

# NORWOOD PRIMARY SCHOOL –Literacy Learning



Research shows that collective teacher efficacy has the biggest impact on student learning.

## LITERACY AND ENGLISH AT NORWOOD P.S.

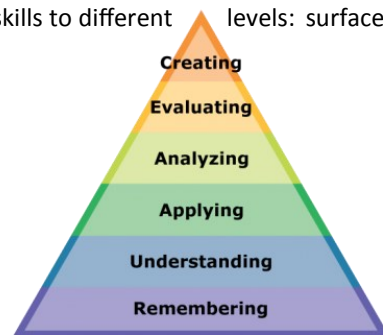
The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.

**The Australian Curriculum: English, aims to ensure that students:**

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multi-modal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how Standard English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

## QUALITY CURRICULUM

- 300 minutes per week of English taught per week
- General Capabilities and Cross-curriculum priorities are incorporated
- Teachers articulate and share the expected learning with parents and students through term overviews, learning intentions, and learning goals including Short Term Learning Goals for EALD students (through Wave 2 and 3 interventions)
- Teachers report descriptively twice a year in relation to the English Achievement Standards—end of terms 2 and 4
- Instruction focuses on developing knowledge and skills to different levels: surface, deep and transfer



## RESOURCES

Australian Curriculum (ACARA)	<a href="http://www.australiancurriculum.edu.au">http://www.australiancurriculum.edu.au</a>
DECD Leaders Resource	<a href="http://www.aclleadersresource.sa.edu.au/">http://www.aclleadersresource.sa.edu.au/</a>
Scootle	<a href="http://www.scootle.edu.au">http://www.scootle.edu.au</a>
Australian Professional Standards for Teachers	<a href="http://www.aitsl.edu.au/australian-professional-standards-for-teachers">http://www.aitsl.edu.au/australian-professional-standards-for-teachers</a>
Bev Derewianka and Pauline Jones	Teaching Language in Context
PAT Teaching Resources	<a href="http://oars.acer.edu.au">http://oars.acer.edu.au</a>
Skoolbo	<a href="http://skoolbo.com.au">http://skoolbo.com.au</a>
Premier's Reading Challenge	<a href="http://www.premiersreadingchallenge.sa.edu.au/PRC/">http://www.premiersreadingchallenge.sa.edu.au/PRC/</a>
Children's Book Council	<a href="https://cbca.org.au/">https://cbca.org.au/</a>
Austlit: The Australian Literature Resource	<a href="https://www.austlit.edu.au/">https://www.austlit.edu.au/</a>
Speech Pathology Australia	<a href="https://www.speechpathologyaustralia.org.au/">https://www.speechpathologyaustralia.org.au/</a>
PETAA	<a href="http://www.petaa.edu.au/">http://www.petaa.edu.au/</a>
ALEA	<a href="https://www.alea.edu.au/">https://www.alea.edu.au/</a>
DECD	Best Advice Papers
TfEL at NPS Blog	<a href="https://tfelatnps.edublogs.org/">https://tfelatnps.edublogs.org/</a>
EALD Language and Literacy Levels	
Teaching Strategies	<a href="https://tfelatnps.edublogs.org/2017/02/22/eald-language-and-literacy-levelling-process-2017/">https://tfelatnps.edublogs.org/2017/02/22/eald-language-and-literacy-levelling-process-2017/</a>
TfEL Blog for NPS	<a href="http://tfelatnps.edublogs.org">http://tfelatnps.edublogs.org</a>
General Capability Continua	<a href="https://tfelatnps.edublogs.org/2018/01/24/general-capability-continua/">https://tfelatnps.edublogs.org/2018/01/24/general-capability-continua/</a>
Bev Derewianka	A New Grammar Companion for Teachers
Peter Westwood	Spelling; Approaches to Teaching and Assessment
DECD	Spelling: From Beginnings to Independence
Lorraine McDonald	A Literature Companion for Teachers (2nd Edition)

## IN PRACTICE

Differentiation is evident through a tiered approach to instruction. Wave 1 allows for maximum connections to be made by individual students in a rich learning environment. Wave 2 allows teachers to work with small groups of students to address particular needs, and Wave 3 intervention allows individuals to access specific skills/ knowledge on a one to one basis.

Wave 3: Intensive Support (for a FEW students)

Wave 2: Small group Intervention (for SOME students)

Wave 1: Whole Class Teaching (for ALL students)

### Engagement/ Explicit Teaching—10 mins

Make connections with prior knowledge  
Introduce vocabulary  
Teacher-led inquiry based on formative assessment

Clear learning intentions/ purpose of the lesson

### Wave 1 - Whole Class or small group rotation /engagement in learning activities—30 mins

Quality literature used as a base  
Students practise  
Active participation  
Students questioning/ clarifying  
Models provided  
Resources available to assist

Digital technologies integrated  
Choices within a framework  
Relevant to student interests/ level  
Established routines assist  
Clear expectations of task and behaviour  
Teacher monitoring

Grouping/ paired structures—changed regularly to meet needs, sometimes randomly so that students get an opportunity to work with a range of people

### WAVE 2 – Guided Activity.

A small group works with the teacher on a specific skill identified as a need

### WAVE 3 – Intense Intervention

Individual students who need intensive assistance are given opportunities to work with the teacher on specific skills. This is monitored and reinforced through further activities with an SSO.

### Reflection—10 mins

Reflect on what has been learnt  
Address any misconceptions  
Work as a community of learners  
Student Learning Goals

Evaluate in relation to learning intentions/ purpose  
Feedback—to class, to students, peer to peer, to teacher  
Progress informs the next lesson/ steps  
Acknowledge progress and celebrate success

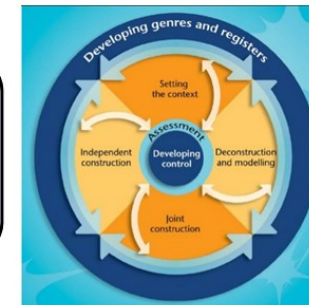
## COMMON ASSESSMENTS

The following assessments form part of the school's assessment processes, aiming for all students to demonstrate a growth of at least 0.4 effect size in a year/ middle/ upper band progress in line with SIP.

- Words Their Way diagnostic tests completed by Year R-7 students in November, new students tested at the start of the year/ as they enter
- PAT-R September (Year 2 –7)
- PAT Spelling 2018 (Year 2 –7)
- NAPLAN May (Year 3,5,7)
- Language and Literacy Levels for all EALD students by end of Term 2
  - ◊ Common Writing Tasks—Narrative, (Oral for Receptions, Written for Year 1 –7) Information Report (Reception –2), Exposition (Year 3-7) to be completed by Week 5 Term 2
- Running Records April and September (Year 1 and 2)
- SPAR—Year 1 and 2
- Report comments to be descriptively written and take into account both school and class assessments. Teams to collaboratively develop dot points that will be referred to in Semester 1 and 2 across a range of curriculum areas.
- Refer to Sentral portal for individual student data

- Establishing clearly the purposes and goals of the work to be done
- Engaging with the students by finding out what their current ways of thinking and doing are, and where there might be potential gaps, differences and strengths
- Beginning the process of knowledge building that continues throughout the cycle

Teaching and Learning Cycle



- Supporting students to produce their own texts and because of the shared understandings and metalanguage we have built up through the previous stages, we can provide explicit feedback on how to improve their text.

- Identifying the required genre and register expected by the task
- Examining model texts, and asking questions to identify how and why they are structured the way they are
- Making explicit, or visible, the predictable language patterns of the focus text
- Developing a shared metalanguage

- Working with students to jointly produce a text by drawing on shared understandings about the topic and the chosen genre
- Making explicit the processes involved in producing a text by continually scaffolding the students through ongoing micro-interactions

This stage creates an opportunity for students to participate in successful text construction—to see how to draw together what they have learnt, and to be a part of making decisions about the structure and appropriate language choices. In this way, we are scaffolding students into constructing texts beyond the level they could produce independently.

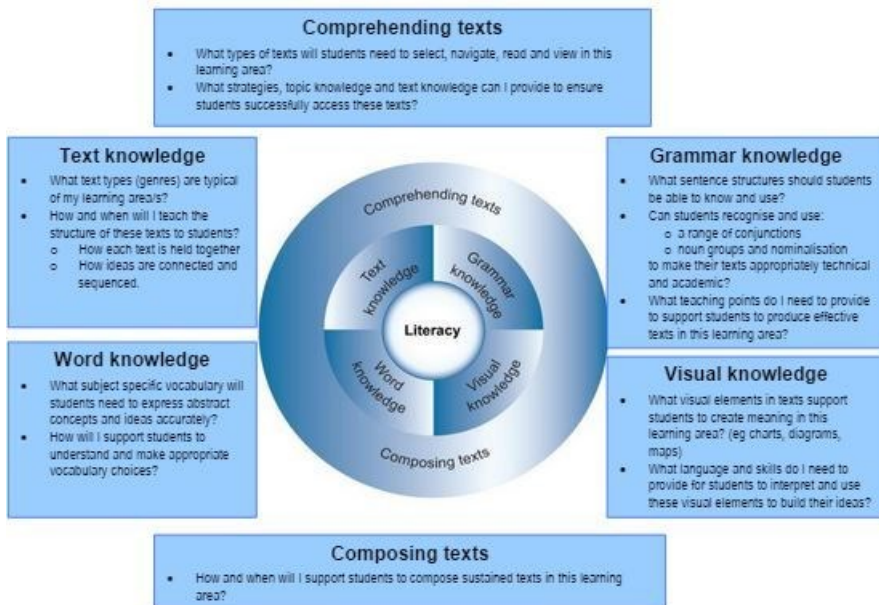
## PEDAGOGY—A CONSISTENT APPROACH

- Explicit teaching of content and skills described in the Australian Curriculum: English Foundation to Year 7.
- Literacy skills developed across the curriculum—comprehending and composing texts (text, grammar, word and visual knowledge).
- English as an Additional Language/ Dialect (EALD) Language and Literacy Levels used to identify strengths and needs in writing and oral language.
- Clear learning intentions, success criteria, goal setting and reflection processes built into lessons.
- Register continuum used to develop sophisticated language use across a range of genres (and curriculum areas) for a range of purposes and audiences depending on year level/ maturity. Refer to Appendix A, Genre Map, Australian Curriculum
- Big Six of reading integrated throughout reading opportunities across the day
- Independent reading skills developed, including decoding, reading comprehension and library borrowing skills —choice, range, genres, recommendations to/from peers, fiction and non-fiction. Monitored through conferencing, reading log comments and/ or book discussions.
- PRC success supported and encouraged through class/ independent reading.
- Reading programs to offer variety (and focus on quality literature)—Guided Reading, Independent, Paired, Literature Circles, Shared Book, Read Aloud, Reciprocal Reading, Reader’s Theatre, Research/Inquiry Approach across the curriculum
- Oral Language instructional strategies utilised: Student talk maximised (teacher talk minimised), Students pose and answer questions, wait time, think alouds, conversations, repeating what others have said.
- Vocabulary development strategies: teach new words, vocabulary charts, rich texts, pre-teach vocabulary, Tier 1, 2, 3 vocabulary attended to, teach how to use graphic organisers. Refer to Appendix E
- Feedback provided from/to students and teachers in relation to: the task, the process, self-regulation, and self.
- Differentiation evident through a three tiered approach—Wave 1, 2 and 3.
- Gradual Release of Responsibility is used to set students up to be successful—I do, We do, You do.
- Teaching and Learning Cycle evident in all classrooms:
  1. Build field—vocabulary
  2. Text deconstruction
  3. Joint construction
  4. Independent construction
- Students take an active role in assessment processes
  - ◇ Goal setting and review
  - ◇ Clear understanding of the learning continuum (Where to next?)
  - ◇ Giving and receiving feedback
  - ◇ Practising skills
  - ◇ Celebrating successes/ informing parents/ teachers/ students

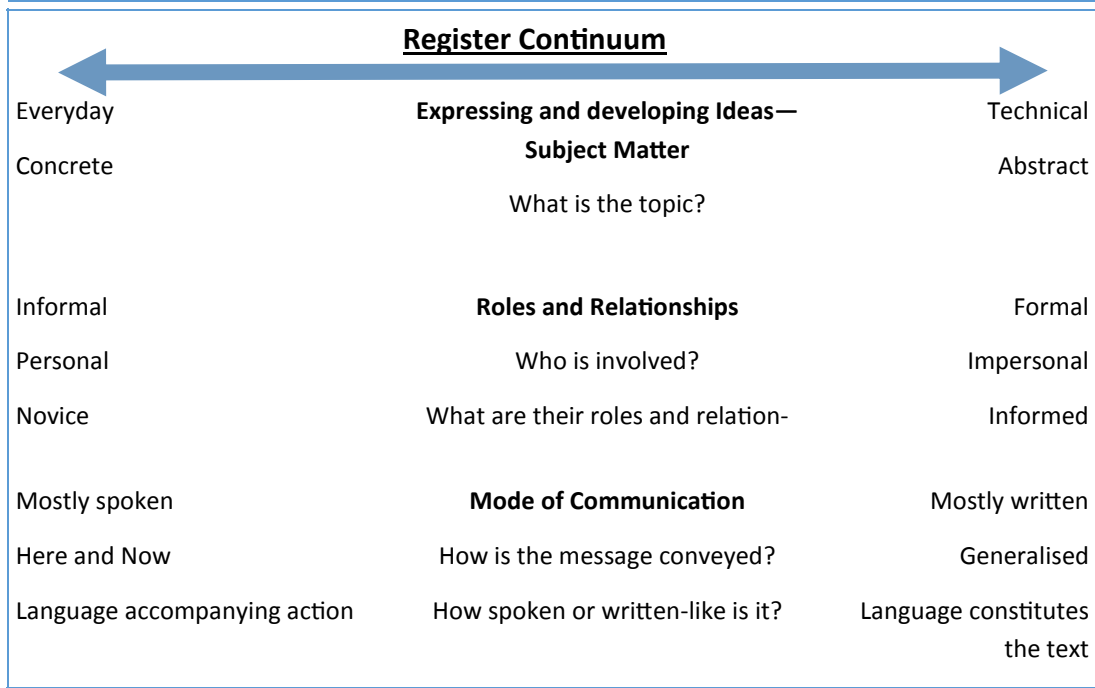
## PEDAGOGY—A CONSISTENT APPROACH (cont.)

- Spelling instruction focuses on developing phonetic, morphemic, visual and etymological knowledge and explicitly teaching strategies . Success is measured through transference of skills into writing. Characteristics of effective spelling instruction are evident. Refer to Appendix B and C
- Thinking routines are evident—to make connections with students prior knowledge, to practise using new vocabulary, to encourage students to learn from each other, to allow the teacher to identify misconceptions/ next steps, to follow lines of inquiry relevant to the students.
- A wide variety of books/ texts are available and accessible in classrooms.
- Teachers build meta-language at developmentally appropriate levels:
  - ◇ Reading comprehension strategies: 1. Predicting and activating prior knowledge, 2. Questioning, 3. Visualising, 4. Monitoring and clarifying, 5. Making connections, 6. Inferring, 7. Determining importance, 8. Summarising and synthesising
  - ◇ Levels of comprehension: - Here (explicit/ literal), Hidden (explicit across sections of the text or implied) Head (evaluative, reflective/ using background/ prior knowledge/ inferring), Heart (emotive comprehension/ ethics/ feelings)
  - ◇ Specific language related to text knowledge, grammar knowledge, word knowledge, and visual knowledge
  - ◇ Terms to describe word knowledge—(vowels, consonants, syllables, long and short vowel sounds, affixes, etc.)
- Assessment informed instruction
- Continuous tracking, monitoring and assessment—formative and summative, used to inform instruction. Zone of Proximal Development identified to target teaching.
- Description of the learning progression is provided—clear targets communicated and discussed with students, parents and support staff.
- Models of successful authors/ orators are used to explore and make innovations/ reading and writing interwoven.
- Instruction caters for interests and needs of students with plenty of opportunities for students to make connections through: choice in engagement, product, setting, timelines and/ or assessment.
- Clear purpose and audience for texts, with authentic contexts provided where ever possible (assemblies, buddy class activities, newsletter items, parent communication, etc.)
- Creative and critical thinking (and other General Capabilities as appropriate) woven into instruction. Refer to Continua

Structure of the English Curriculum		
Literature	Enjoying, appreciating, interpreting and creating literary works in a variety of modes and media:  Picture books chapter books graphic novels short stories novels drama	
Language	Language for comprehending, creating, discussing and responding to literary/ creative	
	Phonemic Awareness	Handwriting/ spelling/ punctuation/ grammatical accuracy
	How language works in its various modes and settings for different purposes and audi-	
Literacy	Comprehending, composing, using and critically engaging with texts: <ul style="list-style-type: none"> <li>• For a variety of purposes (eg describing, explaining, arguing, recounting)</li> <li>• Interacting with a range of audiences (from familiar through more formal)</li> <li>• In different modes and media (oral, written, digital and multi-media)</li> <li>• From a variety of sources (eg popular media, textbooks, workplaces, community)</li> <li>• To build knowledge across all areas of the curriculum</li> <li>• Using appropriate strategies and processes</li> </ul>	



BIG SIX of READING—to be integrated
<b>Oral language</b> — Teach active listening, Allow wait time (thinking time), Provide opportunities for social interaction (increase student talk, decrease teacher talk), Exploring story books together, Modelling thinking processes through 'Think Alouds' including positive self-talk (useful mediating strategy), Build on learner language
<b>Vocabulary</b> — Build vocabulary development into daily routines, Reading quality literature, Pre-teach critical vocabulary, Tier 1 (everyday), Tier 2 (appear more in text than in oral language and are used across contexts. Focus of direct instruction), and Tier 3 words (content area literacy— word walls) Teach students how to use graphic organisers to explore new vocabulary.
<b>Phonemic Awareness</b> - Explicit instruction and focus in Early Years and as required in Years 3-7, regular monitoring to identify needs and intervention, integrated with other areas
<b>Fluency</b> — Monitored through Running Records, and Conferencing, Developed through paired, small group reading, Guided Reading, Reader's Theatre, shared book, explicit teaching of decoding and comprehension skills and strategies
<b>Comprehension</b> — Strategies need to be explicitly taught: 1. Predicting and activating prior knowledge, 2. Questioning, 3. Visualising, 4. Monitoring and clarifying, 5. Making connections, 6. Inferring, 7. Determining importance, 8. Summarising and synthesising
<b>Phonics/ Spelling/ Word Study</b> — Refer to phonological and morphemic continuum—Appendix D  Spelling knowledge and strategies applied in written contexts at developmentally appropriate levels (Emergent—Semi-phonetic—Phonetic—Transitional—Proficient) Refer to Appendix C



## **Appendices:**

A—Genre Map: Australian Curriculum

B—Characteristics of Effective Spelling Instruction

C—Spelling Knowledge and Strategies

D—Spelling Continuum

E— Handwriting and Vocabulary Continua

Appendix A: Australian Curriculum: Genre Map

## Genre Map - Australian Curriculum

	Reception	1-2	3-4	5-6	7-8
<b>History</b>	Simple sequences Narratives Questions & Answers	Historical Retellings Narratives Descriptions	Historical Recounts Historical Narratives Descriptions	Historical Recounts Historical Narratives Detailed Descriptions Explanations Persuasive	Historical Recounts Historical Narratives Detailed Descriptions Explanation Discussion
<b>Geography</b>	Description Representation Oral Reflection	Description Data Representation Report Oral Reflection	Explanation Data Representation Geographical Inquiry Report Proposal for Action	Explanation Data Representation Geographical Inquiry Report Proposal for Action	Explanation Data Representation Geographical Inquiry Report - Persuasive Proposal for Action
<b>Civics &amp; Citizenship</b>			Description Explanation Argument	Description Explanation Argument	Explanation Argument
<b>Economics &amp; Business</b>				Visual representation of data/ information Presentation of findings	Visual representation of data/ information Presentation of findings with evi-
<b>Design &amp; Technology</b>	Drawings with labels Models of design ideas Record a judgement Record process		Graphical representation of design ideas Evaluation Record process	Graphical representation of design ideas Evaluation Project plan	Graphical representation of design ideas Evaluation Project plan
<b>Health &amp; PE</b>	Visual representation and labelling Description		Visual representation and labelling Description Investigation Report	Design/ plan Investigation/ Evaluation Investigation Report	Design/ plan Investigation/ Evaluation Investigation Report



## Genre Map - Australian Curriculum

	Reception	1-2	3-4	5-6	7-8
<b>Science</b>	Questions and answers Statements of observations Drawings to represent ideas	Procedures Descriptions of observations Annotated diagrams Sequential explanations	Procedures Descriptions Information reports Annotated diagrams Investigative reports Causal explanations	Procedures Information reports Investigative reports Causal explanations	Procedures Information reports Investigative reports Causal explanations Persuasive texts
<b>English</b>	Reciting rhymes and poems Transactions Greetings and introductions Role plays Conversations Pair/ group work Class and group discussions Reporting back Procedure Personal recount Observational recount Procedural recount Historical recount Description Descriptive report Narrative	Sequential explanation Personal response Argument Poetry	Procedure Protocol Personal recount Observational recount Biographical recount Historical recount Description Descriptive report Comparative report Compositional report Taxonomic/ classifying report Narrative (inc fables, myths and historical narrative) Sequential explanation Causal explanation Historical accounts Personal response Reviews Argument Discussion	Poetry Investigation Research project	<u>Year 7-10</u> (p 21 EALD LLL) Description Procedure Protocol Recount Observational recount Biographical recount News story Historical recount Descriptive report Comparative report Compositional report Taxonomic/ classifying reports Narrative (inc fables, myths, historical narratives) Sequential explanation Causal explanation Discussion Creative/ interpretive response
<b>Maths</b>	Describe patterns Simple statements of comparison Calendars Yes/ No questions Data displays	Reports of steps in a process Word problems Maps Questions Data displays	Reports of a process Procedures Word problems Maps Surveys - questions and recording Data displays Reports of group tasks	Procedures Word problems Explanation Surveys - questions and reports Data displays Recounts and evaluations of group tasks	Procedures Word problems Explanation Surveys - questions and reports Data displays Recounts and evaluations of group tasks

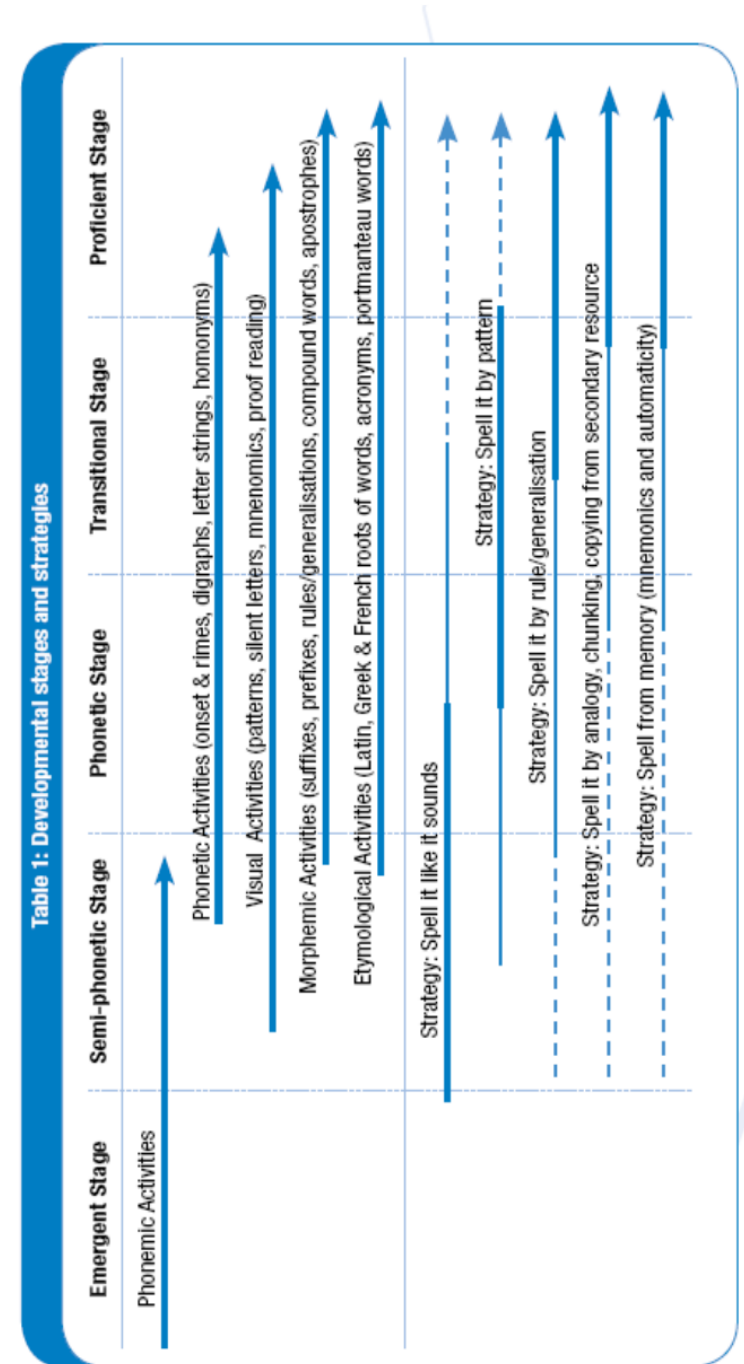
## Appendix B: Characteristics of Effective Spelling Instruction

Characteristics of effective Spelling Instruction:

- Regular assessment – data analysis indicating growth
- Differentiated practices
  - ◊ word lists
  - ◊ choices in activities/ ways of working depending on needs and interests
- Goal setting and regular monitoring with high student involvement in these processes
- Metalinguage developed
- Students increasingly developing vocabulary to describe strategies and thinking processes used
- Learning applied to writing
- Sense of fun, wonder, challenge experienced
- Games, challenges as a class
- Curriculum standards addressed and achieved
- students increasingly able to articulate their learning, explaining patterns and generalisations and appropriately applying these
- Evidence shows development – what students say, write, do and make reflected on skills/ knowledge continuum (may not be linear)
- Intervention strategies implemented for cohorts/ individuals as necessary with support of SSO, parent, peer tutor, regular time with the teacher – tied to goals which are time bound and reviewed to measure effectiveness of processes used.
  - ◊ Further assessment sought/ referred if intervention not successful
  - ◊ Technological tools could be useful (Phonics Alive, Apps, Text to speech (coping strategy))
- Students use their knowledge and skills strategically to spell increasingly proficiently
  - ◊ phonological knowledge
  - ◊ orthographical knowledge
  - ◊ morphological knowledge
  - ◊ etymological knowledge
- apply strategies for how to spell unknown words
  - ◊ Spell it like it sounds
  - ◊ Spell it by pattern
  - ◊ Spell it by rule/ generalisation
  - ◊ Spell it by analogy, chunking, copying from secondary resource
  - ◊ Spell it from memory (Mnemonics and automaticity)

Reference: A Closer Look at Spelling in the Primary Classroom – G Oakley, J Fellowes, PETAA, 2016

## Appendix C: Spelling knowledge and strategies





***Appendix D: Spelling Continuum***

**Appendix E: Handwriting Continuum and Vocabulary, Australian Curriculum**

<b>Handwriting in the Australian Curriculum</b>								
	R	1	2	3	4	5	6	7
	Some lower case and upper case letters using letter formations. Uses correct pencil grip	Write all letters of the alphabet with un-joined lower case and upper case legibly with a consistent size.	Write sentences legibly and fluently using un-joined upper and lower case letters of consistent size.	Write using joined letters that are clearly formed and consistent in size.	Clearly-formed joined letters, increased fluency and automaticity.	Develop a handwriting style that is becoming legible, fluent and automatic.	Legible, fluent and automatic style. Varies according to audience and purpose.	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods.

<b>Vocabulary in the Australian Curriculum</b>								
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High frequency words	Eg Oxford List 1-50	Eg Oxford List 1-100	Eg Oxford List 1-200	Eg Oxford List 1-300	Eg Oxford List 1-400			
The meanings of words including everyday and specialised meanings and how words take their meanings from the context of the text	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests, and topics being taught at school	Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts	Understand the use of vocabulary about familiar and new topics, and experiments with and begins to make conscious choices of vocabulary to suit audience and purpose	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts.	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion.	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language
3 levels of vocabulary to teach <ul style="list-style-type: none"> <li>• Everyday/ common</li> <li>• New/ unfamiliar</li> <li>• Technical/ specific</li> </ul>	Wide range of words including more specific and descriptive words—relating to time, thinking and feeling eg magnificent, invisible, angrily, next week, wonder	Formal/ informal terms of address, Select specific words to enhance meaning and effect. Understands and uses specialised vocabulary around specific curriculum areas and classroom topics e.g. Cocoon, camouflage, hurdle. Understands that words can have multiple meanings e.g. Rock—music, stone, action. Can understand and use simple sayings, e.g. Pull your socks up.	Express opinion—modal verbs and adverbs. Selects a wide range of specific words to enhance meaning and effect e.g. Suddenly. Continues to acquire content specific vocabulary eg. Horizontal, diagonal, symmetrical. Scientific use of the words: investigation, results, classify, properties. Wide range of figurative language e.g. The moon was like a big torch shining through the clouds.	Express opinion—modal verbs and adverbs. Selects a wide range of specific words to enhance meaning and effect e.g. Suddenly. Continues to acquire content specific vocabulary eg. Horizontal, diagonal, symmetrical. Scientific use of the words: investigation, results, classify, properties. Wide range of figurative language e.g. The moon was like a big torch shining through the clouds.	Express opinion—modal verbs and adverbs. Selects a wide range of specific words to enhance meaning and effect e.g. Suddenly. Continues to acquire content specific vocabulary eg. Horizontal, diagonal, symmetrical. Scientific use of the words: investigation, results, classify, properties. Wide range of figurative language e.g. The moon was like a big torch shining through the clouds.	Figurative language, rhetorical language, technical and content specific vocabulary which is increasingly complex e.g. Explaining the different functions of layers of the Earth's atmosphere, identify meaning relationships expressed through morphemes—understanding how words mean what they mean e.g. the base word spect expressing the concept of "seeing" in spectacular, inspection, spectacles. Able to understand and use complex, literary vocabulary during discussions or formal speaking situations e.g. sufficiently, compassion. Understands dimensions of meaning e.g. discouraged, disturbed, terrified, petrified	Figurative language, rhetorical language, technical and content specific vocabulary which is increasingly complex e.g. Explaining the different functions of layers of the Earth's atmosphere, identify meaning relationships expressed through morphemes—understanding how words mean what they mean e.g. the base word spect expressing the concept of "seeing" in spectacular, inspection, spectacles. Able to understand and use complex, literary vocabulary during discussions or formal speaking situations e.g. sufficiently, compassion. Understands dimensions of meaning e.g. discouraged, disturbed, terrified, petrified	Figurative language, rhetorical language, technical and content specific vocabulary which is increasingly complex e.g. Explaining the different functions of layers of the Earth's atmosphere, identify meaning relationships expressed through morphemes—understanding how words mean what they mean e.g. the base word spect expressing the concept of "seeing" in spectacular, inspection, spectacles. Able to understand and use complex, literary vocabulary during discussions or formal speaking situations e.g. sufficiently, compassion. Understands dimensions of meaning e.g. discouraged, disturbed, terrified, petrified