Year 3 unit overview — Australian Curriculum: English

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, <www.australiancurriculum.edu.au/English/Curriculum/F-10>.

| School name | Unit title | Duration of unit |
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| Our School | Action stories | 10 weeks |

| Unit outline |
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| Students listen to, read, view, discuss, interpret and create imaginative narratives with a focus on describing settings and characters and complex sequences of events. In the context of exploring action stories, students develop an understanding of:* text structure and organisation of a narrative
* character development through a series of events
* using paragraphs to organise ideas.

Inquiry questions for the unit:* How does an author engage the reader and maintain interest?
* How is a story planned?
* How are events sequenced in a story?
* What are the key features of action stories?
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| Identify curriculum |
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| Content descriptions to be taught | General capabilities and cross‑curriculum priorities |
| Language | Literature | Literacy |
| Language for interaction* Understand that successful cooperation with others depends on shared use of social [conventions](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=conventions), including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations [(ACELA1476)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1476)

Text structure and organisation* Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense and types of sentences [(ACELA1478)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1478)
* Understand that paragraphs are a key organisational feature of written texts [(ACELA1479)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1479)

Expressing and developing ideas* Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement [(ACELA1481)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1481)
* Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense [(ACELA1482)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1482)
* Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs [(ACELA1484)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1484)
* Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’ [(ACELA1485)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1485)
* Recognise high-frequency sight words. [(ACELA1486)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1486)
 | Literature and context* Discuss [texts](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=texts) in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons [(ACELT1594)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1594)

Responding to literature* Develop criteria for establishing personal preferences for literature [(ACELT1598)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1598)

Examining literature* Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative [(ACELT1599)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1599)

Creating literature* [Create](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=Create) [imaginative texts](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=imaginative+texts) based on characters, settings and events from students’ own and other cultures using [visual features](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=visual+features), for example perspective, distance and angle [(ACELT1601)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1601)
 | Texts in context* Identify the point of view in a text and suggest alternative points of view [(ACELY1675)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1675)

Interacting with others* [Listen](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=Listen) to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations [(ACELY1676)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1676)
* Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume [(ACELY1792)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1792)
* Plan and deliver short presentations, providing some key details in logical sequence [(ACELY1677)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1677)

Interpreting, analysing and evaluating * Identify the [audience](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=audience) and purpose of imaginative, informative and [persuasive texts](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=persuasive+texts)  [(ACELY1678)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1678)
* [Read](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=Read) an increasing range of different [types of texts](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=types+of+texts) by combining contextual, semantic, grammatical and phonic knowledge, using [text processing strategies](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=text+processing+strategies), for example monitoring, predicting, confirming, rereading, reading on and self-correcting [(ACELY1679)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1679)
* Use [comprehension strategies](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=comprehension+strategies) to build literal and inferred meaning and begin to evaluate [texts](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=texts) by drawing on a growing knowledge of [context](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=context), [text structures](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=text+structures) and [language features](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=language+features) [(ACELY1680)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1680)

Creating texts* Plan, draft and publish imaginative, informative and [persuasive texts](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=persuasive+texts) demonstrating increasing control over [text structures](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=text+structures) and [language features](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=language+features) and selecting print and multimodal elements appropriate to the [audience](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=audience) and purpose [(ACELY1682)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1682)
* Reread and edit [texts](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=texts) for meaning, appropriate structure, grammatical choices and punctuation [(ACELY1683)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1683)
* [Write](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=Write) using joined letters that are clearly formed and consistent in size [(ACELY1684)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1684)
 | Description: gc_literacy Literacy* Communicate confidently in listening, reading and viewing, writing, speaking and creating print, and visual and digital materials

Description: gc_critical Critical and creative thinking* Use critical and creative thinking to create a shared narrative

Description: gc_personal_social **Personal and social capability*** Listen to and respect other people’s ideas
* Work collaboratively in paired, group and whole-class contexts

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| Achievement standard |
| Receptive modes (listening, reading and viewing)By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others’ views and respond appropriately. Productive modes (speaking, writing and creating)Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size. |
| Relevant prior curriculum | Curriculum working towards |
| The Queensland Essential Learnings by the end of Year 3Children will have been provided with opportunities to:* identify main ideas and the sequence of events, and make simple inferences
* interpret how people, characters, places, events and things have been represented
* construct simple literary texts by planning and by using prior knowledge and experience to match an audience and purpose
* make judgments and justify opinions about their enjoyment and appreciation of texts using personal knowledge, experiences and direct references to the texts
* reflect on and identify how language elements in texts represent people, characters, places, events and things in similar and different ways.
 | **Year 4 Australian Curriculum**Students will be provided with opportunities to:* identify features of online texts that enhance readability, including text, navigation, links, graphics and layout
* make connections between the ways different authors may represent similar storylines, ideas and relationships
* discuss literary experiences with others, sharing responses and expressing a point of view
* discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques, for example character development and plot tension
* create literary texts that explore students’ own experiences and imagining
* create literary texts by developing storylines, characters and settings.
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| Bridging content |
| The focus is on explicit teaching of:* literature and context (e.g. discussion about text with characters)
* examining literature (e.g. discussing how language is used to describe the settings in text)
* creating literature (e.g. creating texts using language features and patterns in literary texts).
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| Links to other learning areas |
| The skills, processes and knowledge of text structures and organisation developed in English will be explored across a range of learning areas. They will be developed to include the specific language and structure of the learning area. For example a narrative in History is a story about the past, such as a specific event or experience, or a recount of a series of past events, and would use the language and structure of Historical knowledge and understanding and Historical skills to explore the role that people of diverse backgrounds have played in the development and character of the local community. |

| Assessment | Make judgments |
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| Describe the assessment | Assessment date | Teachers gather evidence to make judgments about the following characteristics of student work:Receptive* interpretation of literal and implied meaning by connecting ideas in texts
* explanation of how language features and images are used to express a point of view

Productive* selection, organisation and synthesis of relevant ideas to present a review and create a narrative
* use a text structures for different purposes
* use of grammar, vocabulary and punctuation to achieve different purposes and effects
* use of written and spoken/signed text and language features to achieve particular purposes and effects

For further advice and guidelines on constructing guides to making judgments refer to the Learning area standard descriptors: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) |
| Students are given opportunities to demonstrate their knowledge, skills and understanding through both formative and summative assessment. The assessment is collated in student folios and allows for ongoing feedback to students on their learning.Year 3 teachers make decisions about the length of time required to complete the tasks and the conditions under which the assessment is to be conducted.The teaching and learning experiences throughout the term provide opportunities for students to develop the understanding and skills required to complete these assessments. As students engage with these learning experiences the teacher can provide feedback on specific skills. |  |
| Reading and comprehension in context The sequence of teaching and learning experiences allows opportunities for teachers to gather evidence of:* identified reading comprehension skills taught within the context of the unit
* understanding of features and structure of a narrative
* understanding that by organising words in a particular way you can create an emotional response in a reader

Suggested conditions:* open.
 | Ongoing |
| Persuasive: Review (Spoken/signed)Students present a review to identify the point of view in a text and suggest alternative points of view. They recount an incident from a story maintaining a first-person viewpoint and demonstrate empathy with a character by explaining the reasons why the character behaved in a particular way through role play, teacher observation and questioning. Suggested conditions:* 1–2 minutes
* open.
 | Weeks 4 and 5 |
| Imaginative: Narrative (Multimodal)Students create and publish an imaginative narrative. They:* plan a narrative using the key features of the text type
* use simple and complex sentences and talk about the effect of different types of sentences
* write an adventure story with sequenced events, using language features to signal time, sequence or place
* describe characters, settings and events from own or others’ cultures .

Suggested conditions:* 100- 200 words
* open.
 | Weeks 7 and 8 |  |

| Teaching and learning | Supportive learning environment |
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| Teaching strategies and learning experiences | Adjustments for needs of learners | Resources |
| * Provide access to a range of narrative texts in print, audio, electronic and digital format for students to read, view, listen to and express personal preferences.
* Discuss the dilemmas faced by characters in events within the narrative.
* Read aloud a longer narrative:
* stop at key points for students to use clues in the text to predict action
* discuss the way that language is used to set scenes, build tension and create suspense
* explore the way that paragraphs organise and sequence the story
* identify how writers signal time and place
* identify the most exciting moment and how events that follow solve the problem
* explore how different types of sentences are used to influence mood
* investigate how writers describe characters differently to shape meaning.
* Discuss a problem faced by one of the characters and encourage students to empathise with characters — ask: would they behave in the same way?
* Work in pairs to re-create a conversation between characters, where one asks questions about the event and the other creates dialogue for characters.
* Complete the independent writing task: an imaginative story for peers presented in a multimodal form.
* Discuss structure and features for an action story:
* paragraphs to organise the ideas and sequence events
* description of setting and characters to shape events and influence the mood
* dialogue that adds excitement and meaning
* Plan independently, identifying a series of exciting events that would maintain the reader’s interest for their imaginative story.
* Read the story to a partner for feedback to edit for meaning and to improve their story.
 | Section 6 of the *Disability Standards for Education* (The Standards for Curriculum Development, Accreditation and Delivery) states that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any student to participate and experience success in learning. The *Disability Standards for Education 2005* (Cwlth) is available from: <www.ag.gov.au> select Human rights and anti-discrimination > Disability standards for education. | Students would benefit fromaccess to:* a range of narrative texts in print, audio, electronic and digital form.
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| Use feedback |
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| Ways to monitor learning and assessment | Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross mark at key points to ensure consistency of judgments; and participate in moderating samples of student work at school or cluster level to reach consensus and consistency. |
| Feedback to students | Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to students on their strengths and areas for improvement.Students reflect on and discuss with their teachers or peers what they can do well and what they need to improve.Teachers reflect on and review learning opportunities to incorporate specific learning experiences and provide multiple opportunities for students to experience, practise and improve. |
| Reflection on the unit plan | Identify what worked well during and at the end of the unit, including:* activities that worked well and why
* activities that could be improved and how
* assessment that worked well and why
* assessment that could be improved and how
* common student misconceptions that need, or needed, to be clarified.
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