



# RIGBY **Blue Prints**

Literacy through integrated enquiry units

[www.pearson.com.au/primary/blueprints](http://www.pearson.com.au/primary/blueprints)

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# Literacy based enquiry learning



**Blueprints** is a literacy series for middle and upper primary students that provides a complete unit of work for a school term. Daily literacy sessions develop literacy skills and build on what is already known over the course of the term, with regular modelling of reading and writing by the teacher.

By teaching literacy along with other learning areas, each unit emphasises reading for learning, covering current issues and Australian content and examining issues that affect children today.



# Three clear teaching phases

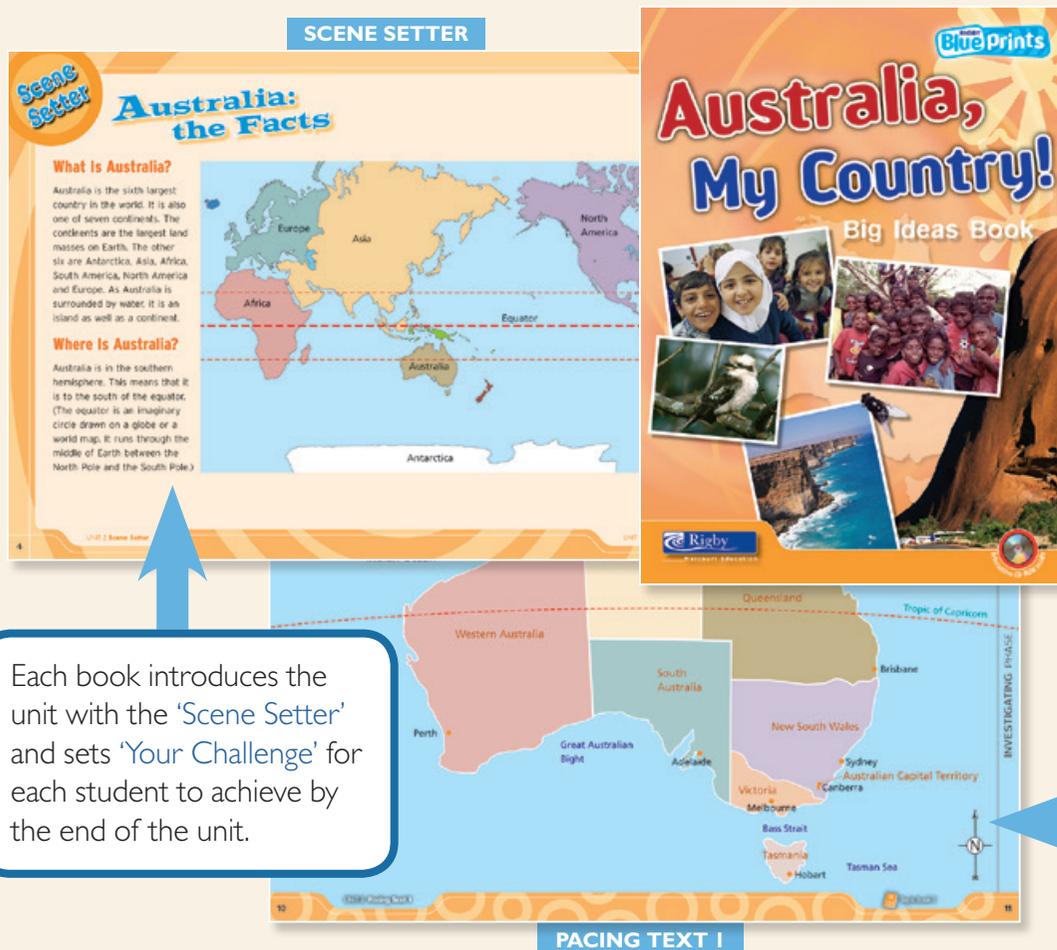
The **Introducing Phase** is the foundation stage of a unit. It 'sets the scene' for the unit and it presents students with the 'Your Challenge' activity.

The **Investigating Phase** allows students to explore the key concepts within a unit and to build their knowledge and skills as they work towards the Challenge activity. In each of the four sections a 'Pacing Text', located in the Big Ideas Book, is used to introduce a key understanding. Related Texts, Guided Reading texts and Topic Books provide additional information to consolidate students' understanding.

In the **Applying Phase** children present their solutions to 'Your Challenge' then reflect on and extend their understandings.



# Big Ideas Book and CD-ROM Pack



Each book introduces the unit with the 'Scene Setter' and sets 'Your Challenge' for each student to achieve by the end of the unit.

- Each class starts with the **Big Ideas Book** to set the scene for the unit of work.
- The **Big Ideas Book** presents the 'challenge' to be learnt from each unit.
- The anthology style texts/articles in the 'Pacing Texts' feature a variety of text types.
- Each CD-ROM has six interactive texts, six activities and three assessment tasks linked to the sections within a Phase.

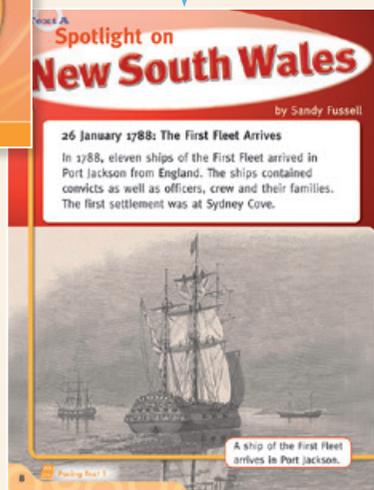
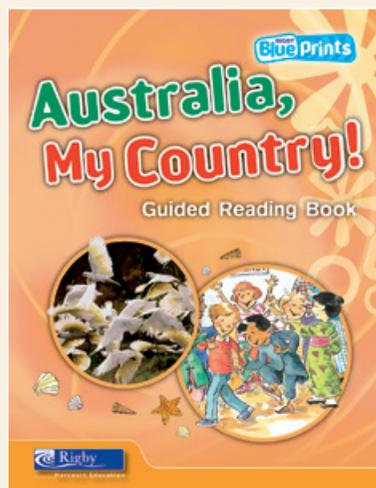
The unit progresses across 4 'Pacing Texts' covering different text types, and concludes with the 'Going Beyond Text' to provide opportunities for further learning.



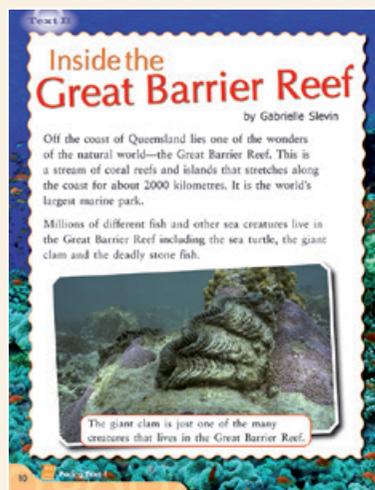
# Guided Reading Book

Each 'Pacing Text' and the 'Going Beyond Text' from the Big Ideas Book links to 3 texts, or articles, from the Guided Reading Book. Texts are levelled as A, B or C for difficulty to help you cater for mixed abilities in the classroom. A minimum of 3 levelled texts per Big Ideas Book Pacing Text!

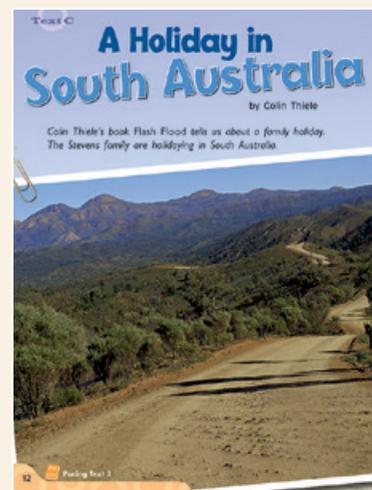
- Levelled guided reading (texts A, B, C) caters for different reading abilities.
- A variety of text types, listed in the contents page.



TEXT A – EASIEST



TEXT B – INTERMEDIATE



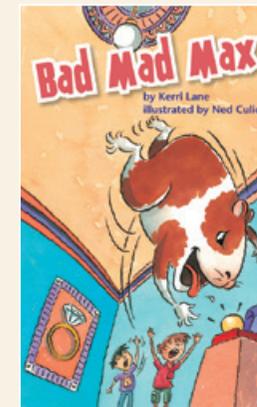
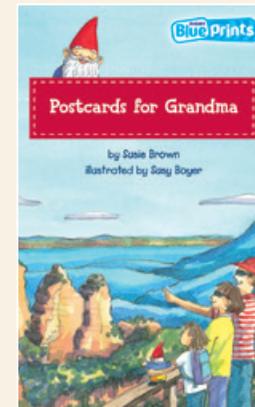
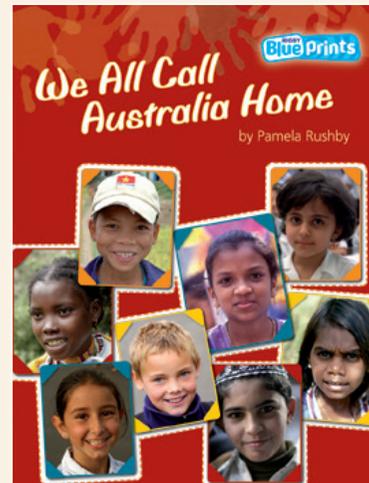
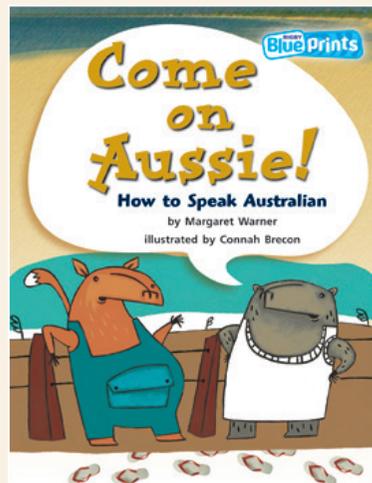
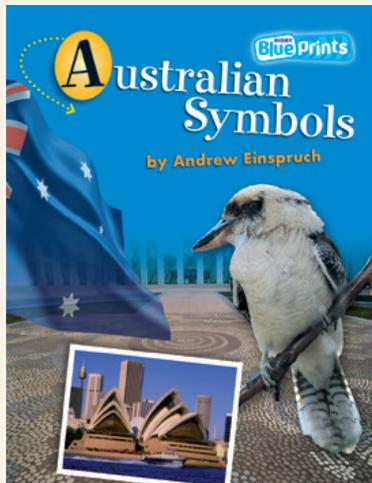
TEXT C – ADVANCED



# Topic Books

Each 'Pacing Text' and the 'Going Beyond Text' from the Big Ideas Book links to a fiction or non-fiction topic book. There are 5 topic books per unit.

- **Non-fiction** and **Fiction** topic books are linked to the **Big Ideas Book** for further investigation.

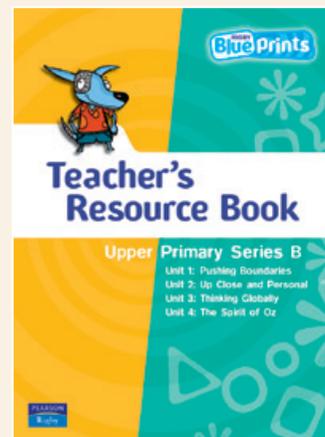
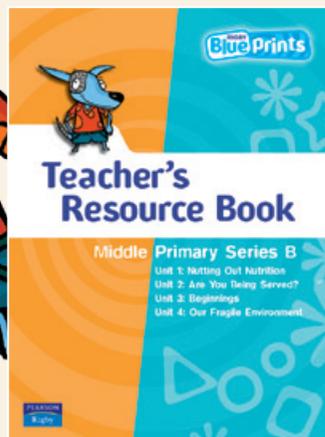
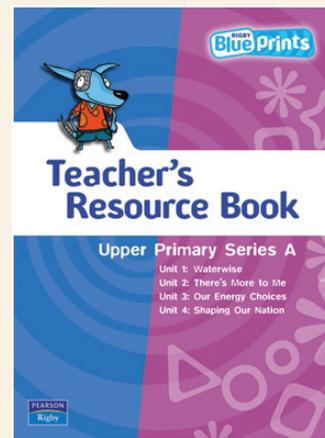
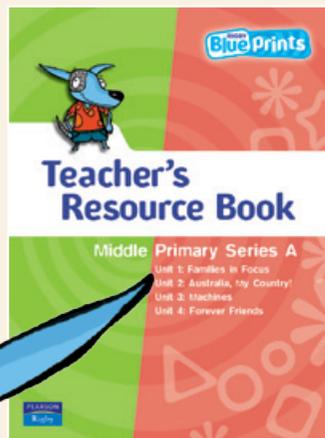


NON-FICTION

FICTION



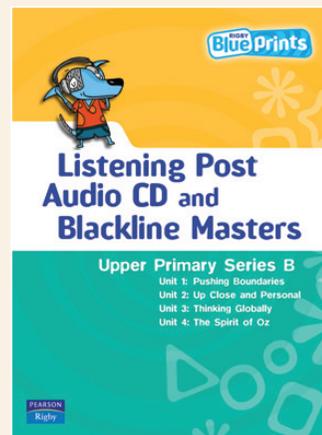
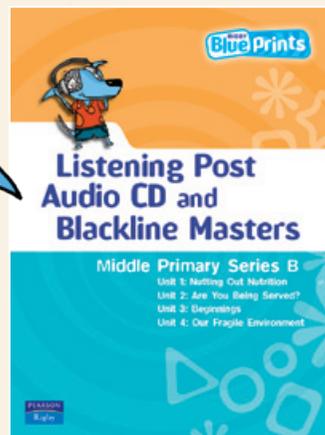
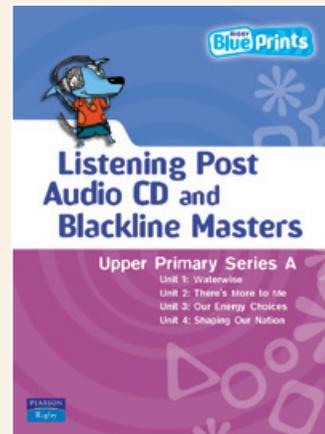
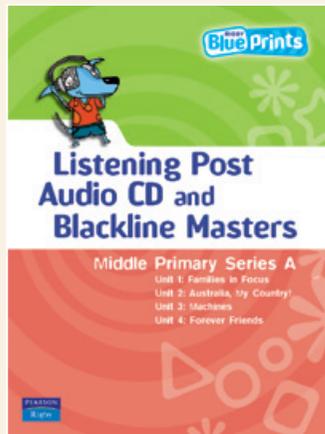
# Teacher's Resource Book



- Options for whole class or small group teaching.
- Save time with teaching notes and activities for each text.
- Assessment information including rubrics.
- Literacy skills and thinking level charts.
- Running records and skills activities  
**Blackline Masters.**



# Listening Post Audio CD and Blackline Masters



- Includes 12 audio texts related to each Phase or class.
- There are Comprehension and Activity BLMs linked to each text.
- Use to develop speaking and listening skills.



# Correlation Charts and Assessment Rubrics

## Nutting out Nutrition Investigating Phase Section 1

**Nutting out Nutrition**  
Investigating Phase Section 1

**Pacing Text E**  
Why Has Anil Nutted You Got Information report pp. 13-19

**Modelled Reading**  
Why Has Anil Nutted You Got Information report pp. 13-19

**Preparing for the Text**  
**Orientation**  
• Ask: What do you have to understand this morning?  
• Ask: What are you looking for?  
• Ask: What text types of food do you eat?  
• Ask: What types of food do you eat?  
• Ask: What types of food do you eat?  
• Ask: What types of food do you eat?

**Visual Literacy**  
• Ask: What type of food do you eat?  
• Ask: What type of food do you eat?  
• Ask: What type of food do you eat?  
• Ask: What type of food do you eat?

**Reading the Text**  
**Purpose of the Text**  
• Ask: What do you have to understand this morning?  
• Ask: What are you looking for?  
• Ask: What text types of food do you eat?  
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• Ask: What types of food do you eat?

**Modelled Reading**  
interpreting, analysing, evaluating—word identification strategies, decoding strategies

**Making Connections**  
discussing, speaking and listening situations

**Responding to the Text**  
discussing, speaking and listening situations

**Questioning**  
discussing, speaking and listening situations

**Orientation and Visual Literacy**  
language for interaction—using verbs to express opinion, e.g. I think

**Visual Literacy**  
interpreting, analysing, evaluating—making connections between print and images

**Purpose of the Text**  
interacting with others—discussing purpose of text, participating in collaborative discussions

11PRM153

ALWAYS LEARNING

PEARSON

## RIGBY Blue Prints Assessment Rubric: Nutting out Nutrition Australian Curriculum Achievement Standards

YEAR 4	ACHIEVEMENT STANDARDS	STUDENT UNIT ACHIEVEMENT (circle or shade student level of achievement)				
		E	D	C	B	A
READING	Understand knowledge and understanding of own context and literary outcomes	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.
	Recognise the function of text in a range of contexts. Describe differences between popular and professional texts and the purposes and functions of each.	Recognise the function of text in a range of contexts. Describe differences between popular and professional texts and the purposes and functions of each.	Recognise the function of text in a range of contexts. Describe differences between popular and professional texts and the purposes and functions of each.	Recognise the function of text in a range of contexts. Describe differences between popular and professional texts and the purposes and functions of each.	Recognise the function of text in a range of contexts. Describe differences between popular and professional texts and the purposes and functions of each.	Recognise the function of text in a range of contexts. Describe differences between popular and professional texts and the purposes and functions of each.
GUIDED READING	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.
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WRITING	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.
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SPEAKING & LISTENING	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.	Understand to teacher modelled texts. Use independent reading. Make connections between the text and their own experiences.
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- To demonstrate alignment to the Australian Curriculum, we've developed Correlation Charts and Assessment Rubrics for the first units in each of the four series.
- You can find the Correlation Charts and Assessment Rubrics on Pearson Places' Primary English Teacher ProductLink for Rigby Blueprints.



# RIGBY Blueprints



To find out more about Rigby Blueprints  
or to order the series, visit  
[www.pearson.com.au/primary/blueprints](http://www.pearson.com.au/primary/blueprints)

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