

# English ARBs and key reading focus

## English ARBs and key reading focus

These *reading* assessment resources from the ARBs have been mapped to the key foci from the *Literacy Learning Progressions*.

Focus	Level 1	Level 2	Level 3	Level 4	Level 5
Locate	[locate-1]	[locate-2]	[locate-3]	[locate-4]	[locate-5]
Infer	[inference-1]	[inference-2]	[inference-3]	[inference-4]	[inference-5]
Analyse	[analyse-1]	[analyse-2]	[analyse-3]	[analyse-4]	[analyse-5]
Evaluate	[evaluate-1]	[evaluate-2]	[evaluate-3]	[evaluate-4]	[evaluate-5]
Synthesise	[synthesise-1]	[synthesise-2]	[synthesise-3]	[synthesise-4]	[synthesise-5]
Think critically	[think-critically-1]	[think-critically-2]	[think-critically-3]	[think-critically-4]	[think-critically-5]
Purpose	[purpose-1]	[purpose-2]	[purpose-3]	[purpose-4]	[purpose-5]
Text Features/Text structure	[text-1]	[text-2]	[text-3]	[text-4]	[text-5]
Language feature	[language-1]	[language-2]	[language-3]	[language-4]	[language-5]
Vocabulary	[vocabulary-1]	[vocabulary-2]	[vocabulary-3]	[vocabulary-4]	[vocabulary-5]

Locate Year 1 - 2 (Level 1)

### Resources

- Shoes for the King
- The Missing Socks
- Treasure Island III
- The Lion and the Mouse

Locate Year 3 - 4 (Level 2)

### Relevant Literacy Learning Progression/s

#### ***After Three Years at School***

When students at this level read, respond to, and think critically about texts they:

- Integrate and use a variety of comprehension strategies, including:
  - *Evaluating information and ideas within a text in terms of their purposes for reading.*

#### **By the End of Year 4**

When students at this level read, respond to, and think critically about texts, they:

They draw on knowledge and skills that include:

- meet their purposes for reading by employing specific comprehension

### Resources

- Spider
- House Bus
- Ladybirds
- Look up the index!
- New Shoes for Cloud
- My other jandal
- Staying in a Japanese Home
- Rock Doc
- Giant weta
- Use the

strategies, such as:

- *identifying and summarising main ideas (using their knowledge of text structure).*

Locate Year 5 - 6 (Level 3)

### **Relevant Literacy Learning Progression/s**

#### ***By the End of Year 6***

When students at this level read, respond to, and think critically about texts, they:

- understand how to select from and use their repertoire of comprehension strategies, which include:
  - *locating and summarising ideas (e.g., by skimming and scanning, by identifying key words, topic sentences, and key questions, or by using subheadings).*

Locate Year 7 - 8 (Level 4)

### **Relevant Literacy Learning Progression/s**

#### ***By the End of Year 8***

When students at this level read, respond to, and think critically about texts:

They draw on knowledge and skills that include:

- recognising and understanding the features and structures of a wide variety of continuous and non-continuous text types and text forms.

index!

- Railway Crossings

### **Resources**

- The Moa
- The Dinosaur climber's kit
- Aeromania
- Buttercup
- Read the recipe
- Let's make a bird ball II
- Night in the forest
- "Don't Waste the Water!"
- Kokeshi dolls
- Chunky chalks
- One potato, two potatoes - heaps of potatoes!
- Using a telephone directory

### **Resources**

- The Whispering Giant
- The Winner Loses
- Flying to remote places
- George and Lennie
- The Diving Competition
- Protecting Our Kaimoana
- An Inspiration
- Haircut lament
- Going on a school camp

- Huckleberry Finn
- Declined
- Parcel
- Black Holes
- No sweat for Sian!
- Prescription
- Acknowledgements
- Selecting the Trees
- A story about Maui
- Newspaper report
- Activities keep you on the edge
- Where angels fear to tread
- Fā'aluma
- Wearable Art show

Infer Year 1 - 2 (Level 1)

### Resources

- Cuthbert's Babies
- Which one am I? (1)
- Which animal am I?
- Which one am I? (2)
- Shoes for the King
- The Missing Socks
- Treasure Island III
- The Lion and the Mouse

Infer Year 2 - 3 (Level 2)

### Relevant Literacy Learning Progression/s

#### ***After Three Years at School***

When students at this level read, respond to, and think critically about texts they:

- Integrate and use a variety of comprehension strategies, including:
  - *Evaluating information and ideas within a text in terms of their purposes for reading.*

### Resources

- Delicious Steamed Kai
- Spider
- Hide-and-go-seek
- House Bus
- The Lion and the Monkeys

## **By the End of Year 4**

When students at this level read, respond to, and think critically about texts, they:

They draw on knowledge and skills that include:

- meet their purposes for reading by employing specific comprehension strategies, such as:
  - *identifying and summarising main ideas (using their knowledge of text structure).*

- Mako shark
- Why possums live in trees
- The windy night
- Moods
- Sofi's first night away
- Down Comes A Tree
- A Load of Junk
- What or who am I?
- Rock Doc
- Giant weta
- What is it?
- Cuthbert's Babies
- The impossible bridge
- A gift for Aunty Ngā
- White Sunday in Sāmoa
- Tom's Tryathlon
- What are "they"?
- Daisy Data
- Railway Crossings
- Too Much Noise!
- Whale watch

Infer Year 5 - 6 (Level 3)

## **Relevant Literacy Learning Progression/s**

### ***By the End of Year 6***

When students at this level read, respond to, and think critically about texts, they:

- understand how to select from and use their repertoire of comprehension strategies, which include:
  - *locating and summarising ideas (e.g., by skimming and scanning, by identifying key words, topic sentences, and key questions, or by using subheadings).*

## **Resources**

- Creating sculptures
- The Moa
- No Circulars
- The Dinosaur climber's kit
- Shipwreck Bay
- Buttercup
- Sand dunes
- Let's make a bird ball II
- Night in the forest
- Song of the

- Vagabond
- Tomato
- Porridge
- The Bat
- Flea feast
- Personal Mail
- Grey hair
- To work or not
- Skaties – are they really to blame?
- If I were...
- Taniwha
- What could it be?
- What might it be?
- Feathery Friends
- No Big Deal
- Great-grandpa
- It's snowing - again!

Infer Year 7 - 8 (Level 4)

### **Relevant Literacy Learning Progression/s**

#### ***By the End of Year 8***

When students at this level read, respond to, and think critically about texts:

They draw on knowledge and skills that include:

- recognising and understanding the features and structures of a wide variety of continuous and non-continuous text types and text forms.

### **Resources**

- The Whispering Giant
- The Winner Loses
- Flying to remote places
- George and Lennie
- The Diving Competition
- Haircut lament
- Huckleberry Finn
- Wind Song
- Learning to Read
- Sea-dog
- Declined
- Parcel
- Black Holes
- I'm home
- Prescription
- Selecting the

- Trees
- A story about Maui
- Newspaper report
- Activities keep you on the edge
- A Shattering Breakthrough
- Where angels fear to tread
- Steep streets
- Fā'aluma
- Wearable Art show
- Shark Scare
- Fever
- Saving our national bird
- What or who are they?
- What am I?
- What is Susan making?
- The Kuia and the Spider
- Fat, four-eyed and useless
- Voices in the Park
- Boy's Song
- The Sleeper Wakes
- Dit, dit, daah
- Once bitten
- Playing with words: implode
- Playing with words: memorable
- Fat, four-eyed and useless II

Analyse Year 1 - 2 (Level 1)

## **Resources**

- Cuthbert's Babies
- Shoes for the King

Analyse Year 3 - 4 (Level 2)

### Relevant Literacy Learning Progression/s

#### ***After Three Years at School***

When students at this level read, respond to, and think critically about texts they:

- Integrate and use a variety of comprehension strategies, including:
  - *Evaluating information and ideas within a text in terms of their purposes for reading.*

#### **By the End of Year 4**

When students at this level read, respond to, and think critically about texts, they:

They draw on knowledge and skills that include:

- meet their purposes for reading by employing specific comprehension strategies, such as:
  - *identifying and summarising main ideas (using their knowledge of text structure).*

Analyse Year 5 - 6 (Level 3)

### Relevant Literacy Learning Progression/s

#### ***By the End of Year 6***

When students at this level read, respond to, and think critically about texts, they:

- understand how to select from and use their repertoire of comprehension strategies, which include:
  - *locating and summarising ideas (e.g., by skimming and scanning, by identifying key words, topic sentences, and key questions, or by using subheadings).*

Analyse Year 7 - 8 (Level 4)

### Relevant Literacy Learning Progression/s

#### ***By the End of Year 8***

When students at this level read, respond to, and think critically about texts:

They draw on knowledge and skills that include:

- recognising and understanding the features and structures of a wide variety of continuous and non-continuous text types and text forms.

### Resources

- Washday for the clouds
- What or who am I?
- Cuthbert's Babies
- White Sunday in Sāmoa

### Resources

- The night the lights went out
- Taniwha
- What could it be?
- Great-grandpa

### Resources

- Making comparisons II
- Making comparisons
- Taniwha messages
- The Kuia and the Spider
- Fat, four-eyed and useless
- Voices in the Park
- The Sleeper Wakes

Evaluate Year 1 - 2 (Level 1)

Evaluate Year 3 - 4 (Level 2)

### Relevant Literacy Learning Progression/s

#### ***After Three Years at School***

When students at this level read, respond to, and think critically about texts they:

- Integrate and use a variety of comprehension strategies, including:
  - *Evaluating information and ideas within a text in terms of their purposes for reading.*

#### **By the End of Year 4**

When students at this level read, respond to, and think critically about texts, they:

They draw on knowledge and skills that include:

- meet their purposes for reading by employing specific comprehension strategies, such as:
  - *identifying and summarising main ideas (using their knowledge of text structure).*

Evaluate Year 5 - 6 (Level 3)

### Relevant Literacy Learning Progression/s

#### ***By the End of Year 6***

When students at this level read, respond to, and think critically about texts, they:

- understand how to select from and use their repertoire of comprehension strategies, which include:
  - *locating and summarising ideas (e.g., by skimming and scanning, by identifying key words, topic sentences, and key questions, or by using subheadings).*

Evaluate Years 7 - 8 (Level 4)

### Relevant Literacy Learning Progression/s

#### ***By the End of Year 8***

- Fat, four-eyed and useless II

### Resources

- The Lion and the Mouse

### Resources

- Don't miss the bus!
- A gift for Aunty Ngā
- Rock doc II
- Giant Weta II
- Kissing Frogs
- The Blink-off
- Breakfast for peacocks
- Motocross
- Daisy Data
- No More Cats
- Katie's Birthday

### Resources

- Grey hair
- The Rice Balls
- Pest Fish
- No Big Deal
- A very special frog
- Great-grandpa
- Flood
- And the Winner Is...!
- Unfair!
- My Dad, the Soccer Star
- Sports Day

### Resources

- To Spray or Not to Spray?



When students at this level read, respond to, and think critically about texts:

They draw on knowledge and skills that include:

- recognising and understanding the features and structures of a wide variety of continuous and non-continuous text types and text forms.

Synthesise Years 1 - 2 (Level 1)

Synthesise Years 3 - 4 (Level 2)

### **Relevant Literacy Learning Progression/s**

#### ***After Three Years at School***

When students at this level read, respond to, and think critically about texts they:

- Integrate and use a variety of comprehension strategies, including:
  - *Evaluating information and ideas within a text in terms of their purposes for reading.*

#### **By the End of Year 4**

When students at this level read, respond to, and think critically about texts, they:

They draw on knowledge and skills that include:

- meet their purposes for reading by employing specific comprehension strategies, such as:
  - *identifying and summarising main ideas (using their knowledge of text structure).*

Synthesise Years 5 - 6 (Level 3)

### **Relevant Literacy Learning Progression/s**

#### ***By the End of Year 6***

When students at this level read, respond to, and think critically about texts, they:

- understand how to select from and use their repertoire of comprehension strategies, which include:

- Close Encounters I
- The Weevil's Last Stand
- Big Shift
- Saying goodbye
- Why do I blush?
- On the Reclaim
- Get out of my hair!
- Flowers for James
- Kebabs

### **Resources**

- Cuthbert's Babies

### **Resources**

- What or who am I?
- What is it?
- Cuthbert's Babies
- The impossible bridge
- Don't miss the bus!
- Rock doc II
- What are "they"?

### **Resources**

- If I were...
- Pest Fish
- A very special frog
- Flood

- *locating and summarising ideas (e.g., by skimming and scanning, by identifying key words, topic sentences, and key questions, or by using subheadings).*

Synthesise Years 7 - 8 (Level 4)

### **Relevant Literacy Learning Progression/s**

#### ***By the End of Year 8***

When students at this level read, respond to, and think critically about texts:

They draw on knowledge and skills that include:

- recognising and understanding the features and structures of a wide variety of continuous and non-continuous text types and text forms.

Vocabulary Years 1 - 2 (Level 1)

Vocabulary Years 3 - 4 (Level 2)

### **Relevant Literacy Learning Progression/s**

#### ***After Three Years at School***

When students at this level read, respond to, and think critically about texts they:

- Integrate and use a variety of comprehension strategies, including:
  - *Evaluating information and ideas within a text in terms of their purposes for reading.*

#### **By the End of Year 4**

When students at this level read, respond to, and think critically about texts, they:

They draw on knowledge and skills that include:

- meet their purposes for reading by employing specific comprehension strategies, such as:
  - *identifying and summarising main ideas (using their knowledge of text structure).*

Vocabulary Years 5 - 6 (Level 3)

### **Relevant Literacy Learning Progression/s**

#### ***By the End of Year 6***

When students at this level read, respond to, and think critically about texts, they:

### **Resources**

- What or who are they?
- What am I?
- What is Susan making?
- Taniwha messages
- The Kuia and the Spider
- Voices in the Park
- Big Shift

### **Resources**

- Cuthbert's Babies

### **Resources**

- If you are not sleeping ...
- The Lion and the Monkeys
- Ladybirds
- Cuthbert's Babies
- What's wrong?
- Sleepy Koalas

### **Resources**

- Night in the forest
- Magic stuff
- Hit the dirt with style

- understand how to select from and use their repertoire of comprehension strategies, which include:
  - *locating and summarising ideas (e.g., by skimming and scanning, by identifying key words, topic sentences, and key questions, or by using subheadings).*

- Tidal wave!
- The Hare and the Tortoise
- The hungry weasel
- A clever way out
- Getting polio
- Escape Artist Clyde
- On Frog Pond
- Number One
- Nippers: spectators
- Nippers: awkward

Vocabulary Years 7 - 8 (Level 4)

### **Relevant Literacy Learning Progression/s**

#### ***By the End of Year 8***

When students at this level read, respond to, and think critically about texts:

They draw on knowledge and skills that include:

- recognising and understanding the features and structures of a wide variety of continuous and non-continuous text types and text forms.

### **Resources**

- Protecting Our Kaimoana
- An Inspiration
- Wind Song
- Sea-dog
- Newspaper report
- Activities keep you on the edge
- Looking at insects
- Octopuses
- Hercules Beetle
- Keiko the killer whale
- Sailing
- Albatross
- Flood prevention
- Voices in the Park
- Changes of state II
- Playing with words: implode
- Playing with words: memorable
- Ko Bakong

Text structure/features Years 1 - 2 (Level 1)

## Resources

- The Missing Socks
- Treasure Island III

## Resources

- The windy night
- My other jandal
- Capital letters
- Use the index!
- Parts of a book II
- What's wrong?
- Sleepy Koalas

Text structure/features Years 3 - 4 (Level 2)

### Relevant Literacy Learning Progression/s

#### ***After Three Years at School***

When students at this level read, respond to, and think critically about texts they:

- Integrate and use a variety of comprehension strategies, including:
  - *Evaluating information and ideas within a text in terms of their purposes for reading.*

#### **By the End of Year 4**

When students at this level read, respond to, and think critically about texts, they:

They draw on knowledge and skills that include:

- meet their purposes for reading by employing specific comprehension strategies, such as:
  - *identifying and summarising main ideas (using their knowledge of text structure).*

Text structure/features Years 5 - 6 (Level 3)

### Relevant Literacy Learning Progression/s

#### ***By the End of Year 6***

When students at this level read, respond to, and think critically about texts, they:

- understand how to select from and use their repertoire of comprehension strategies, which include:
  - *locating and summarising ideas (e.g., by skimming and scanning, by identifying key words, topic sentences, and key questions, or by using subheadings).*

## Resources

- How to make Hokey Pokey
- Full moon tiger
- The Dinosaur climber's kit
- Buttercup
- Tidal wave!
- The Hare and the Tortoise
- The hungry weasel
- A clever way out
- Getting polio
- Kokeshi dolls
- Chunky chalks
- Escape Artist Clyde
- On Frog Pond
- Number One

Text structure/features Years 7 - 8 (Level 4)

### **Relevant Literacy Learning Progression/s**

#### ***By the End of Year 8***

When students at this level read, respond to, and think critically about texts:

They draw on knowledge and skills that include:

- recognising and understanding the features and structures of a wide variety of continuous and non-continuous text types and text forms.

### **Resources**

- Special Holiday Attraction!
- Declined
- Looking at insects
- Octopuses
- Hercules Beetle
- Keiko the killer whale
- Sailing
- Albatross
- Flood prevention
- Parts of a book III
- Parts of a book
- Using a Dictionary
- Boy's Song
- Changes of state II
- Variable Oystercatchers II
- Information about Moa
- Ko Bakong

Language features Years 1 - 2 (Level 1)

Language features Years 3 - 4 (Level 2)

### **Relevant Literacy Learning Progression/s**

#### ***After Three Years at School***

When students at this level read, respond to, and think critically about texts they:

- Integrate and use a variety of comprehension strategies, including:
  - *Evaluating information and ideas within a text in terms of their purposes for reading.*

#### **By the End of Year 4**

When students at this level read, respond to, and think critically about texts, they:

They draw on knowledge and skills that include:

- meet their purposes for reading by employing specific comprehension strategies, such as:
  - *identifying and summarising main ideas (using their knowledge of text structure).*

### **Resources**

- If you are not sleeping ...
- Sudden Storm

Language features Years 5 - 6 (Level 3)

### **Relevant Literacy Learning Progression/s**

#### ***By the End of Year 6***

When students at this level read, respond to, and think critically about texts, they:

- understand how to select from and use their repertoire of comprehension strategies, which include:
  - *locating and summarising ideas (e.g., by skimming and scanning, by identifying key words, topic sentences, and key questions, or by using subheadings).*

Language features Years 7 - 8 (Level 4)

### **Relevant Literacy Learning Progression/s**

#### ***By the End of Year 8***

When students at this level read, respond to, and think critically about texts:

They draw on knowledge and skills that include:

- recognising and understanding the features and structures of a wide variety of continuous and non-continuous text types and text forms.

Purpose Years 1 - 2 (Level 1)

Purpose Years 3 - 4 (Level 2)

### **Relevant Literacy Learning Progression/s**

#### ***After Three Years at School***

When students at this level read, respond to, and think critically about texts they:

- Integrate and use a variety of comprehension strategies, including:
  - *Evaluating information and ideas within a text in terms of their purposes for reading.*

#### **By the End of Year 4**

When students at this level read, respond to, and think critically about texts, they:

### **Resources**

- How to make Hokey Pokey
- Full moon tiger
- Aeromania
- Shipwreck Bay
- Read the recipe
- When the air moves
- Magic stuff
- Flax flyers

### **Resources**

- Making puns
- The TranzAlpine train journey
- Going on a school camp
- Wind Song
- Sea-dog
- Kayak trip
- Making comparisons II
- Changes of state II
- Variable Oystercatchers II
- Information about Moa

### **Resources**

- Railway Crossings

They draw on knowledge and skills that include:

- meet their purposes for reading by employing specific comprehension strategies, such as:
  - *identifying and summarising main ideas (using their knowledge of text structure).*

Purpose Years 5 - 6 (Level 3)

### **Relevant Literacy Learning Progression/s**

#### ***By the End of Year 6***

When students at this level read, respond to, and think critically about texts, they:

- understand how to select from and use their repertoire of comprehension strategies, which include:
  - *locating and summarising ideas (e.g., by skimming and scanning, by identifying key words, topic sentences, and key questions, or by using subheadings).*

Purpose Years 7 - 8 (Level 4)

### **Relevant Literacy Learning Progression/s**

#### ***By the End of Year 8***

When students at this level read, respond to, and think critically about texts:

They draw on knowledge and skills that include:

- recognising and understanding the features and structures of a wide variety of continuous and non-continuous text types and text forms.

Thinking critically Years 1 - 2 (Level 1)

Thinking critically Years 3 - 4 (Level 2)

### **Relevant Literacy Learning Progression/s**

#### ***After Three Years at School***

When students at this level read, respond to, and think critically about texts they:

- Integrate and use a variety of comprehension strategies, including:
  - *Evaluating information and ideas within a text in terms of their purposes for reading.*

#### **By the End of Year 4**

When students at this level read, respond to, and think critically about texts, they:

They draw on knowledge and skills that include:

- meet their purposes for reading by employing specific comprehension strategies, such as:
  - *identifying and summarising main ideas (using their knowledge of text structure).*

Thinking critically Years 5 - 6 (Level 3)

### **Resources**

- Kokeshi dolls

### **Resources**

- Prescription
- Taniwha messages
- Fat, four-eyed and useless
- Fat, four-eyed and useless II

### **Resources**

- Giant Weta II
- Kissing Frogs
- The Blink-off
- Breakfast for peacocks
- Motocross
- No More Cats
- Katie's Birthday

### **Resources**

## Relevant Literacy Learning Progression/s

### ***By the End of Year 6***

When students at this level read, respond to, and think critically about texts, they:

- understand how to select from and use their repertoire of comprehension strategies, which include:
  - *locating and summarising ideas (e.g., by skimming and scanning, by identifying key words, topic sentences, and key questions, or by using subheadings).*

Thinking critically Years 7 - 8 (Level 4)

## Relevant Literacy Learning Progression/s

### ***By the End of Year 8***

When students at this level read, respond to, and think critically about texts:

They draw on knowledge and skills that include:

- recognising and understanding the features and structures of a wide variety of continuous and non-continuous text types and text forms.

Locate Year 9 - 10 (Level 5)

- The Rice Balls
- Feathery Friends
- It's snowing - again!
- And the Winner Is...!
- Unfair!
- My Dad, the Soccer Star
- Sports Day

## Resources

- Taniwha messages
- To Spray or Not to Spray?
- Close Encounters I
- The Weevil's Last Stand
- Once bitten
- Saying goodbye
- On the Reclaim
- Get out of my hair!
- Flowers for James
- Kebabs

## Resources

- The Rimutaka Incline
- Marathon - The Legend and the Truth
- Bug the Aphids
- Be my Valentine
- Cold Water Survival
- Ooka and the Honest Thief
- Parachuting
- Getting information from a page
- Gold through



the ages

Infer Year 9 - 10 (Level 5)

### **Resources**

- The Prince Who Gave Up Everything
- Bug the Aphids
- Socrates
- What is it? II
- Theft costs us all
- Filter out the fiction
- Runaway weather balloon
- Do you get it?
- Happy birthday consumer
- Diving
- Be my Valentine
- Parachuting
- What is the main idea?
- The gift
- What is this?
- Tangiwai
- Memory
- What is this tiny thing?
- Ecological islands
- The Terotero
- Up from the Ashes: "grateful"

Analyse Year 9 - 10 (Level 5)

### **Resources**

- Tangiwai

Evaluate Year 9 - 10 (Level 5)

### **Resources**

- Working from home
- Memory
- Close Encounters II
- Finding a fine

mat

- 'Apa!
- Wolf

Synthesise Year 9 - 10 (Level 5)

### **Resources**

- What is this?
- What is this tiny thing?
- Ecological islands
- Finding a fine mat

Think critically Year 9 - 10 (Level 5)

### **Resources**

- Theft costs us all
- Filter out the fiction
- Working from home
- Ooka and the Honest Thief
- Graffiti
- Tangiwai
- Close Encounters II
- The Terotero
- 'Apa!
- Wolf

Purpose Year 9 - 10 (Level 5)

### **Resources**

- Happy birthday consumer
- Graffiti

Text Features/Text structure Year 9 - 10 (Level 5)

### **Resources**

- What's in a word
- Inuit Carving
- The Holland Tunnel
- Shark - a silent terror
- Ooka and the Honest Thief
- Getting information

Language features Year 9 - 10 (Level 5)

- from a page
- Gold through the ages
- Graffiti

### Resources

- The Summit
- What is it? II
- Figures of speech
- Getting plastered
- Consumer information
- Do you get it?
- Happy birthday consumer
- Memory

Vocabulary Year 9 - 10 (Level 5)

### Resources

- The Rimutaka Incline
- Marathon - The Legend and the Truth
- The Summit
- Bug the Aphids
- Inuit Carving
- The Holland Tunnel
- Shark - a silent terror
- Happy birthday consumer
- Up from the Ashes: "tragedy"
- Up from the Ashes: "grateful"

---

**Category:**  
Conceptual maps  
Assessment  
English