Year 5 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 | Relationships and problems in stories | 8 weeks |

| Unit outline |
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| Students explore junior and early adolescent novels as examples of narratives that include non-stereotypical characters and elaborated events including flashbacks and shifts in time.  Students develop understandings of:   * metalanguage to express and respond to different points of view in texts * themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings.   Inquiry questions for the unit:   * How do authors gain and maintain the interest of the audience in novels and films? * How do authors convey different points of view of non-stereotypical characters? * How do authors communicate shifts in time? * How are noun and adjective groups used to create character descriptions? * How do clauses work to develop and expand ideas in novels? * How can the organisation and structure of texts be used to predict content? |

| Identify curriculum | | | |
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| Content descriptions to be taught | | | General capabilities and cross‑curriculum priorities |
| Language | Literature | Literacy |
| Language for interaction   * Understand how to move beyond making bare assertions and take account of differing perspectives and points of view [(ACELA1502)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1502)   Text structure and organisation   * Understand how texts vary in purpose, structure and topic as well as the degree of formality [(ACELA1504)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1504) * Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold [(ACELA1505)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1505) * Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns [(ACELA1506)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1506)   Expressing and developing ideas   * Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause [(ACELA1507)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1507) * Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, thing or idea [(ACELA1508)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1508) * Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts. [(ACELA1512)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1512) | Literature and context   * Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts [(ACELT1608)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1608)   Responding to literature   * Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others [(ACELT1609)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1609) * Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences [(ACELT1795)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1795)   Examining literature   * Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses [(ACELT1610)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1610)   Creating literature   * Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced [(ACELT1612)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1612) * Create literary texts that experiment with structures, ideas and stylistic features of selected authors. [(ACELT1798)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1798) | Texts in context   * Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context [(ACELY1698)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1698)   Interpreting, analysing, evaluating   * Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text [(ACELY1701)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1701) * Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning [(ACELY1702)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1702)   Creating texts   * Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience [(ACELY1704)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1704) * Reread and edit students’ own and others’ work using agreed criteria for text structures and language features [(ACELY1705)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1705) * Develop a handwriting style that is becoming legible, fluent and automatic [(ACELY1706)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1706) * Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements. [(ACELY1707)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1707) | Description: gc_literacy Literacy   * Listen to, read and view, write, and speak and create a range of texts for enjoyment and aesthetic appeal   Description: gc_ict **ICT capability**   * Explore online stories and films   Description: gc_critical Critical and creative thinking   * Respond to a range of narrative texts that express different points of view * Interpret and infer meaning from ideas in literary texts * Critically analyse positions of authors and the techniques they use to entertain and maintain interest for an audience   Description: gc_personal_social **Personal and social capability**   * Provide constructive feedback in pairs, listening and responding to others’ work and showing manners and respect |
| Achievement standard | | | |
| **Receptive modes (listening, reading and viewing)**  By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.  They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.  **Productive modes (speaking, writing and creating)**  Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.  Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning. | | | |

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| Relevant prior curriculum | Curriculum working towards |
| The Queensland Essential Learnings by the end of Year 5  Students will have been provided with opportunities to:   * interpret how people, character, places, events and things have been represented and whether aspects of the subject matter have been included or excluded * construct literary and non-literary texts by planning and developing subject matter, using personal, cultural and social experiences that match an audience and purpose * reflect on and describe the effectiveness of language elements and how the language choices represent people, characters, places, events and things in particular ways * construct narratives with structural features that set the scene, introduce and describe characters and plot (orientation), describe events or actions leading to a problem (complication), and describe how and why a problem is solved (resolution). | Year 6 Australian Curriculum  Students will be provided with opportunities to:   * understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects. * investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion. * identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse. * experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice. * compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches. |
| Bridging content | |
| The focus is on explicit teaching of:   * metalanguage to present different points of view * metalanguage to describe the effects of ideas, text structures and language features on audiences * language structures and features that signal shifts in time * clauses that combine to develop and expand ideas.   Students have not engaged with a wide range of literary texts and their understanding of the stylistic features of literary text is limited. They will need practice to identify points of view, and to analyse how the author has positioned characters. | |
| 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 but 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. | |

| 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   * explanation of how text structures are used to achieve purposes and effects * explanation of how language features and images are used to achieve purposes and effects   Productive   * selection, organisation and synthesis of relevant information for imaginative purposes * use of grammar and vocabulary to express and develop ideas, to engage readers and to convey emotions * use of text and language features to achieve 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 5 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. |  |
| Informative: Presentation (Spoken/signed)  Students compare and contrast two characters from a novel or film involved in an ethical or moral issue. They focus on how the author has used language to position the audience to appreciate the characters.  Suggested conditions:   * 2–3 minutes * open. | Week 5 and 6 |
| Imaginative: Narrative (Written)  Students create an imaginative narrative to provide representations of two characters involved in an ethical dilemma which is resolved by the end of the story.  Suggested conditions:   * 200–300 words * open. | Week 8 |

| Teaching and learning | Supportive learning environment | |
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| Teaching strategies and learning experiences | Adjustments for needs of learners | Resources |
| * Look at how pronunciation, spelling and meanings of words have histories, and how they change over time * Select novels or films that include flashbacks or shifts in time and strong character development to read with the class * Read or view a narrative and discuss: * characters, time and place * plot structure * language * moral or ethical dilemmas * Examine how actions, thoughts and interactions construct characters. * Identify characters well-known to the students and discuss character traits as stereotypical or non-stereotypical. * Create characters that are non-stereotypical and discuss in small groups * Discuss flashbacks and shifts in time to identify why the author uses these features within the novel or film * Discuss and practise using the language elements of a narrative text: * expanding noun and adjective groups to enhance descriptions * using simple, compound or complex sentences for particular effects * organising texts to predict content * using clauses and conjunctions to develop and expand ideas * identifying how authors signal relationships between things, ideas and events * examining how the ethical dilemma is solved. | 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 from  access to:   * a selection of narratives which include strong character development, ethical dilemmas or problems, and flashbacks or shifts in time * a guest author for face-to-face or online discussions or questions regarding writing narratives. |

| 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. |