**English Unit Stage 3**

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| **Concept Focus:** | **Duration: Term 3 (10 Weeks)** |
| **Explanation of unit/overview**  The unit focuses on imaginative, informative and persuasive texts to understand interconnectedness. It explores mood and emotion and feelings within a text and how we can connect personally with the text and how the text connects to us. It also indicates the author’s attitude towards the subject matter and the audience. | **What do I want the students to learn? (deep knowledge or enduring understanding)**  That the author’s use of language is purposely chosen to appeal to our emotions, create mood and incite feelings and a personal response. Specific words can be used to connect the reader to the events in the text in a specific manner.  **Why does the learning matter?**   * By understanding the concept of interconnectedness, students will be able to: * Identify language that connects the reader and author to the text in an emotive manner * Use emotive words in writing to elicit a particular response from the reader * Determine the response that the author is trying to create from the language choices made * Enhance individual use of and understanding of new vocabulary |

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| **Resources** | |
| **Spoken Texts**  **Print Texts**  **Visual Texts**  **Media, multimedia, digital texts** | Behind the News (BTN)  The Leafmen and the Brave Good Bugs  Epic Movie |

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| **Outcomes (knowledge, skills and understanding)**  (Always include a C, D & E outcome to support A & B outcomes) | | **Assessment Overview** |
| EN3-1A | Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features | What do I want the students to do or produce?  How well do I expect them to do it? (explicit quality criteria) |
| EN3-2A | Composes, edits and present well-structured and coherent texts |
| EN3-3A | Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies |
| EN3-5B | Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts |
| EN3-6B | Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies |
| EN3-7C | Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts |
| EN3-8D | Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts |
| EN3-9E | Recognizes, reflects on and assessed their strengths as a learner |

**Program Adjustments**

Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student to access syllabus outcomes and content.

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| **Naplan target area/s:**  infer motivations or intentions  interpret dialogue  interpret the significance of an event  identify the main idea of a paragraph and the main purpose of the text  link and interpret information across the text  use text conventions to locate a detail  locate and interpret directly stated information, including the meaning of specific words and expressions  identify the main message of the text, and the purpose of parts of the text  interpret the main idea of a paragraph, infer the writer's point of view  identify and interpret language conventions used in text  identify the common theme in writing | **Quality Teaching Elements:** | | |
| **Intellectual Quality**  Deep knowledge  Deep understanding  Problematic knowledge  Higher Order Thinking  Metalanguage  Substantive Communication | **Quality Learning Environment**  Explicit quality criteria  Engagement  High expectations  Social support  Student self-regulation  Student self-direction | **Significance**  Background knowledge  Cultural knowledge  Knowledge integration  Inclusivity  Connectedness  Narrative |

**Class Organisation**

Appropriate materials and resources to support teaching and learning activities will be available for use throughout lessons. Teacher consideration will be given to students’ individual communication strategies, including verbal and non-verbal communication systems to ensure effective understanding of concepts, and content being taught. Teacher ensures a wide range of appropriate learning activities with structured opportunities for guided and independent practice and effective feedback are given and provided throughout each lesson. Teacher provides all students with a range of different learning opportunities such as group work, peer or volunteer tutoring and other individual assistance.

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| **MARKERS** | **Cluster 11** | **Cluster 12** |
| **Reading Texts** | * Reads for sustained periods (20–30 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days. * Confidently engages with a wide range of authentic texts, e.g. newspapers, TV documentaries, websites and chooses reading pathways appropriate to the purpose for reading/viewing. * Monitors reading for accuracy and meaning and adjusts reading when difficulties are encountered, e.g. adjusts speed, rereads and attends to most important information. * Manipulates multiple texts that include a variety of purposes and modes to locate information for a specific purpose. * Uses text navigation skills such as skimming and scanning to efficiently locate specific information in literary, factual and electronic texts. | * Reads increasingly longer novels and subject texts using a range of effective word identification strategies to maintain meaning. * Reads, views and uses a wide variety of literary and factual, print and electronic texts with increasing autonomy, e.g. extended novels and information texts, video documentaries, multimedia and performance texts, graphic material. * Reads more demanding subject texts that have increasing levels of technicality and abstraction. * Monitors reading for accuracy and meaning by selecting and using appropriate higher order word identification skills such as knowledge of word origins and analogy. * Confidently adjusts the chosen reading/viewing pathway to achieve the intended purpose in literary and factual, print, electronic and multimodal texts. |
| **Comprehension** | * Analyses and evaluates the ways that inference is used in a text to build understanding. * Re-examines sections of texts for evidence to support interpretations and opinions. * Evaluates a personal interpretation of a text by critically re-examining evidence within the text. * Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text. * Analyses texts to explain and compare how audience, purpose and context influence texts. * Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented. * Analyses and responds to language and grammatical techniques used to influence an audience. * Analyses and compares how information and ideas are presented in a range of texts on the one topic. | * Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. * Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations. * Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented. * Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented. * Interprets texts by identifying and discussing multiple purposes within the same text. * Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic. * Analyses texts to compare how language structures and features |
| **Vocabulary**  **Knowledge** | * Makes effective word choices in response to purpose and audience when creating texts. * Demonstrates understanding of new words for new concepts. * Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. * Refines vocabulary choice in response to purpose and audience when editing and reviewing own and peer’s writing. | * Uses new words for known concepts, e.g. *blissful* for *happy*. * Increasingly uses appropriate content vocabulary when creating spoken and written texts about specific topics. * Accurately uses the vocabulary associated with digital technology and electronic texts. * Draws on knowledge of word origins to work out meaning of new words. |
| **Aspects of Writing** | * Writes coherent, structured texts for a range of purposes and contexts. * Deliberately structures language in a way that creates more cohesive imaginative, informative and persuasive texts. * Shows awareness of accurately acknowledging sources in relevant texts. * Refines writing in response to feedback. * Selects appropriate language for purpose, e.g. descriptive, persuasive, topic, technical, evaluative. * Uses topic sentences and appropriately organises main and subordinate ideas. * Experiments with using complex punctuation to engage the reader and achieve purpose. * Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words. * Writes fluently with appropriate size, slope and spacing. * Uses word processing programs confidently and accurately, integrating various functions. * Plans and designs more complex multi modal texts. | * Writes sustained texts for a wide range of purposes. * Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience. * Creates well-planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation. * Critically reflects on effectiveness of own/others’ writing and seeks and responds to feedback from others. * Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience. * Makes sentence level choices (e.g. short sentences to build tension; complex sentences to add detail) using a variety of sentence beginnings and dependent clauses. * Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks and commas to indicate clauses. * Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables. * Uses visuals to extend or clarify meaning, selects from a range of media and experiments creatively with the production of multimodal texts for audience impact. |

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| **Students with IEPs** | **Students with PLPs** |

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| **Outcomes and Content** | **Teaching and Learning Activities**  **Text:**  The Leafmen and the brave good bugs  **Movie:** Epic  Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Assessment** | **Evaluation / Registration** |
| **EN3-1A**  participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) | **Predicting**  Introduce the text and examine the cover with the students – discuss visuals and text on the front cover.  With their knee to knee partner students use the visuals on the cover to predict what the text is going to be about.  Using Alphaboxes – students are to predict the vocabulary they think they may encounter as the story is read. |  |  |
| **EN3-3A**  recognise how aspects of personal perspective influence responses to text  summarise a text and evaluate the intended message or theme | **Summarising**  Read The Leafmen to students  Read the story a second time and have students ‘tick’ off words on their Alphaboxes that are read in the text.  Create a class alphabox of interesting words that are in the text.  Read the text a third time, this time allowing the students to draw sketches and add key words as the text is read to help them summarise – pause at various points of the text to discuss VIPs and to ensure students are going to have an adequate summary of the text.  In small groups, students use their sketches to summarise the text to their groups. Students give each other feedback on whether their images are adequate for summarising the story |  |  |
| **EN3-5B**  analyse strategies authors use to influence readers (ACELY1801)  identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer  **EN3-3A**  recognise the effect of multimedia elements, e.g. film techniques, animation, voice-overs, sound effects, framing, close-ups  interpret picture books, comic strips and sequences of digital images which do not contain written text | Watch the movie EPIC  *The movie will need to be watched in stages if the following activities are to be completed.*  Pause after the opening sequence.  Students brainstorm words to describe what the character escaping the crows would be feeling  **Visualising**  Students attempt to write the text that would match the visual. Discuss how it is sometimes easier to show what you mean rather than explain what you mean. Discuss how great writers use words to help us create movies in our heads.  **Summarising**  After watching the sequence where the viewer is introduced to the father, students complete a Character Analysis (RRR pg. 153) on the father.  Share and discuss.  **Questioning**  After both environments have been explored in the film, have students complete a Venn diagram.  After completing the compare and contrast, students discuss how the film creators want us to feel, how we’re supposed to feel about the two environments |  |  |
| **EN3-5B**  identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer | **Questioning**  We learn that MK is connected to the forest and the pod. How do we know this? Why is she connected to the pod and the forest?  Complete a before and after.  Students are to write down what MK thought of her father BEFORE she enters the forest. They are then to write about her feelings towards her father change AFTER she enters the forest. |  |  |
| **EN3-6B**  understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)  investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) | **Summarising/Making Connections**  A quote from the movie ‘Many Leaves, One Tree’.  Students work in groups to discuss this and what it means in the context of the movie, and what it means in the context of the wider world.  Students are to brainstorm and come up with other examples of how we are connected.  For example – trees and humans – we breathe out carbon dioxide, which trees breathe in, we breathe in oxygen which trees breathe out. |  |  |
| recognise the techniques used by writers to position a reader and influence their point of view  identify and use a variety of strategies to present information and opinions across a range of texts | **Summarising**  How do the leafmen describe humans?  **Questioning**  How does MK’s perspective change literally and metaphorically between her real world and the forest world?  What do the film creators want us to understand about the interconnectedness between the animal and plant worlds?  How is colour used in the film to further explore how we’re supposed to feel and react? |  |  |
| **EN3-7C**  interpret events, situations and characters in texts  explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience  think critically about aspects of texts such as ideas and events  analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)  **EN3-8D**  recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610) | **Making Connections**  Students break up into small groups.  In small groups students create a list of similarities and parallels that can be drawn together from the text The Leafmen and the movie Epic.  Share and discuss as a class. |  |  |