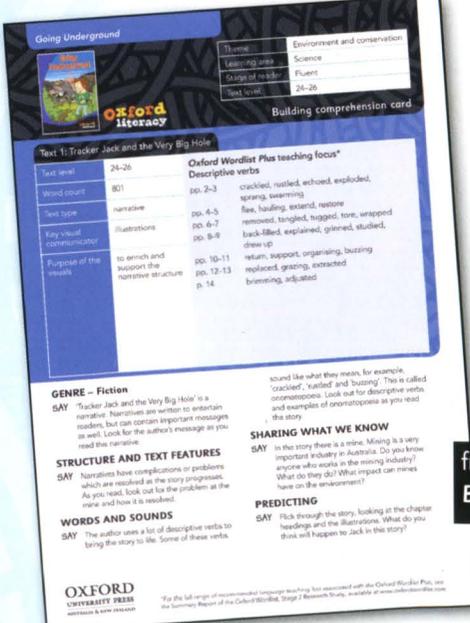
He wasn't daydreaming anymore, but everywhere was still swarming with wildlife. His property didn't usually have this many animals on it. Jack loved wildlife, but his place wasn't big enough for all these animals.

"Something terrible must have happened to make them leave their natural habitats!" exclaimed Jack. "Let's track it, Maggie!"

from 'Tracker Jack and the Very Big Hole' in *Going Underground*

focus moves away from high frequency words to vocabulary expansion

greater range of fonts and literary devices such as chapters



Text level	24–26	Oxford Wordlist Plus teaching focus*
Word count	801	<b>Descriptive verbs</b>
Text type	narrative	pp. 2–3 crackled, rustled, echoed, exploded, sprang, swarming
Key visual communicator	illustrations	pp. 6–5 flew, hauled, averted, restore
Purpose of the message	to enrich and support the narrative structure	pp. 6–7 removed, tangled, tugged, tore, wrapped
		pp. 8–9 back-filled, explained, gripped, studied, drew up
		pp. 10–11 remain, support, organising, buzzing
		pp. 12–13 exploded, grazing, extracted
		p. 14 brimming, adjusted

**GENRE – Fiction**  
**SAY** "Tracker Jack and the Very Big Hole" is a narrative. Narratives are written to entertain readers, but can contain important messages as well. Look for the author's message as you read the narrative.

**STRUCTURE AND TEXT FEATURES**  
**SAY** Narratives have complications or problems which are resolved at the story's conclusion. As you read, look out for the problem at the end and how it is resolved.

**WORDS AND SOUNDS**  
**SAY** The author uses a lot of descriptive verbs to bring the story to life. Some of these verbs sound like what they mean, for example, "crackled", "rustled" and "buzzing". This is called onomatopoeia. Look out for descriptive verbs and examples of onomatopoeia as you read the story.

**SHARING WHAT WE KNOW**  
**SAY** In this story there is a mine. Mining is a very important industry in Australia. Do you know anyone who works in the mining industry? What do they do? What impact can mines have on the environment?

**PREDICTING**  
**SAY** Flick through the story, looking at the headings and the illustrations. What do you think will happen to Jack in the story?

from *Going Underground* Building Comprehension card

## STRATEGIES REQUIRED BY THE READER

- › Regard reading as purposeful and automatic
- › Competently integrate all cueing sources to make meaning
- › Make connections between what they know and understand and what is new
- › Relate the message of the text to their own experiences and knowledge to confirm or challenge the content
- › Use inference to understand characters and why they change
- › Reflect continually and automatically as they read (e.g. "What does this mean?")
- › Differentiate between fact and opinion, citing examples to clarify
- › Identify literary language and understand its value and purpose
- › Switch between features of fiction and non-fiction and recognise those features
- › Use dictionaries and/or glossaries to derive meaning of specific words or concepts

## STRATEGY SUPPORT

The Building Comprehension card scaffolds and guides the teacher through the guided reading session.

<b>Stage of reader:</b>	Fluent
<b>Text level:</b>	27–30
<b>Word count:</b>	801
<b>Text type:</b>	Narrative
<b>Theme:</b>	Environment
<b>Key visual communicator:</b>	illustrations
<b>Purpose of the visuals:</b>	to enrich and support the narrative structure