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Readers Meet Another Time - Year 6

Table of Contents	
Presentation: Readers Meet Another Time	
Teacher Guide: Five Lessons	
Display: A Response Can Change or Remain	
Source Guide: Storm Boy	
Discussion Cards: Four Anchors	
Worked Model: Who Speaks, Acts and Writes?	
Worked Model: Two Readers, One Passage	
Worksheet 1: Collect Two Actual Details	
Worksheet 2: Make Two Evidence Links	
Worksheet 3: Supported or Unsupported?	
Activity: Historical Reader Dialogue	
Challenge Cards 1-6	
Challenge Cards 7-12	
Worksheet 4: A Claim About Another Time	
Worksheet 5: What Changed and What Stayed?	
Quiz: Readers Meet Another Time	
Assessment: Changed or Sustained Response	
Rubric: Learning Evidence	



Teacher preparation

Use the original Storm Boy novella by Colin Thiele after the class has read it lawfully. The book is not included. Choose your own short passages from the pelican-care or rescue sequence, the Coorong setting, and the boy's relationships. Record the locations in your edition. Supply an accurately attributed, brief context note from a reliable source such as the Reading Australia teacher guide. The note should help interpretation, not claim what every person of an era believed.

Equipment: teacher copy of the novella, selected passages, an attributed context note, sticky notes or evidence cards, the unit plan, and optional oral or drawing tools.

Lesson 1 · Separate author, narrator and character (45–60 min)
Show R1 and R2. Elicit two unprompted responses to actual passages. Model: a narrator presents, a character acts, Colin Thiele wrote the novella. Partners clarify and add further details. Collect one visible or oral response from each learner.

Lesson 2 · Read a work from another time and place (45–60 min)
Revisit one insecure role distinctions. Model a new passage with its location, then provide a brief attributed context note. Students complete R3 page 1 and explain why a context source helps yet has limits.

Lesson 3 · Identify a response-provoking moment (45–60 min)
Demonstrate a full R4 dialogue turn, including an unsupported guess and a specific correction. Students complete R3 page 2 and play the dialogue cards. Observe their text-to-response reasoning, not only turn-taking.

Teacher guide: transfer and marking

Lesson 4 · Reconsider with reliable context (45–60 min)

Use a fresh passage for R5, not the assessment passage. Model how a real detail and an attributed note may change or sustain a view. Students complete R3 page 3 and R5. Give one correction tied to the link between detail, context and response; ask for a new application.

Lesson 5 · Explain what changed or remained (45–60 min)

Retrieve the success criteria without showing a final answer. Supply a fresh short passage and a relevant brief context note. Students complete R6 independently. Use R7 to record actual evidence and the targeted next step.

Support: lawful read-aloud, an oral or drawn response, and a partly completed evidence organiser. Copy a precise real passage detail and a clear explanation. Extension: a fair counter-reading or second passage detail. Preserve the same learning target. Do not require personal or family disclosure.

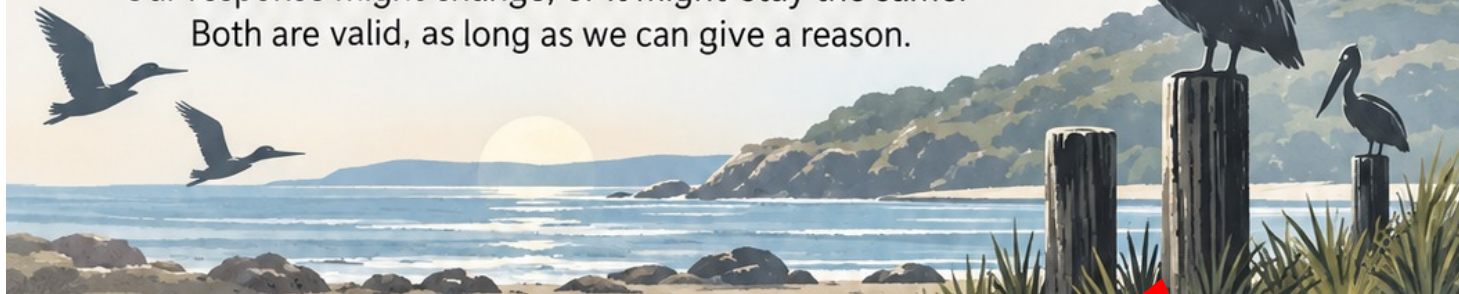
Marking open answer: check the actual selected passage before accepting claimed detail. An acceptable answer names a real detail, distinguishes observation from inference, attributes relevant context accurately, and explains why the reader's response changed or remained. More than one response can pass. The red answer pages give conditional criteria because editions and selected passages differ. Do not turn the context note into the whole literary response.

Source boundary: Reading Australia supports the Coorong/Murray-mouth setting and contextual inquiry. Its guide does not stand in for the novella. Do not print an unverified first-publication year or present a non-Indigenous author's character as cultural authority.

A response can change or remain

Different perspectives lead to a deeper understanding.

We read a text, make a meaning, learn more and think again.
Our response might change, or it might stay the same.
Both are valid, as long as we can give a reason.



Actual detail



A specific detail from the text.

My first interpretation



What I think the detail means first

Relevant, attributed context



What I learn about the time, place, culture or author, with a clear source.

My response now, with a reason



My current view, explained and supported.

Reader A



My view stayed.

A real passage detail still supports it.

I learned more about the context, and it matches my initial interpretation. The detail still means the same to me, and I can explain why.

Reader B



My view changed.

The context helped me read that detail differently.

I learned something new about the time, place, culture or author. This helped me see the detail in a new way, so my response is different now, and I can explain why.

A guess about what everyone in the past believed is not evidence.

*Think deeper.
Read wider.
Give a reason.*



Our text: Storm Boy

Colin Thiele · original novella



Place:

the Coorong and
Murray mouth



Care:

revisit the
can care and
rescue sequence



Relationships:

revisit the boys
relationship



Context:

a literary
representation
of an earlier time



Teacher supplies the lawful novella. Find real details in the chosen passages. A context source helps us ask better questions; it does not prove what everyone believed.



Reading Australia teacher guide; original novella

Four anchors for a response



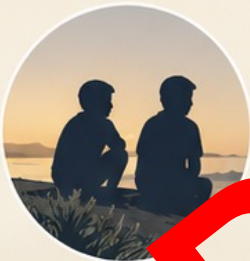
PLACE:

Find a real Coorong setting detail.
How does it shape your view?



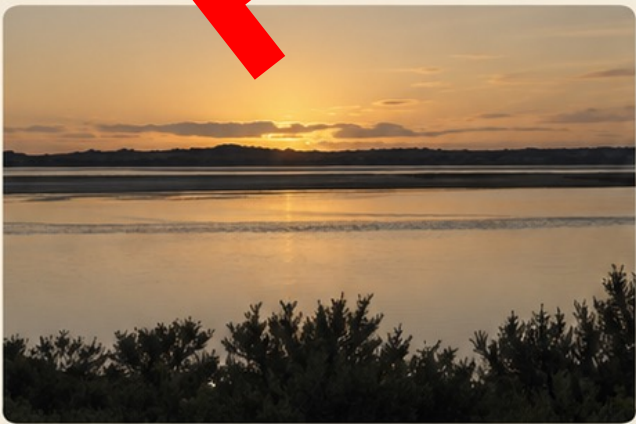
CARE:

Find a real pelican-care detail.
What response does it invite?



RELATIONSHIPS:

Find a real detail about the boy and another character.
What do you infer?



EARLIER TIME:

What relevant fact can you verify?
What can it not prove about everyone?



Use the original *Storm Boy* novella and an attributed context source.
Different supported responses can be valid.



Who speaks, acts and writes?

Different roles. A richer understanding.

AUTHOR

Colin Thiele wrote *Storm Boy*.

The author is the real person who creates the story, makes choices and writes the words.

NARRATOR

the storytelling voice presents events in the novella.

The narrator tells the story, gives us information and may share thoughts or feelings.

CHARACTER

a person in the story acts and speaks; the boy is a character

Characters take part in the events. They do things, say things and may have thoughts and feelings.



A narrator's words are not automatic proof of the author's personal belief.

The narrator's perspective can be different from the author's own views.



Your task

In a teacher-selected passage, point to a narrated detail and a character action. Explain how you know.

Stories help us see people and places more clearly.





Two readers, one passage

Both responses can be justified when they use the actual novella.



Reader A

My view stayed.

The passage detail still supports my first response. The context helps me explain it more carefully.

Which exact detail?
Which attributed context note?
Why?



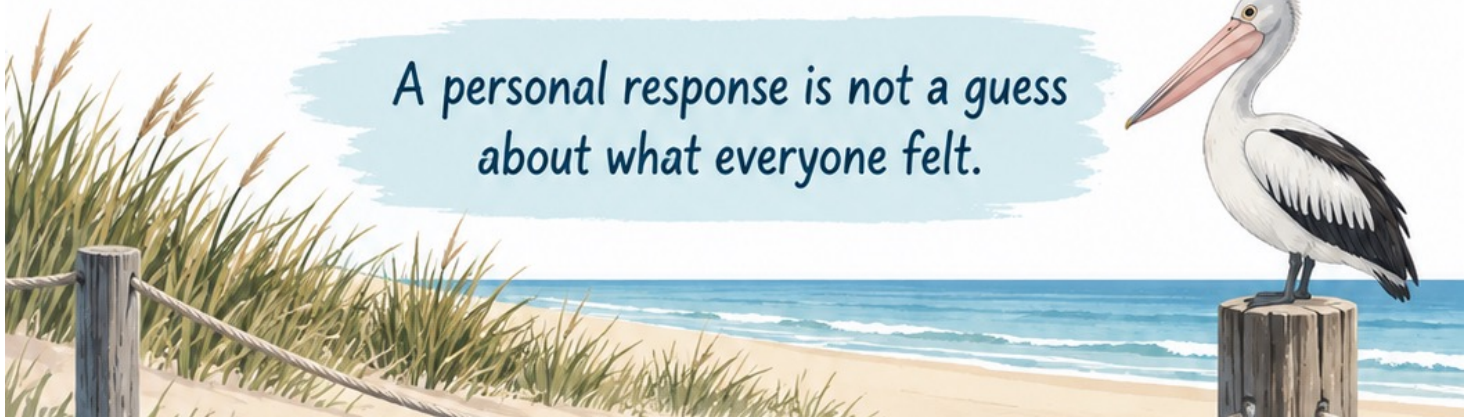
Reader B

My view changed.

A reliable context note led me to interpret the same detail differently.

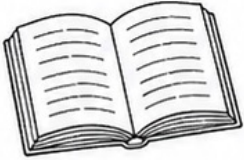
Which exact detail?
Which attributed context note?
Why?

A personal response is not a guess about what everyone felt.



Name: _____

Date: _____



Collect two actual details

Use your teacher's lawful copy of *Storm Boy*. Locate two real moments.
Write what the text shows before adding an interpretation.



1. Pelican care or rescue

Passage locator (page number or part of the text): _____

What the text actually shows (short summary):

Whose voice or action? (e.g. narrator, character): _____

My first response, with a reason:

2. A relationship or setting

Passage locator (page number or part of the text): _____

What the text actually shows (short summary):

Whose voice or action? (e.g. narrator, character): _____

My first response, with a reason:

Name: ANSWERS

Date: _____



Collect two actual details

Use your teacher's lawful copy of *Storm Boy*. Locate two real moments.
Write what the text shows before adding an interpretation.



1. Pelican care or rescue

Passage locator (page number or part of the text): teacher-selected pelican-care passage

What the text actually shows (short summary):

credit a real care or rescue detail from the novella

Whose voice or action? (e.g. narrator, character): identify narrator or action character correctly

My first response, with a reason:

a defensible view plus why that real detail matters

2. A relationship or setting

Passage locator (page number or part of the text): teacher-selected relationship or setting passage

What the text actually shows (short summary):

credit an actual detail

Whose voice or action? (e.g. narrator, character): identify voice or action

My first response, with a reason:

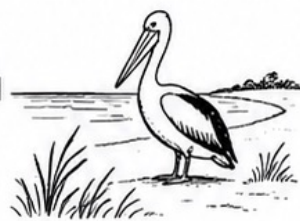
explain a supported personal response

Name: _____

Date: _____

Make two evidence-to-context links

Use two different actual details from *Storm Boy* and one reliable, attributed context note. Your response may change or stay the same.



1.

Actual passage detail and locator:

My initial interpretation:

Relevant context source and what it says:

My view now: changed or sustained? Explain the link.

2.

Actual passage detail and locator:

My initial interpretation:

Relevant context source and what it says:

My view now: changed or sustained? Explain the link.

Name: **ANSWERS**

Date: _____

Make two evidence-to-context links

Use two different actual details from *Storm Boy* and one reliable, attributed context note. Your response may change or stay the same.



1.

Actual passage detail and locator:

[actual detail from selected passage]

My initial interpretation:

[defensible initial view]

Relevant context source and what it says:

[verified source note]

My view now: changed or sustained? Explain the link.

[changed OR sustained, with reason]

2.

Actual passage detail and locator:

[different actual detail]

My initial interpretation:

[another initial view]

Relevant context source and what it says:

[relevant verified source note]

My view now: changed or sustained? Explain the link.

[current view and reason]

Name: _____

Date: _____

Supported or unsupported?

A. "This actual detail supports my response because..."

B. "Everyone at the time felt the same."



1. Circle the claim that could be supported with passage evidence. Explain.

2. What is wrong with the other claim? Repeat it without using about everyone.

3. Use a real Storm petrel to give a fair alternative response.

PREVIEW

Name: **ANSWERS**

Date: _____

Supported or unsupported?

A. “This actual detail supports my response because...”

B. “Everyone at the time felt the same.”



1. Circle the claim that could be supported with passage evidence. Explain.

A can be supported if the learner names a real passage detail and explains the link.

2. What is wrong with the other claim? Repeat it without mentioning about everyone.

B claims to know what everyone felt. Repeat this particular detail may support one reader's view; others could differ.

3. Use a real Storm Boy detail to give a fair alternative response.

Accept different defensible response linked to a real Storm Boy detail.

Historical reader dialogue

Read closely. Think historically. Discuss respectfully.

Different
times.
Deeper
understanding.



1

Teacher supplies the original *Storm Boy* novella and a brief attributed context note.

2

Partners draw a challenge card and find an actual passage detail.

3

Reader A states an initial response and reason. Reader B asks a relevant contextual question.

4

Reader A explains a changed or sustained response with the passage detail and context.

Worked example

A

In the selected care passage, [actual detail] makes me think...

B

What does [attributed note] help us understand?

A

My view [changed/stayed] because...



Finish after six evidence-rich turns.

Check every turn: real detail, reliable context, clear link.

Stories connect us to more than one world.

PEOPLE
PLACES
PERSPECTIVES
ALWAYS MATTER

Historical reader dialogue: cards 1-6



1

CARE

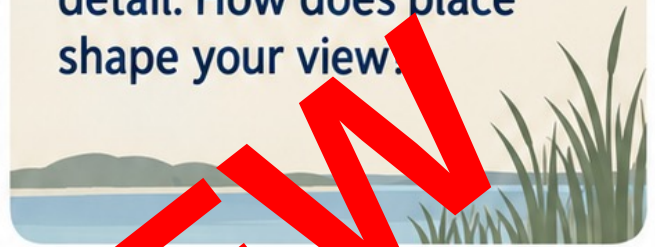
Find a real pelican-care detail. What response does it invite?



2

PLACE

Find a Coorong setting detail. How does place shape your view?



3

RELATIONSHIPS

Find an actual interaction. What can you infer, and what can you not know?



4

VOICE

Who narrates?
Who acts?
Who wrote the book?



5

EVIDENCE

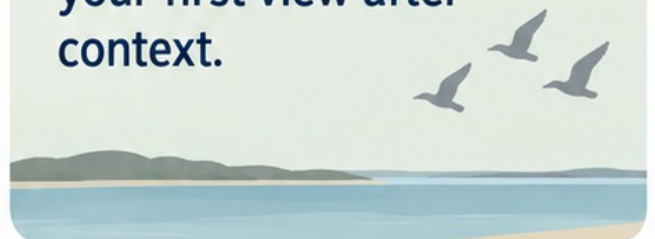
Replace a guess with an actual passage detail.



6

SUSTAIN

Give a reason to keep your first view after context.



Historical reader dialogue: cards 7-12

Year 6

7 CHANGE:

Explain why a relevant context note changes your view.



8 SOURCE:

Name who made the context note and what it can show.



9 CLAIM:

Repair 'everyone in the past agreed'.



10 ALTERNATIVE:

Offer an other response with a real detail.



11 SETTING:

Explain the actual place detail without guessing about all people.



12 STRONGEST DETAIL:

Choose the best evidence and explain why.



Teacher check:

Accept different views when a real passage detail, reliable context and clear reason are linked.



A claim about another time

Name: _____

Date: _____

Passage from *Storm Boy* (provided by your teacher)

Read the following passage from the original novella, then answer the questions below.

Source note (provided by your teacher)

Read the note about the passage, then answer the questions below.

Flawed claim:

“He should have acted exactly as we would today.”

1. My initial response and an actual passage detail.

2. What does the source note tell us, and what can it not prove?

3. Repair the flawed claim without guessing about everyone.

4. My response now: changed or sustained? Explain why.

A claim about another time

Name: **ANSWERS**

Date: _____

Passage from *Storm Boy* (provided by your teacher)

Read the following passage from the original novella, then answer the questions below.

Source note (provided by your teacher)

Read the note about the passage, then answer the questions below.

Flawed claim:

“He should have acted exactly as we would today.”

1. My initial response and an actual passage detail.

Initial view plus real passage detail

2. What does the source note tell us, and what can it not prove?

Accurate source note and its limit

3. Repair the flawed claim without guessing about everyone.

Judge his action with text and context

4. My response now: changed or sustained? Explain why.

Changed or sustained view with reason

Name: _____

Date: _____

What changed and what stayed?



Setting passage (teacher supplies)

Read the new Storm Boy setting passage provided by your teacher.

Context note (teacher supplies)

Read the attributed context note provided by your teacher.

Reader A may keep an initial view. Reader B may change it. Neither is automatically wrong.

1. Record one actual setting detail from the passage and the edition locator.

Setting detail: _____

Edition locator: _____

2. Write each reader's possible response to this detail and a reason for their view.

Reader A – possible response and reason

Reader B – possible response and reason

3. Which context fact is sourced? Which broad claim about everyone would be a guess?

Sourced context fact: _____

Broad claim about everyone (guess): _____

4. Explain what changed or stayed in your own view using the actual detail from the passage.

Name: ANSWERS

Date: _____

What changed and what stayed?



Setting passage (teacher supplies)

Read the new Storm Boy setting passage provided by your teacher.

Context note (teacher supplies)

Read the attributed context note provided by your teacher.

Reader A may keep an initial view. Reader B may change it. Neither is automatically wrong.

1. Record one actual setting detail from the passage and the edition locator.

Setting detail: [real detail from chosen passage]

Edition locator: [teacher edition locator]

2. Write each reader's possible response to this detail and a reason for the view.

Reader A – possible response and reason

[plausible view kept, with reason]

Reader B – possible response and reason

[plausible changed view, with reason]

3. Which context fact is sourced? Which broad claim about everyone would be a guess?

Sourced context fact: [attributed context note]

Broad claim about everyone (guess): [Everyone at the time agreed]

4. Explain what changed or stayed in your own view using the actual detail from the passage.

[changed or stayed, linked to real detail and source]

Name: _____

Date: _____

Changed or sustained response



Your teacher supplies a fresh passage from the original *Storm Boy* novella and a short attributed context note. Work independently. Different supported responses can pass.

1.  Exact passage detail and locator.

2.  My initial response and why.

3.  Context source: what it says and on what limit.

4.  My response now: changed or sustained?

5.  Explain the link between actual detail, context and response.

An accessible oral or drawn response may be recorded by your teacher.

Name: **ANSWERS**

Date: _____

Changed or sustained response



Your teacher supplies a fresh passage from the original *Storm Boy* novella and a short attributed context note. Work independently. Different supported responses can pass.

1.  Exact passage detail and locator.
[exact real detail + edition locator]

2.  My initial response and why.
[defensible first response with reason]

3.  Context source: what it says and on what limit.
[accurate attributed context + limit]

4.  My response now: changed or sustained?
[changed OR sustained view]

5.  Explain the link between actual detail, context and response.
[clear link: detail, context, current response]

An accessible oral or drawn response may be recorded by your teacher.

Learning evidence rubric

Name: _____

Date: _____

Learning aspect	Needs teaching	Developing with support	Target met independently
Concept / accuracy	Confuses voice, evidence or context	Correct with a prompt	Applies distinction to a fresh case
Application / procedure	Cannot complete response yet	Completes with model or prompts	Completes before/after task alone
Reason / evidence	Guess or unsupported opinion	Detail given, link needs prompt	Explains with a specific real detail
Transfer / communication	Meaning unclear or no transfer	Clear with support	Clear in a fresh matched case

Actual evidence observed:

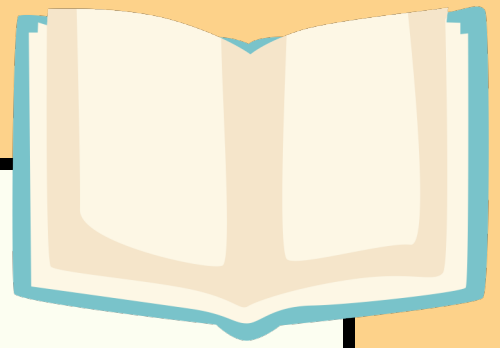
Targeted next step:

Accept justified alternative interpretations and accessible response modes.

Readers Meet Another Time



Our purpose and starting point

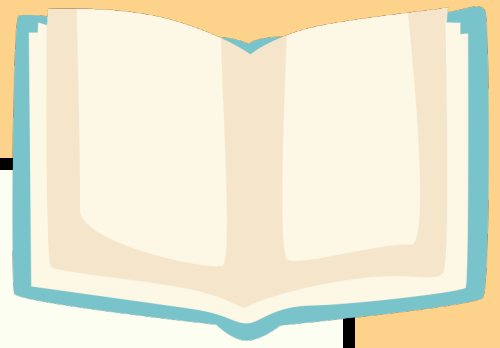


Explain an initial and later response to a character, event or setting.

Use an actual text detail, relevant context and a reason.

Diagnostic: What do you remember of the pelican-care sequence? Which detail shaped your view?





Words and roles

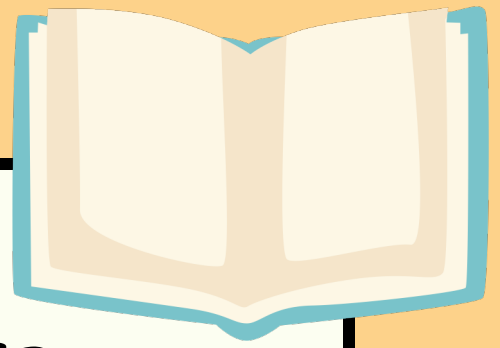
Response: a reader's view. Perspective. way of seeing.

Experience: what a reader brings. Context: relevant time, place or social information. Interpretation: reasoned meaning.

Narrator tells. A character acts. Colin Thiele is the author.



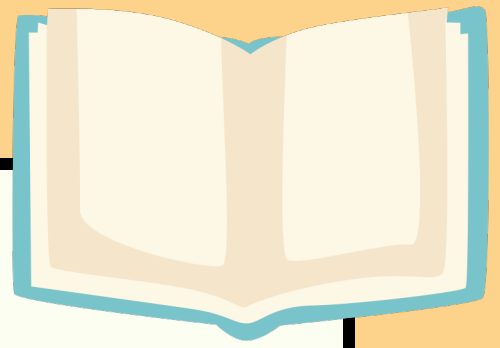
A response can change or remain



Actual detail → initial interpretation → new evidence or context → current response with a reason.

Context may refine, change or sustain a response. It never replaces literary evidence.





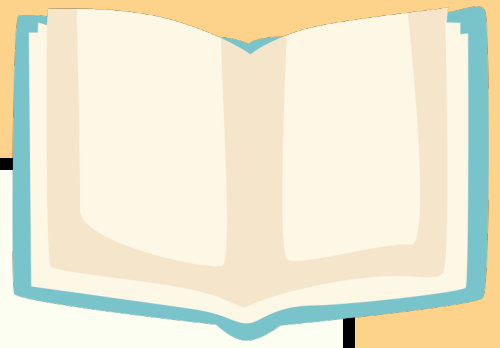
First corpus example

Teacher opens a chosen passage from the program or rescue sequence.

Record an actual detail and its location. Model a possible first response and explain why that detail showed it.

The sample is one defensible reader response, not the only feeling.





What the example cannot prove

Use a new passage about the Coorong setting or the boy's relationships.

The narrator's presentation, a character's action, and the author are different.

A detail supports a response. "Everyone then agreed" needs evidence it does not have.





Guided decision: pause

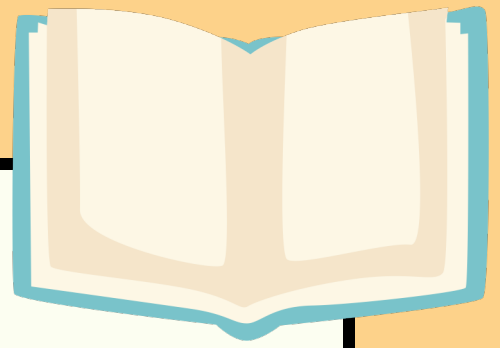
From a teacher-selected core passage identify a relevant detail and a character action.

Who or what supplies the evidence? What is your initial response?

Pause and locate the actual words in your edition.



Guided decision: evidence check



A sound answer names the correct voice or action, finds a real passage detail and gives a reason for a personal response.

Different responses can prove when there is good evidence and reasoning are clear.



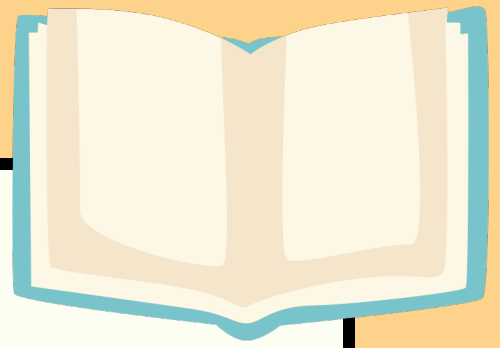


Earlier time and place

Read a brief attributed context note selected by the teacher, such as Reading Australia's setting guidance.

Ask what the note helps explain about the passage. What can it not prove about every person of a certain age?





A full dialogue turn

Reader A: point to a real detail and give an initial response.

Reader B: ask a relevant question about the attributed context note.

Reader A: explain a change or sustain a response and why the detail still matters.





Try a new challenge

Draw a Historical reader dialogue card. Find the matching real passage.

Explain your choice to a partner. Check. actual detail, reliable context and a clear link.

The task is the reasoning, not simply taking turns.



Repair an unsupported claim

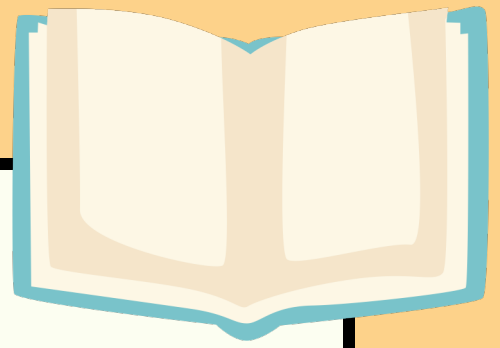


“Everyone in that time would feel the same way about the war.”

A better claim is limited to this actual passage and this attributed context source.

Explain how those two pieces of evidence make your response plausible.





Fresh transfer

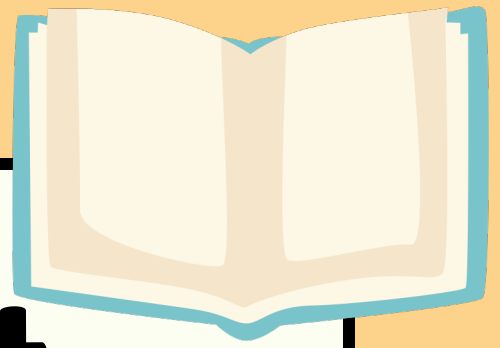
Teacher selects a new relationship or setting moment from the original novella.

State your first response, quote or summarise an actual detail, and name a relevant source note.

Explain whether you view and/or stays and why.



Three routes to the same target



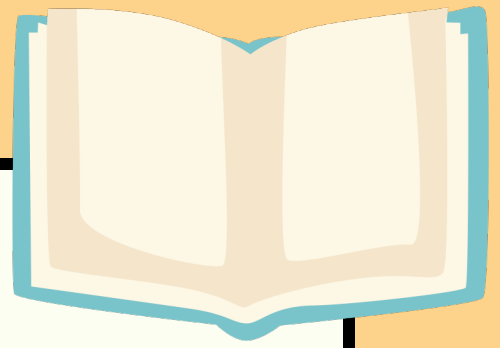
Support: read aloud, a partly completed response or a verbal or drawn response.

Core: precise detail and context link.

Extension: a fair counter-reading supported by a second detail. No private disclosure is needed.



Independent assessment



Your teacher supplies a fresh short paragraph and a brief attributed context note.

Work independently: actual detail → first response → source and its limit → changed or sustained opinions with reason.

Do not copy a model answer

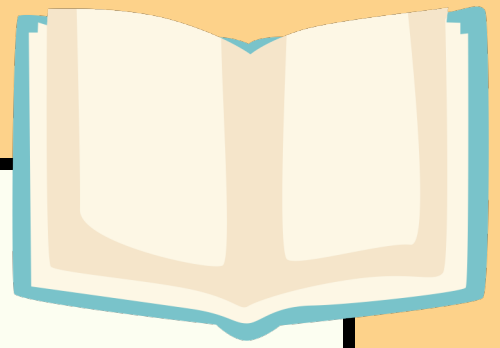


Review your evidence



Which detail is strongest? What did the context clarify?
Did you keep or change your response? Explain the specific link.
Name one next step if your evidence/reasoning is weak.





What this unit adds

Literary detail anchors a personal response. Reliable context can sharpen an interpretation of another time and place.

Readers may reach different justified views. Explain yours without broad assumptions.





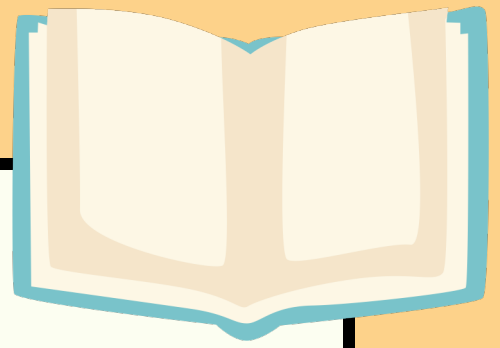
Well Done!
Explaining your view with
evidence.



PREVIEW

Readers Meet Another Time Quiz





Question 1

Your teacher shares an attributed passage. Who is the author, who is the narrator, and who is a character? Explain the distinction.





Answer 1

Colin Thiele is the author. The narrator is a storytelling voice. A character participates in the story.

Credit the distinction using the actual supplied passage; do not treat these roles as identical.





Question 2

Which response can be justified “I just like it,” or a view linked to an exact passage detail? Give a reason.



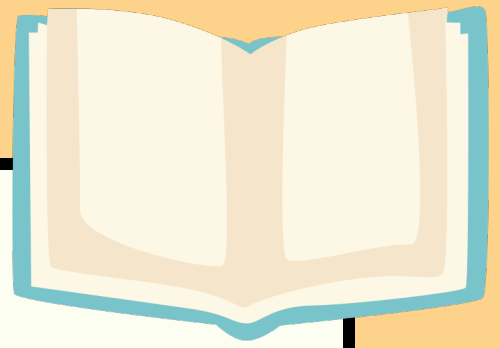


Answer 2

A view linked to an exact detail can be justified because a reader can test the link.

A bare preference gives no evidence. A different supported response can also do so.





Question 3

After a short attributed setting note, how would your first response change or stay the same? What must an explanation include?





Answer 3

Either change or sustain is valid. Credit on a real passage detail, an accurate relevant quote, and an explicit link to the reader's current view.





Question 4

Choose a new detail from the political cartoon sequence.
Separate what the novella shows from what you infer.





Answer 4

Observation reports an actual selected action and locator.

Inference states a possible meaning or response.

Credit the distinction and a defensible reason, not an invented scene.

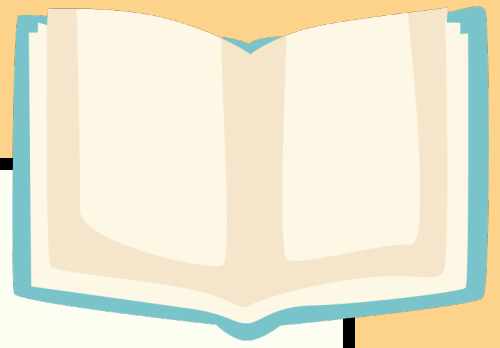




Question 5

Replace a sourced context fact with "ever since in the past agreed". What happens to the strength of the response?





Answer 5

The universal claim weakens the response because the supplied source does not provide every person's view. Return to a specific source and fact and a specific passage detail.





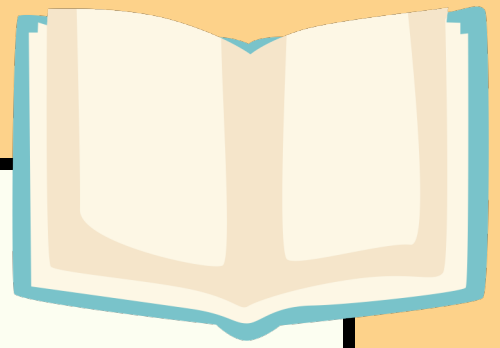
Question 6

Repair: “The author says this, so everyone must have agreed.”

Name both errors and write a better claim.



Answer 6



Separate author, narrator and character. Avoid claiming to know everyone's view.

A better claim ties this passage detail to a carefully attributed context, not an "one plausible response."





Question 7

Find a passage about the boy's relationships. State a real detail, your response and one relevant context question.





Answer 7

Credit an actual located detail, a demonstrable response and a context question that could be checked.

Do not accept a guessed fact or a question about all people.



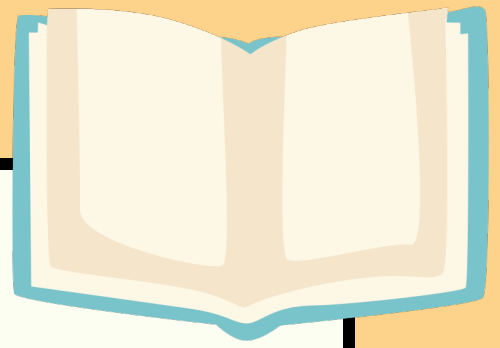


Question 8

Compare a care passage with a setting passage. What differs in the details that shape your response?



Answer 8



Credit one real detail from each selected passage, a relevant similarity or difference and a reason that links those details to response.





Question 1

Your teacher selects a fresh event passage without a sentence frame, which details matters most to your response?





Answer d

Credit a precise real detail from the new passage and a plausible interpretation.

A guess or an unrecalled remembered detail is insufficient.





Question 10

Using the passage from Question 9, replace your view with an attributed context note. What is the link?





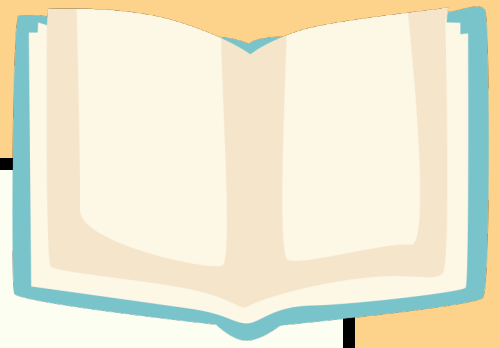
Answer 10

Credit the exact observation, an accurate source note and a clear explanation of how the note informs this response.

The note cannot replace the passage.

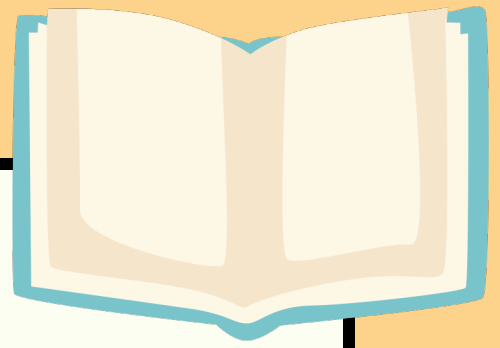


Question II



A reader claims, “All readers must feel sad here.” What limit should you name?

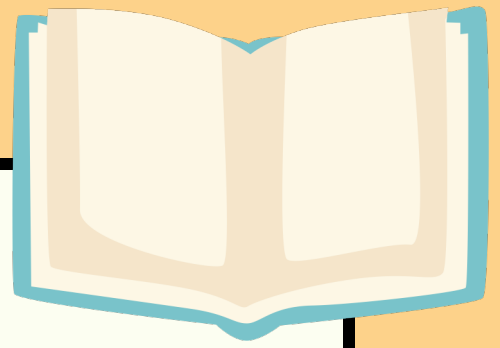




Answer II

No single emotion is required. Readers may respond differently if each view has a clear detail and a sound reason. Reject the universal claim or qualify it.

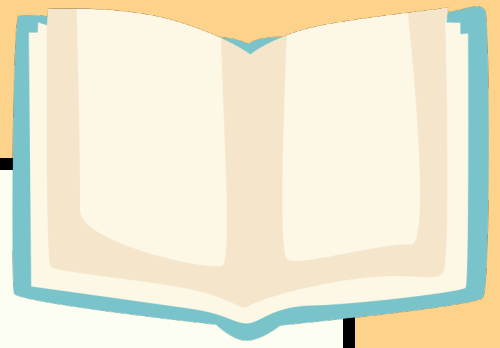




Question 12

Apply the final success criterion to a research passage: what should a complete before-and-after response include?





Answer 12

An initial response, an actual detailed and relevant, accurate relevant context with a limit, unchanged or sustained response, and an explicit explanation.

Use the independent to top level of the rubric.





Well Done!
Use rec... and clear
reasons.

