

## Using the Essential Learnings to plan an English unit — Year 5

This example shows how you can use the English Essential Learnings to plan a unit focusing on Reading & viewing and Writing & designing.

The **unit context** describes how the idea for the unit arose, and the social and cultural circumstances in which the learning will take place.

After choosing your context, select the **Ways of working**.

Select **Knowledge and understanding** from at least one of the mode organisers (*Speaking & listening, Reading & viewing, Writing & designing*), and use with Knowledge and understanding from *Language elements* and *Literary and non-literary texts* organisers.

**Learning experiences** are sequenced to enable the selected Knowledge and understanding and Ways of working to be developed.

Each learning experience has a **teaching focus** related to the Essential Learnings.

Learning experiences also provide **opportunities to gather evidence of learning** in relation to the targeted Essential Learnings. Evidence of learning can be gathered through observations, conversations and analysis of student learning samples in addition to more formal assessment. While these assessment opportunities to gather diagnostic information are identified, not all would be used.

**Assessment for the portfolio** provides evidence of the following Assessable elements

- Knowledge and understanding
- Interpreting texts
- Constructing texts
- Appreciating texts.

Sample unit context					
Constructing and publishing a narrative					
Investigative question					
What is a narrative and what role do narratives play in our lives?					
This example arose from a whole-class discussion of how narratives are one of the most common forms of texts read by students. Because narratives play an important role in society, the students decided to explore how a narrative is constructed.					
Ways of working					
Students are able to:					
<ul style="list-style-type: none"> <li>• identify the relationship between audience, purpose and text type</li> <li>• identify main ideas and the sequence of events, and make inferences</li> <li>• recognise and select vocabulary and distinguish between literal and figurative language</li> <li>• interpret how people, characters, places, events and things have been represented, and whether aspects of the subject matter have been included or excluded</li> <li>• construct literary and non-literary texts by planning and developing subject matter, using personal, cultural and social experiences that match an audience and purpose</li> <li>• make judgments and justify opinions using information and ideas from texts, and recognise aspects that contribute to enjoyment and appreciation.</li> </ul>					
Knowledge and understanding of Speaking & listening	Knowledge and understanding of Reading & viewing	Knowledge and understanding of Writing & designing	Knowledge and understanding of Language elements	Knowledge and understanding of Literary & non-literary texts	
<p><b>Speaking and listening involve oral, aural and gestural elements to interpret and construct texts that achieve purposes in personal and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Active listeners identify the topic, main ideas and opinions, retell information accurately, ask clarifying questions and volunteer information.</li> </ul>	<p><b>Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts within personal and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Purposes for reading and viewing are identified and supported by the selection of texts based on an overview that includes skimming and scanning titles, visuals, headings, font size, tables of contents, indexes and lists.</li> <li>• Readers and viewers draw on their prior knowledge of language and texts when engaging with a text.</li> <li>• Comprehension involves using language elements and contextual cues to interpret, infer from and evaluate texts in personal and community contexts.</li> </ul>	<p><b>Writing and designing involve using language elements to construct literary and non-literary texts for known and unknown audiences.</b></p> <ul style="list-style-type: none"> <li>• The purpose of writing and designing includes entertaining, informing and describing.</li> <li>• Writers and designers can adopt different roles, and make language choices appropriate to the audience.</li> <li>• Words and phrases, symbols, images and audio affect meaning and interpretation.</li> <li>• Texts users make choices about grammar and punctuation, to make meaning.</li> <li>• Sound, visual and meaning patterns, including word functions, are used to spell single-syllable and multi-syllable words.</li> <li>• Writers and designers use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting and referring to authoritative sources.</li> </ul>	<p><b>Interpreting and constructing texts involve making choices about grammar, punctuation, vocabulary, audio and visual elements in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in familiar and unfamiliar contexts.</b></p> <ul style="list-style-type: none"> <li>• A sentence can be either simple, compound or complex.</li> <li>• Subject and verb must agree in terms of person and number.</li> <li>• Text connectives signal how things, ideas and information are related.</li> <li>• Time connectives and tense are used to locate characters or action in time.</li> <li>• Sentences can indicate what is happening (verbs), who or what is taking part (nouns), what it looks like (adjectives), and the circumstances surrounding the action (prepositional phrases and adverbs).</li> <li>• Pronouns refer to nouns within and across sentences.</li> <li>• Conjunctions signal relationships between things, ideas and events.</li> <li>• Figurative language describes settings and characters.</li> <li>• Punctuation marks, including commas, apostrophes and speech marks, signal meaning in texts.</li> <li>• Auditory, spoken, visual and nonverbal elements add meaning to the subject matter and focus the audience's attention.</li> </ul>	<p><b>Making choices about literary and non-literary texts involves an understanding of purpose, audience, subject matter and text structure.</b></p> <ul style="list-style-type: none"> <li>• Literary texts entertain, evoke emotion, and convey messages and information.</li> <li>• Narratives, myths, legends, Dreaming stories, ballads, form verse, song lyrics and simple scripts are types of literary texts.</li> <li>• Narratives have 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).</li> <li>• Events can be sequenced to build tension and suspense within a text, and are used to explore ideas and feelings through the invention of characters and situations.</li> </ul>	
Orientating learning experiences		Enhancing learning experiences		Synthesising learning experiences	
<p><b>Exploring narratives</b></p> <p><i>Why are stories told? Who reads or listens to stories?</i></p> <ul style="list-style-type: none"> <li>• Listen to oral story telling and share opinions of narratives, including reasons for or against enjoyment and appreciation.</li> <li>• In small groups, discuss ideas, information and representations found in narrative/s and follow up these discussions with larger groups.</li> <li>• Record ideas, information and representations and maintain reading journals.</li> <li>• Identify contextual cues that assist with comprehension and apply reading and viewing strategies.</li> <li>• Listen to an invited author/illustrator and prepare questions to explore their texts, and/or investigate websites, e.g. <a href="http://www.penguin.com.au/puffin/Features/PAUL/about.htm">http://www.penguin.com.au/puffin/Features/PAUL/about.htm</a></li> <li>• Research an author and write three to five questions that explore why the story was told and who it was intended for? (independent work).</li> </ul> <p><b>Teaching focus &amp; opportunity to gather evidence of learning</b></p> <ul style="list-style-type: none"> <li>• Students are able to identify main ideas and the sequence of events, and make inferences.</li> <li>• Active listeners identify the topic, main ideas and opinions, retell information accurately, ask clarifying questions and volunteer information.</li> <li>• Readers and viewers draw on their prior knowledge of language and texts when engaging with a text.</li> <li>• Comprehension involves using language elements and contextual cues to interpret, infer from and evaluate texts in personal and community contexts.</li> </ul> <p><b>What do stories include?</b></p> <ul style="list-style-type: none"> <li>• Brainstorm and construct a concept map by exploring: i.e. what are the parts of a narrative; what does it look like; what does it sound like; what can a narrative do; who is a narrative for?</li> <li>• Expand the concept map using technical terms (metalinguage).</li> <li>• Explore language elements, including punctuation such as direct and reported speech, and vocabulary using retrieval charts and/or top-level structure.</li> <li>• Identify and discuss the structure of narratives, including orientation, complication and resolution, and develop charts that describe characters, settings and plots, including problems and resolutions.</li> </ul> <p><b>Teaching focus &amp; opportunity to gather evidence of learning</b></p> <ul style="list-style-type: none"> <li>• Punctuation marks, including commas, apostrophes and speech marks, signal meaning in texts.</li> <li>• Auditory, spoken, visual and nonverbal elements add meaning to the subject matter and focus the audience's attention.</li> <li>• Narratives have 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).</li> </ul>		<p><b>Interpreting and appreciating narratives</b></p> <p><i>What do we need to know to appreciate a narrative? How are narratives constructed?</i></p> <ul style="list-style-type: none"> <li>• Explore narratives according to purpose, audience, subject matter and structure by focusing on key questions: <ul style="list-style-type: none"> <li><u>Purpose</u> Who was it written by? Why is the narrative written and/or recorded like this (e.g. font size &amp; shape or sound &amp; colour)?</li> <li><u>Audience</u> Who is the intended audience?</li> <li><u>Subject matter</u> What is the narrative about? What are its main ideas?</li> <li><u>Structure</u> What parts or stages of the text are doing different jobs? How are language elements used in each part or stage? (e.g. sequencing people and events in time and space using action verbs, such as <i>went collecting</i>, and text connectives, such as <i>then, after</i>). What vocabulary is used and how does it match the audience and purpose? What nouns, verbs, adjectives, adverbs and prepositional phrases are used to elaborate ideas?</li> </ul> </li> <li>• Storytelling to peers, and practise "think aloud" while reading and viewing. Discuss what the characters look like; how they make you feel; how the characters behave and what details are shared or conveyed that provide a mental image/picture?</li> <li>• Choose an episode or chapter and read it to a partner and then explain why this episode or chapter was chosen.</li> <li>• Identify how aspects of narratives, such as characters and setting, are developed through language elements, e.g. building tension and suspense.</li> <li>• Identify how the structure of narratives, including plot, setting and characters assist comprehension, and how figurative language can describe settings and characters.</li> <li>• Write a letter to an author and give a justified opinion about the narrative by making use of information and ideas from the text.</li> </ul> <p><b>Teaching focus &amp; opportunity to gather evidence of learning</b></p> <ul style="list-style-type: none"> <li>• Students are able to identify the relationship between audience, purpose and text type.</li> <li>• Students are able to make judgments and justify opinions using information and ideas from texts, and recognise aspects that contribute to enjoyment and appreciation.</li> <li>• Purposes for reading and viewing are identified and are supported by the selection of texts based on an overview that includes skimming and scanning titles, visuals, headings, font size, tables of contents, indexes and lists.</li> <li>• Text connectives signal how things, ideas and information are related.</li> <li>• Time connectives and tense are used to locate characters or action in time.</li> <li>• Sentences can indicate what is happening (verbs), who or what is taking part (nouns), what it looks like (adjectives), and the circumstances surround the action (prepositional phrases and adverbs).</li> <li>• Pronouns refer to nouns within and across sentences.</li> <li>• Conjunctions signal relationships between things, ideas and events.</li> <li>• Figurative language describes settings and characters.</li> </ul>		<p><b>What are representations?</b></p> <ul style="list-style-type: none"> <li>• Interview a chosen character from a well-known narrative, have the students work in pairs — one to be the character, the other the reporter (questions are to be related to the narrative). This interaction can be recorded and played back to give the students a chance of reflecting and/or used as evidence for assessment.</li> <li>• Identify representations of people, characters, places, events and things and explore how vocabulary is used to create these representations, including identifying different and similar interpretations.</li> <li>• Use an extract from a narrative and create a role play, distinguishing between direct and reported speech.</li> </ul> <p><b>Teaching focus &amp; opportunity to gather evidence of learning</b></p> <ul style="list-style-type: none"> <li>• Students are able to recognise and select vocabulary and distinguish between literal and figurative language.</li> <li>• Students are able to interpret how people, characters, places, events and things have been represented and whether aspects of the subject matter have been included or excluded.</li> <li>• Writers and designers can adopt different roles, and make language choices appropriate to the audience.</li> <li>• Words and phrases, symbols, images and audio affect meaning and interpretation.</li> <li>• Texts users make choices about grammar and punctuation, to make meaning.</li> <li>• Auditory, spoken, visual and nonverbal elements add meaning to the subject matter and focus the audience's attention.</li> </ul>	<p><b>Constructing narratives</b></p> <p><i>How to write my own narrative?</i></p> <ul style="list-style-type: none"> <li>• Construct a narrative using an orientation, complication and resolution, including: <ul style="list-style-type: none"> <li><u>Sequence</u> What happens? What happens first? next? last?</li> <li><u>Action</u> Why it happens? What words describe what happens?</li> <li><u>Setting</u> Where the story takes place? When the story takes place? What words describe the setting?</li> <li><u>Characters</u> Who are the main characters? What they look like? What words describe each character? How each character is described (conveys their personality/background/place in the narrative)?</li> </ul> </li> <li>• Select language elements, including noun groups, verb groups, adjectival phrases, prepositional phrases and adverbs, and punctuation to elaborate ideas and information.</li> <li>• Use of dialogue.</li> </ul> <p><b>Evidence of learning for the portfolio</b></p> <ul style="list-style-type: none"> <li>• Discusses how a narrative is constructed by identifying the purpose, audience, subject matter and structure.</li> <li>• Identifies main ideas and makes inferences.</li> <li>• Gives and justifies own opinions and responds to others' opinions.</li> <li>• Recognises aspects of the narrative that contribute to enjoyment and appreciation.</li> <li>• Makes meaning clear by sequencing ideas and information using text connectives and other language elements.</li> <li>• Identifies how language elements represent people, characters, places, events and things in different ways and describes characters in detail (includes illustrations and diagrams).</li> <li>• Plans and constructs a narrative that explores personal, cultural and/or social experiences.</li> <li>• Selects vocabulary to describe subject matter and match purpose and audience.</li> <li>• Application of editing/proofreading.</li> </ul>