



## ENGLISH

Teaching, learning and assessment exemplar  
Year 5



## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Background**

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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## The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au/>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

### The English curriculum

The Western Australian Curriculum: English celebrates the English language in all its variations so that students can appreciate, enjoy, listen to, read, view, speak, write and create increasingly complicated and sophisticated spoken, written and multimodal texts.

The mandated curriculum is presented in the year-level syllabus documents.

The year-level curricula for each learning area deliver a sequential and age-appropriate progression of learning and have the following key elements:

- a year-level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required in the next year.



## This exemplar

This Year 5 English exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar presents planning for eight weeks of teaching and learning for each of the four terms, with a time allocation of four hours per week. This leaves two hours unallocated per week for teachers to plan for the teaching and learning of phonic and word knowledge, spelling, punctuation and grammar, and handwriting. A planning template has been included at the start of each term with the relevant content descriptions and suggested timing.

This teaching, learning and assessment exemplar provides a sequence of lessons that reflect an integration of the three interrelated strands of Language, Literacy and Literature which, together, make up the Western Australian Curriculum: English. The curriculum content related to each lesson sequence is provided. In the summative assessment tasks, bolded content identifies the specific elements of content being assessed.

## Catering for diversity

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.

At any point, teachers can adjust the:

- **timing of the lessons**, e.g. allowing more time where required, or changing when content is taught to fit local or cultural celebrations, such as NAIDOC Week
- **scheduling of assessments** to allow for further consolidation of teaching and learning, or to accommodate students' participation in personal or cultural events, such as Ramadan
- **mode of delivery**, e.g. allowing students to present an oral report rather than a written one, or contributing to a digital blog instead of a written journal
- **setting of the lessons**, e.g. using library time to teach research skills, going on an excursion to see a performance or using an assembly to practise presentation skills
- **opportunities to engage with the content descriptions**, e.g. consolidating interaction skills or writing content within the framework of another learning area or engaging with a picture book that complements historical information being studied in Humanities and Social Sciences
- **ways students work**, e.g. students supporting each other in mixed ability groups or teachers forming ability groups for targeted support
- **delivery of the content descriptions** to make it more engaging, challenging or appropriate, e.g. using a text that is culturally significant or providing texts at different levels of complexity
- **teaching strategies used**, e.g. building up to collaborative group structures by engaging in partner work first or changing a collaborative group lesson to an explicit lesson
- **content descriptions, skills or modes of learning** for individuals with formal or informal learning adjustments.



## Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:

- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, sample assessment tasks and marking keys
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

## Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.



## Best practice

### Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

Teachers may find opportunities to incorporate the General capabilities and the Cross-curriculum priorities into the teaching and learning program.

**Ways of teaching** – teachers can locate additional information on the Ways of teaching from the School Curriculum and Standards Authority (the Authority) website <https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-teaching/health-and-physical-education-ways-of-teaching>.

### Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year-level achievement standard.

**Ways of assessing** – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website <https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-assessing/health-and-physical-education-ways-of-assessing>.

### Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

Teachers may choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.





## **Texts that support and extend students as independent readers**

The range of texts includes:

- texts that enable students to actively build literal and inferred meaning to evaluate information and ideas
- literary texts that may include complex sequences of events, elaborated events and a range of characters, and may explore themes of interpersonal relationships and ethical dilemmas
- text structures which may include chapters, headings and subheadings, tables of contents, indexes and glossaries
- language features which may include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of images and graphics
- informative texts that may supply technical information and/or content about a wide range of topics of interest as well as topics being studied in other areas of the curriculum
- texts that may reveal that the English language is dynamic and changes over time.

### **Creating spoken, written, visual and multimodal texts**

Year 5 students create spoken, written, visual and multimodal texts whose purpose may be imaginative, informative and persuasive.

These may include narratives, procedures, dramatic performances or texts, reports, responses (including reviews and personal reflections), poetry, argument including persuasive expositions and/or discussions, and explanations for particular purposes and audiences.



## Western Australian Curriculum | What will be taught

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

English provides opportunities for students to develop a sound grasp of spoken, written and visual language and use this in a range of different learning situations in purposeful ways to achieve outcomes across all learning areas.

In Year 5, students use spoken, written and visual communication to interact with audiences for different purposes. The ability of students to work collaboratively and to develop their interaction skills should be fostered by activities that require group planning and decision-making, and interaction with people inside and outside their classroom.

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse and evaluate the texts they engage with. In Year 5, students learn that texts reflect different contexts, such as how they reflect the time and place in which they are created. They present opinions about literary texts and reflect on the viewpoints of others. Students learn how literary devices shape meaning.

Students engage with a range of texts for enjoyment and learning. They listen to, read and view spoken, written and multimodal texts whose purpose may be imaginative, informative and persuasive. The range of texts includes imaginative and informative picture books; various types of print, oral and digital stories; novels; poetry; various types of media; online and digital texts; non-fiction texts; dramatic performances or texts; and conversations and discussions. The features of these texts may be used by students as models for creating their own texts. Texts that support and extend students as independent readers include:

- texts that enable students to actively build literal and inferred meaning to evaluate information and ideas
- texts with structures, such as chapters, headings and subheadings, table of contents, indexes and glossaries
- texts with language features, such as complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of images and graphics
- literary texts that may include complex sequences of events, elaborated events and a range of characters, and may explore themes of interpersonal relationships and ethical dilemmas
- informative texts that may supply technical information and/or content about a wide range of topics of interest as well as topics being studied in other areas of the curriculum
- texts that may reveal that the English language is dynamic and changes over time.

Students create spoken, written, visual and multimodal texts whose purpose may be imaginative, informative and persuasive. These may include narratives, procedures, dramatic performances or texts, reports, responses (including reviews and personal reflections), poetry, argument, including persuasive expositions and/or discussions, and explanations for particular purposes and audiences. Students make choices about texts according to their interests.



## Achievement standard | What is assessed

By the end of the year:

### **Speaking and Listening**

Students interact with others, and listen to and create spoken and/or multimodal texts, including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They contribute actively to class and group discussions, taking into account other perspectives. They use different text structures to organise, develop and link ideas. They use language features, topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

### **Reading and Viewing**

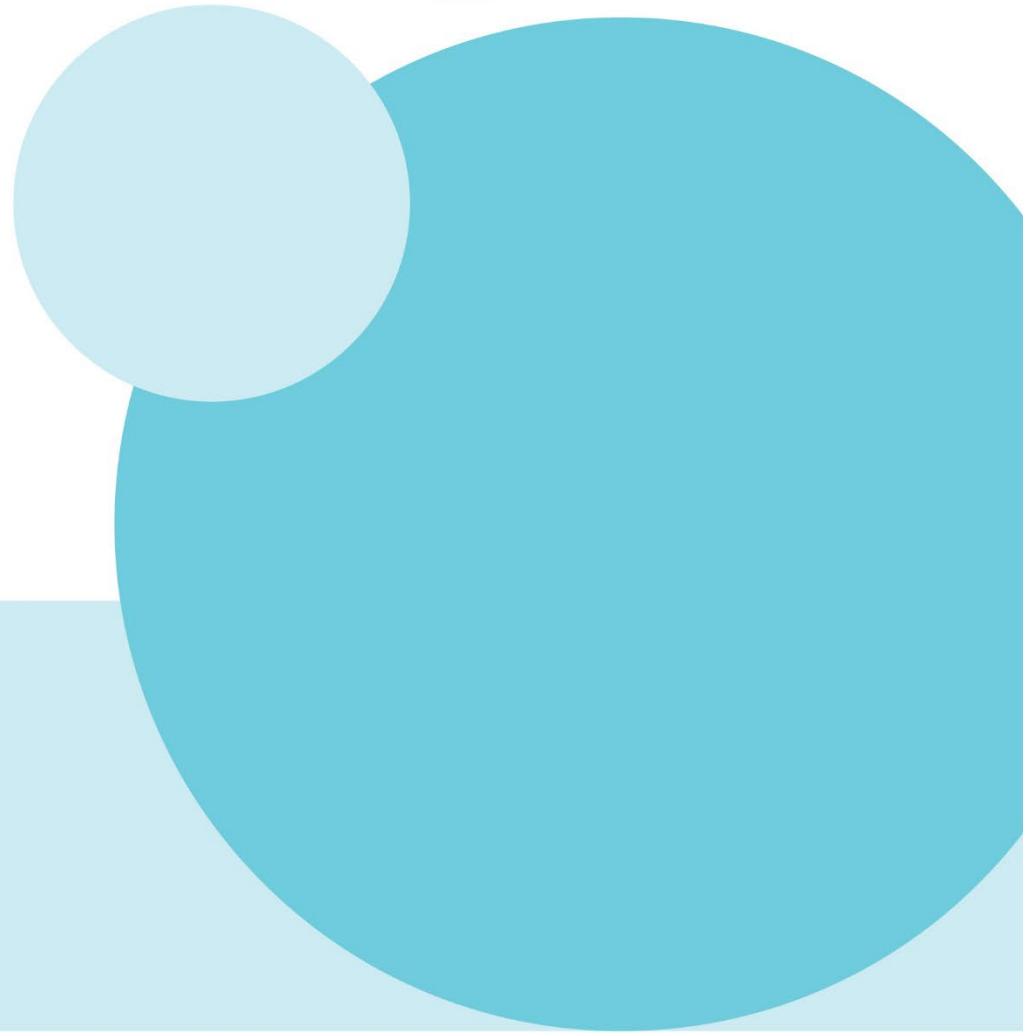
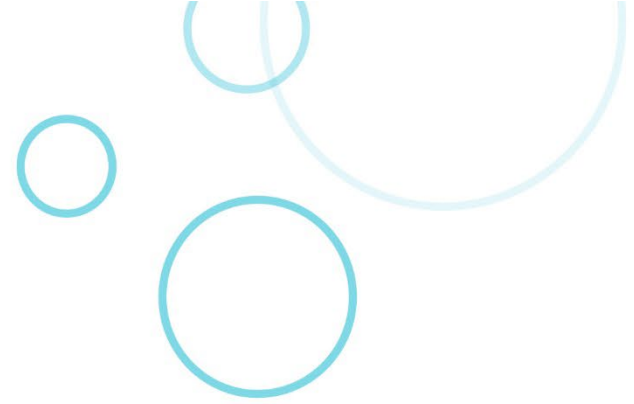
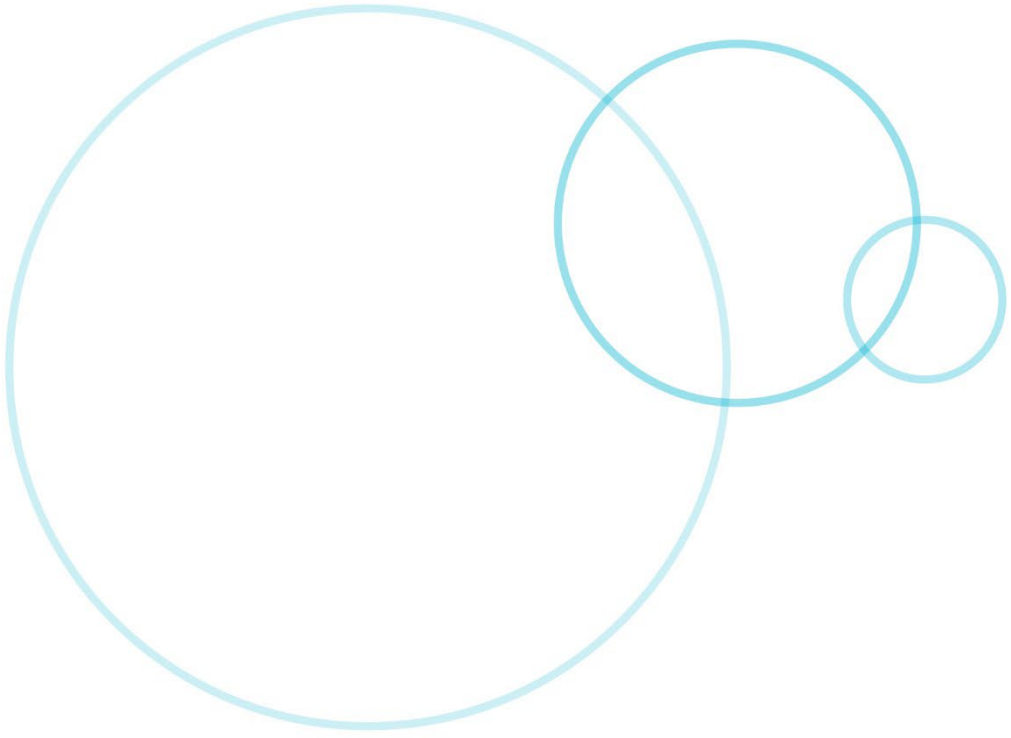
Students listen to, read, view and comprehend texts created to inform, entertain or persuade audiences. When reading, they decode unfamiliar words, integrating phonic, grammatical, semantic and contextual knowledge. They use comprehension strategies to build literal and inferred meaning in written and visual texts with less familiar and more varied topics. They read and navigate texts for specific purposes and begin to evaluate the ideas and information presented in them. They explain how ideas are developed, including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features, literary devices and visual features contribute to the effect and meaning of a text.

### **Writing and Creating**

Students create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features, a variety of sentence types, including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell words, including more complex words using phonic, morphemic and vocabulary knowledge.

## Year 5 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Term 1</b>	Imaginative text narratives				Persuasive text discussions			
<b>Term 2</b>	Imaginative text novels					Imaginative text narrative film (short)		
<b>Term 3</b>	Informative text reports					Imaginative/Informative text narratives, historical fiction, historical fiction picture books		
<b>Term 4</b>	Informative text explanations			Informative/Persuasive text news articles/reports and opinion articles (print and digital)		Imaginative text poetry, songs, anthems and odes, which include imagery (simile, metaphor, personification) and sound devices		



**TERM 1**

Weeks 1–8

Term 1 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b> Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts</p> <p>Understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea</p> <p><b>Literature</b> Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others</p> <p>Recognise that the point of view in a literary text influences how readers interpret and respond to events and characters</p>	<p><b>Text</b></p> <ul style="list-style-type: none"> <li>Imaginative text: narratives</li> </ul> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>What are the stages of a narrative?</li> <li>What phases are used in the opening (and other) stage/s of this narrative?</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>Who tells the story?</li> <li>How would the text be different if told by one of the other characters?</li> </ul> <p><b>Learning experiences 3 and 4</b></p> <ul style="list-style-type: none"> <li>How do the noun groups provide a fuller description of the person, place, thing or idea?</li> </ul> <p><b>Support notes</b> Noun groups: a group of words that add to or relate to a noun. A noun group works to make a fuller description of the noun. For example, noun – dragons. ‘Those three fire-breathing dragons from the mountains that were terrorising the villagers’:</p>	<p><b>Learning experience 1</b> Read a short story to the students. Scaffold and guide a discussion to activate the students’ prior knowledge of narrative structure; for example:</p> <ul style="list-style-type: none"> <li>What is the typical structure of a narrative?</li> <li>What are the stages of a narrative?</li> <li>How does the author start the story? Is it effective?</li> <li>How is the problem or complication introduced?</li> <li>Is there just one problem or a few woven throughout the story?</li> <li>How do short stories differ from longer narratives, such as novels?</li> <li>How does the purpose of short stories affect their structure?</li> </ul> <p>Provide one or more of the activities below to consolidate the learning.</p> <ul style="list-style-type: none"> <li>Identify the problem and resolution in a written or oral response and discuss how tension was built before the final resolution.</li> <li>Graph the plot to show the beginning, the problem, the build-up of tension, the ending and resolution.</li> <li>Create a written or oral summary of the plot in five sentences. Start each sentence with an appropriate connective, such as first, then, unfortunately, so and finally.</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Literacy</b> Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p>	<ul style="list-style-type: none"> <li>• article – those</li> <li>• number – three</li> <li>• adjective – fire-breathing</li> <li>• preposition – from the mountains</li> <li>• qualifier – that were terrorising the villagers</li> </ul>	<p><b>Learning experience 2</b> Read aloud and/or provide copies of another short story or picture book told from a distinct point of view. Use some of the questions below to scaffold a discussion.</p> <ul style="list-style-type: none"> <li>• Who is telling the story?</li> <li>• Why did the author choose to write the text from this point of view?</li> <li>• Whose story/opinion is not heard?</li> <li>• How has the author influenced or positioned the audience to feel sympathy with (angry with, scared of, worried about, happy with, friendly towards) a character or event?</li> <li>• How else could the author have portrayed the character or event?</li> <li>• Would you have felt the same about the character if they were a different gender/older/younger?</li> </ul> <p>Model a response to the text (this can be oral or written) that discusses your own interpretation of a character or events. Include details of how the author has influenced your opinion by telling the story from a particular point of view.</p> <p>Provide other short stories for students to read individually or in groups (or have them respond to the story that has been read aloud) with a written or an oral response.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p><b>Learning experience 3</b></p> <p>Re-read a short story with the class or introduce another one. Define what is meant by noun groups (Support notes) by using the think aloud strategy to identify effective examples in the text.</p> <ul style="list-style-type: none"><li>• Discuss how the author has expanded the main noun to include information to make the description fuller.</li><li>• Choose a noun from the text, such as one of the characters, settings, ideas or objects. Write the noun on the board and have students add ideas to include information, such as an article, adjectives, a preposition and pointer.</li><li>• Provide students with a number of nouns from the text and have them write an expanded noun group that still maintains the meaning of the text.</li></ul> <p><b>Learning experience 4</b></p> <p>Provide students with opportunities to consolidate their knowledge of noun groups by completing one or some of the following.</p> <ul style="list-style-type: none"><li>• Provide excerpts from short stories for students to read and identify examples of noun groups within the text.</li><li>• Provide a number of nouns that will enable the students to build extended noun groups, e.g. butterflies: the two colourful butterflies who were feasting on the leaf</li></ul>





Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>This could be done as a cumulative activity with students passing the work around a circle and each student adding a new word.</p> <ul style="list-style-type: none"><li>• Expand simple sentences by using noun groups to add detail, e.g. The cat sat on the wall. The <b>scruffy</b> cat, <b>who had been howling all night</b>, sat on the wall.</li></ul>

Term 1 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b> Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts</p> <p>Understand that the structure of a complex sentence includes an independent clause and at least one dependent clause, and understand how writers can use this structure for effect</p> <p><b>Literature</b> Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others</p> <p>Examine the effects of imagery, including simile, metaphor and personification, and sound devices in literary texts, such as narratives, poetry and songs</p>	<p><b>Text</b> Imaginative text: narratives</p> <p><b>Focus questions</b></p> <p><b>Learning experiences 1 to 3</b></p> <ul style="list-style-type: none"> <li>How does the author’s use of imagery, using devices such as personification, simile and metaphor, affect the reader’s interpretation of the text?</li> </ul> <p><b>Learning experience 4</b></p> <ul style="list-style-type: none"> <li>How can complex sentences be used for effect?</li> </ul> <p><b>Support notes</b></p> <p>Simile: a figure of speech that compares one thing to another and uses the words ‘like’ or ‘as’ to compare; for example, the class was like a zoo, my hands were as cold as ice.</p> <p>Metaphor: a figure of speech that uses two unrelated objects to make a comparison to state that they are similar. Metaphors can be used to enhance imagery for the reader or to make a topic or character more personable; for example, the class was a zoo, my legs were jelly, they have a heart of gold.</p>	<p><b>Learning experience 1</b> Introduce, or re-read, a short story to the class. Discuss why you think the story is effective. Invite students to share their opinions of the text.</p> <p>Use a think-aloud to identify and record some of the language devices used in the text, such as imagery, personification, similes and metaphors.</p> <p>Using a call-out, have students suggest other examples of these language features and record.</p> <p><b>Learning experience 2</b> Review and discuss the difference between similes, metaphors and personification, and follow up with one or more of the following learning experiences.</p> <ul style="list-style-type: none"> <li>Provide students with picture books or short stories to read independently or in groups (Appendix A) to identify examples of similes, metaphors and personification. Find examples to add to a word wall.</li> <li>Provide a range of similes, metaphors and examples of personification on slips of paper to draw out of a container. Use these to sort, explain, draw or use in a paragraph or short poem (Resource sheet 1, Appendix A).</li> <li>Provide images for students as a prompt to write their own similes, metaphors and personification examples.</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Literacy</b> Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>Navigate and read texts for specific purposes, monitoring meaning using strategies, such as skimming, scanning and confirming</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to evaluate information and ideas</p>	<p>Personification: a description of an inanimate object as if it were a person or living thing; for example, the wind howled, the dust danced across the room, the stars blinked.</p> <p>Complex sentences contain an independent clause and at least one dependent clause, e.g. <i>I get frightened</i> (independent clause) <i>whenever</i> (subordinating conjunction) <i>I hear loud thunder</i>.</p> <p><b>Suggested assessment point</b></p> <ul style="list-style-type: none"> <li>Learning experience 4 may be used as a formative or summative assessment.</li> </ul>	<p><b>Learning experience 3</b> Provide the students with a copy of a short story that contains many of the language features taught in Weeks 1 and 2. Students should work in small groups to annotate language and text features. Students identify:</p> <ul style="list-style-type: none"> <li>how the author engaged the reader at the beginning of the story</li> <li>examples of similes, metaphors and personification</li> <li>from whose point of view is the story told, and words used to highlight that point of view</li> <li>their opinion of the text, characters or events and why they feel that way.</li> </ul> <p>Display the text with annotations and discuss the text structure and language features used.</p> <p>Add any metalanguage or interesting vocabulary to the word wall.</p> <p><b>Learning experience 4</b> Provide students with some pairs of simple sentences, such as the ones below, to rewrite as complex sentences with subordinating conjunctions:</p> <ul style="list-style-type: none"> <li>I took my coat. It was cold.</li> <li>They ran fast. They were being chased by a swarm of bees.</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"><li>• I hear from him regularly. He lives overseas.</li><li>• The canteen was closed for the day. It was sports day.</li><li>• She decided to go early. I told her not to.</li></ul> <p>Encourage students to use a range of conjunctions and reflect on how these mean different things, e.g.</p> <ul style="list-style-type: none"><li>• She decided to go early <b>although</b> I told her not to.</li><li>• She decided to go early <b>in case</b> I told her not to.</li><li>• She decided to go early <b>after</b> I told her not to.</li></ul> <p>Discuss the nuances of meaning in the selection of conjunctions.</p> <p>Provide a text for students to read.</p> <ul style="list-style-type: none"><li>• Identify some of the complex sentences used in the text.</li><li>• Discuss how complex sentences are effective to add reasons or further explanations in texts.</li></ul> <p>Have the students find and highlight more examples of complex sentences in the text. Discuss their meaning and effect</p>

Term 1 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b> Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts</p> <p>Understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words</p> <p><b>Literature</b> Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others</p> <p>Recognise that the point of view in a literary text influences how readers interpret and respond to events and characters</p>	<p><b>Text</b> Imaginative text: narratives</p> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• What techniques do authors use to begin a narrative?</li> <li>• What is the effect on the reader?</li> <li>• How does the author engage the reader?</li> </ul> <p><b>Learning experiences 2 and 3</b></p> <ul style="list-style-type: none"> <li>• What techniques does an author use when describing a character to open a narrative?</li> <li>• How does the author position the reader to respond to a character?</li> <li>• Does the point of view influence the reader’s reaction to the text and/or characters?</li> </ul> <p><b>Support notes</b> Literary devices used by authors to start a narrative include a flashback, a dilemma, dialogue, action or a description of a character, setting or object.</p>	<p><b>Learning experience 1</b> Explore the introductions to a small range of short stories/picture books or novels. Choose texts that illustrate a range of devices. Read several aloud and discuss with the class.</p> <ul style="list-style-type: none"> <li>• Discuss the literary devices the author has used to engage the reader from the beginning.</li> <li>• Discuss the effect these different techniques have on the reader. Have students share which one they like best.</li> </ul> <p>Provide students with time to read a range of texts independently or in groups. Ask each student to identify an example of an introduction to share with the wider group.</p> <ul style="list-style-type: none"> <li>• Use the introductions to build a list or chart titled <i>Ways to start a story</i> or <i>How to grab your readers’ interest</i>.</li> </ul> <p><b>Learning experience 2</b> Read an introduction to a short story or novel that describes a character. Use the following questions to guide a class discussion.</p> <ul style="list-style-type: none"> <li>• How do you feel about the character?</li> <li>• How has the author influenced or positioned the reader to feel sympathy with (angry with, scared of, worried about, happy with, friendly towards) the character?</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Examine the effects of imagery, including simile, metaphor and personification, and sound devices in literary texts, such as narratives, poetry and songs</p> <p>Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced</p> <p><b>Literacy</b> Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p>	<p>Develop a checklist with the students to use when describing characters; for example:</p> <ul style="list-style-type: none"> <li>• a thoughtful or meaningful name</li> <li>• precise adjectives and adverbs</li> <li>• similes and metaphors to create images</li> <li>• an action that gives us a clue to their feelings, such as shivering or jumping up and down</li> <li>• indicate something about the character by having other characters respond in a certain way</li> <li>• powerful or important dialogue.</li> </ul> <p>Note: all points in the checklist do not have to be included in each piece of writing. Authors should choose devices for effect as needed.</p>	<ul style="list-style-type: none"> <li>• Why/how did the author represent the character in this way?</li> <li>• How else could the character have been portrayed?</li> <li>• Would you have felt the same about the character if they were a different gender/older/younger?</li> </ul> <p>Provide an image of a character and model how to plan a description of that character with a brainstorm. Consider how the character looks, sounds and moves. Think about what they say and do, and how others respond to them.</p> <p><b>Learning experience 3</b> Provide an image of a character. With the class, brainstorm a list of elements that could be included in a character description.</p> <ul style="list-style-type: none"> <li>• Model how to write a character description that would be a suitable opening for a narrative (Resource sheet 2, Appendix A).</li> </ul> <p>Using a different image and the checklist that has been developed, have students work in small groups to collaboratively construct a character description.</p> <ul style="list-style-type: none"> <li>• Share and give each other feedback during a gallery walk. Use the checklist as the basis for any feedback.</li> </ul>

Term 1 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b> Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts</p> <p>Explain how the sequence of images in print, digital and film texts has an effect on meaning</p> <p><b>Literature</b> Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others</p> <p>Examine the effects of imagery, including simile, metaphor and personification, and sound devices in literary texts, such as narratives, poetry and songs</p> <p>Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced</p>	<p><b>Text</b> Imaginative text: narratives</p> <p><b>Focus questions</b></p> <p><b>Learning experiences 1–4</b></p> <ul style="list-style-type: none"> <li>• What techniques do authors use to build tension in a narrative?</li> <li>• What techniques do authors use to develop characters in a narrative?</li> <li>• How important is the sequence of events to the plot?</li> <li>• How has the author used imagery to add tension to the plot?</li> </ul> <p><b>Support notes</b> Techniques to build plot tension (Resource sheet 3, Appendix A):</p> <ul style="list-style-type: none"> <li>• introduce strange characters and reveal their intentions through hints or actions</li> <li>• create problems for the characters that can't be solved straight away</li> <li>• include an event or object that is unusual or out of place</li> <li>• place a character in a lonely or strange place</li> </ul>	<p><b>Learning experience 1</b> Read to/with students a section or sections of a novel/s or a short story that builds plot and tension. Discuss how the author builds tension by using some of the following questions to scaffold a discussion.</p> <ul style="list-style-type: none"> <li>• How has the choice of setting added to the tension or drama of the plot?</li> <li>• What events are important to the plot?</li> <li>• Is there something that the author hints at that makes you wonder what will happen next?</li> <li>• Has the author added sounds to add excitement or hint at danger, e.g. an unexpected sound that isn't explained?</li> <li>• How has the vocabulary been used to introduce drama?</li> <li>• How have adjectives, adverbs, similes, metaphors or personification added to the tension?</li> <li>• How has the sentence structure moved the story along or slowed it down?</li> </ul> <p>Use this text to begin a checklist of techniques to build tension.</p> <ul style="list-style-type: none"> <li>• Provide a range of texts for students to search for further examples to add to the checklist, share and discuss.</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Literacy</b>            Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, develop ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation</p>	<ul style="list-style-type: none"> <li>• use the weather to create atmosphere, e.g. a thunderstorm or sunny skies</li> <li>• include a glimpse of something or a fleeting sound, e.g. something flashed by</li> <li>• use dramatic connectives, e.g. all of a sudden, without warning</li> <li>• hint at danger</li> <li>• use imagery, such as simile, personification or sound devices.</li> </ul> <p><b>Narrative structure</b>            Negotiate success criteria with the class; for example:</p> <ul style="list-style-type: none"> <li>• the text includes a problem, resolution and ending</li> <li>• the opening describes a character</li> <li>• the opening makes the reader want to read on</li> <li>• an element of tension is introduced in the opening</li> <li>• a range of language devices, such as similes and metaphors</li> <li>• noun groups/phrases and adjective groups/phrases to provide a fuller description of the person, place, thing or idea.</li> </ul>	<p><b>Learning experience 2</b>            Provide an image of a setting or character. You can use the image from Learning experience 3, Week 3 or select an alternative.</p> <ul style="list-style-type: none"> <li>• Model how to write an effective paragraph to build tension (Resource sheet 3, Appendix A).</li> <li>• Refer to the checklist that has been developed, thinking aloud the choices you make in your writing.</li> <li>• Students write a paragraph individually or in collaborative groups using the checklists.</li> <li>• Students share their work and give feedback to each other using the negotiated criteria.</li> </ul> <p><b>Learning experience 3</b></p> <ul style="list-style-type: none"> <li>• Provide students with a suitable image of a character or let them select their own.</li> <li>• Students work in groups to develop a character profile to share with the class.</li> <li>• After sharing character profiles, brainstorm ideas for a narrative the character could feature in.</li> <li>• Generate ideas for the dilemma, events, problems and resolution.</li> <li>• Build a class plan for a narrative.</li> </ul>





Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p><b>Editing</b> Encourage students to focus on meaning when editing. Develop a checklist with the class; for example:</p> <ul style="list-style-type: none"><li>• Does it make sense to you?</li><li>• Does it make sense to others?</li><li>• Have you achieved your purpose?</li><li>• Can you add ideas to improve the meaning or expand on your ideas?</li><li>• Do you need to delete unnecessary parts?</li><li>• Have you used the best words, including subject-specific language, precise verbs, adjectives and adverbs to add detail?</li><li>• Is the punctuation used correctly to help readers understand the text?</li><li>• Have you checked the spelling of high-frequency words?</li><li>• Have you checked the spelling of unfamiliar words?</li></ul> <p><b>Suggested assessment point</b> Brightpath resources may be used as a tool to support teachers in formatively and/or summatively assessing students in writing and creating narrative texts.</p>	<ul style="list-style-type: none"><li>• Negotiate success criteria – include criteria about text form, language features and author techniques (Support notes).</li></ul> <p><b>Learning experience 4</b> Students independently write a narrative following the class plan.</p> <ul style="list-style-type: none"><li>• Give individual assistance or form small groups for targeted instruction.</li><li>• Provide an editing checklist and model the editing process.</li><li>• Students share and edit their work with a peer.</li></ul>

Term 1 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b> Understand how to move beyond making bare assertions by taking account of differing ideas or opinions, and authoritative sources</p> <p>Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts</p> <p><b>Literacy</b> Use appropriate interaction skills, including paraphrasing and critical literacy questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea</p> <p>Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p>	<p><b>Text</b> Persuasive text: discussions</p> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• What is the purpose of a persuasive text?</li> <li>• Why may people have different opinions or perspectives on a topic?</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>• Where would you find different forms of persuasive texts?</li> <li>• How are persuasive texts structured?</li> </ul> <p><b>Learning experience 3</b></p> <ul style="list-style-type: none"> <li>• What are the stages and phases within a persuasive text?</li> <li>• What language choices are used by the author to persuade the reader?</li> </ul> <p><b>Support notes</b> Persuasive texts can take many forms. Structure will vary according to audience, purpose and topic. They can be presented as essays (expositions and discussions), letters to an editor, advertisements, editorials and applications.</p>	<p><b>Learning experience 1</b> Review the purpose, structure and key features of a persuasive text using some of the following questions.</p> <ul style="list-style-type: none"> <li>• What persuasive texts have you seen or written before?</li> <li>• When would a persuasive text be used?</li> <li>• How would the background or position of a person influence how they respond to a persuasive text?</li> </ul> <p>Provide a topic for discussion that allows debate; for example:</p> <ul style="list-style-type: none"> <li>• Year 5 students should be able to choose their own bedtime</li> <li>• there should be no homework in Year 5</li> <li>• school should start at a later time</li> <li>• there should be more PE at school</li> <li>• after-school curriculum activities should be mandatory.</li> </ul> <p>As a class, discuss who might also have an opinion or response to the question, e.g. parents, teachers and the principal.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Navigate and read texts for specific purposes, monitoring meaning using strategies, such as skimming, scanning and confirming</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to evaluate information and ideas</p>		<ul style="list-style-type: none"> <li>Allocate students to groups and assign them a role/ perspective to adopt; for example, a parent, a teacher, the canteen manager, daycare workers and students. Each group considers and discusses what their point of view would be.</li> <li>Allocate students to new groups and ensure each newly formed group has someone representing each of the roles from the previous groupings. For instance, each group has a viewpoint from a teacher and a parent.</li> <li>Use a graphic organiser, such as a mind map to share the differing views of each role.</li> <li>As a class, discuss the opinions of the different groups and why their opinions might differ.</li> <li>Build a list of topics that could be used to create persuasive texts.</li> </ul> <p><b>Learning experience 2</b></p> <p>Using the interactive whiteboard, show students a small range of different types of persuasive texts, e.g. letter, essay, editorial, speech, advertisement, logo.</p> <ul style="list-style-type: none"> <li>Discuss the purpose and context of each persuasive text type.</li> <li>As a class, complete a chart showing the different forms, their purpose and where they are found (Resource sheet 4, Appendix A).</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Allocate students to groups and provide each one with a different type of persuasive text to analyse and deconstruct. Instruct students to annotate the text with the answers to the following questions.</p> <ul style="list-style-type: none"><li>• What is the text about?</li><li>• What is the structure of the text?</li><li>• What is the author’s position on the topic and how do you know?</li><li>• What are the stages of the text?</li><li>• How effective is the persuasive text?</li></ul> <p>Display the annotated texts and have students undertake a gallery walk to discuss the focus questions further.</p> <p><b>Learning experience 3</b></p> <p>Provide persuasive texts for students to read and annotate within a small group. Using a placemat organiser, students read the text and answer the following questions.</p> <ul style="list-style-type: none"><li>• What is the purpose of the text?</li><li>• How is the text structured?</li><li>• What are the characteristic stages of a persuasive text?</li><li>• What devices are used by the author to persuade the reader?</li><li>• Share the ideas with the wider class and discuss and clarify where necessary.</li></ul>

Term 1 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b> Understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources</p> <p>Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts</p> <p><b>Literacy</b> Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p>	<p><b>Text</b> Persuasive text: expositions and discussions</p> <p><b>Focus questions</b></p> <p><b>Learning experiences 1 and 2</b></p> <ul style="list-style-type: none"> <li>• How do you want readers to feel/act about this issue?</li> <li>• How will you persuade the reader to feel this way?</li> <li>• What is an effective way to structure an argument?</li> </ul> <p><b>Learning experience 3</b></p> <ul style="list-style-type: none"> <li>• How can you ensure that your reader wants to read on?</li> <li>• How can you move beyond bare assertions to engage a wider audience?</li> </ul> <p><b>Support notes</b> Some typical persuasive devices in persuasive texts include, but are not limited to, the following list.</p> <ul style="list-style-type: none"> <li>• Call to action, e.g. act now, we must act.</li> <li>• Appeal to emotion, e.g. how could you not care?</li> <li>• Appeal to reason, e.g. all reasonable people agree</li> <li>• Refer to experts, e.g. scientists agree, 99% of vets agree, teachers know</li> <li>• Inclusive language, e.g. we, us, our.</li> <li>• High-modality words, e.g. you must, don't hesitate.</li> </ul>	<p><b>Learning experience 1</b> Identify a local or personal issue suitable for Year 5 students, e.g. a later bedtime, longer playtimes or no homework. Use this to develop a class plan for a persuasive exposition.</p> <ul style="list-style-type: none"> <li>• Discuss the issues and choose one that most students have an opinion about.</li> <li>• Model how to plan a persuasive essay with a five-paragraph structure that includes an introduction, three reasons and a conclusion.</li> <li>• As a class, agree on a position statement and model how to arrive at three good reasons. Use key words to record reasons and supporting details in the planner.</li> <li>• Model a strong introductory paragraph, thinking aloud some strategies, such as:             <ul style="list-style-type: none"> <li>▪ make sure your opinion is clear (thesis)</li> <li>▪ do not give specific or detailed reasons in the introduction (leave these for the body of the text)</li> <li>▪ use strong modal verbs (strongly believe)</li> <li>▪ use a rhetorical question or other device.</li> </ul> </li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Examples of phrases to support Learning experience 3 include:</p> <ul style="list-style-type: none"> <li>• Many people say ...</li> <li>• It is generally agreed ...</li> <li>• You may believe ...</li> <li>• It could be said ...</li> <li>• Experts agree ...</li> <li>• An expert from the University of Western Australia has argued ...</li> </ul>	<p><b>Learning experience 2</b></p> <p>Discuss and further develop the class plan from Learning experience 1.</p> <ul style="list-style-type: none"> <li>• Look closely at each of the three reasons developed in the previous lesson. For example, we should have longer playtime at school because:             <ul style="list-style-type: none"> <li>▪ it would be healthier</li> <li>▪ we would make more friends</li> <li>▪ it would help us learn.</li> </ul> </li> <li>• As a class, brainstorm supporting arguments to back up these reasons; for example:             <ul style="list-style-type: none"> <li>▪ it would be healthier for everyone to run more and increase their fitness</li> <li>▪ more free time playing games would encourage people to play with new people</li> <li>▪ there is scientific evidence that suggests exercise between lessons helps people learn better.</li> </ul> </li> <li>• Discuss the plan, add ideas and ensure that each of the three arguments has strong supporting examples or facts to validate the arguments.             <ul style="list-style-type: none"> <li>▪ Model how to discard an idea that doesn't have strong supporting details and find a new idea that is stronger.</li> </ul> </li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"><li>▪ If necessary, direct students to discuss the topic, engage in research on the internet, or read other informative texts to find further information.</li><li>• Practise writing paragraphs that offer an argument with supporting reasons or facts. This can be modelled and/or co-constructed in groups.</li></ul> <p><b>Learning experience 3</b></p> <p>Provide a simple statement or series of statements of bare assertions; for example:</p> <ul style="list-style-type: none"><li>• It is the best movie ever!</li><li>• Football is better than soccer.</li><li>• Children should go to bed early.</li><li>• Climate change is a hoax.</li><li>• All students should learn to play a musical instrument.</li><li>• E-scooters should be banned for children under 14.</li></ul> <p>Explain to students that people will have different opinions on these statements. Bare assertions risk shutting out any reader who disagrees and you won't be able to persuade them to your way of thinking. Ask the students:</p> <ul style="list-style-type: none"><li>• how can you write in a way that encourages the reader to consider your opinion?</li><li>• what vocabulary can you use to encourage your reader to read on and allow you to change their mind?</li></ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Provide an enlarged persuasive text and guide students to identify examples of where the author has moved beyond making bare assertions.</p> <ul style="list-style-type: none"><li>• Allocate students to small groups and provide a different persuasive text to each group.</li><li>• Ask each group to find more examples of bare assertions and/or phrases where the author has moved beyond making bare assertions.</li><li>• Add the phrases to a word wall or chart.</li><li>• Revisit the statements presented at the beginning of the lesson and instruct students to rewrite them using some of the ideas students have found in the texts; for example:<ul style="list-style-type: none"><li>▪ Although you may disagree, I believe it is the best movie ever.</li><li>▪ Football is better than soccer, according to many sporting fans.</li><li>▪ Childcare experts would agree that children should go to bed early.</li></ul></li></ul>



Term 1 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b> Understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text</p> <p>Understand that the structure of a complex sentence includes an independent clause and at least one dependent clause, and understand how writers can use this structure for effect</p> <p><b>Literacy</b> Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>Navigate and read texts for specific purposes, monitoring meaning using strategies, such as skimming, scanning and confirming</p>	<p><b>Text</b> Persuasive text: expositions and discussions</p> <p><b>Focus questions</b></p> <p><b>Learning experiences 1 and 2</b></p> <ul style="list-style-type: none"> <li>• What is a dependent clause?</li> <li>• What is an independent clause?</li> <li>• What is a complex sentence?</li> </ul> <p><b>Learning experience 3</b></p> <ul style="list-style-type: none"> <li>• How does the author use topic sentences for each paragraph to guide the reader through the text?</li> <li>• What text and language features do the author use to meet the purpose of the text?</li> </ul> <p><b>Support notes</b> A clause:</p> <ul style="list-style-type: none"> <li>• is a grammatical unit that refers to a happening or state (for example, the netball team won [happening], the cartoon is an animation [state])</li> <li>• usually contains a subject and a verb group/phrase (for example, the team [subject] has played [verb group/phrase] a fantastic game), which may be accompanied by an object or other complements (elements that are closely related to the verb (for</li> </ul>	<p><b>Learning experience 1</b> Review what is meant by independent and dependent clauses.</p> <ul style="list-style-type: none"> <li>• Using a model persuasive text, support students to identify complex sentences, and within each sentence identify the subordinating conjunctions and dependent clauses.</li> <li>• Discuss how complex sentences are a way of adding information to a simple sentence in an effective way.</li> <li>• Explain and model how a simple sentence can be made into a complex sentence by adding a subordinating conjunction and dependent clause.</li> <li>• Display a list of subordinating conjunctions (Support notes) and discuss how they signal different connections between ideas. Model how to use the same simple sentence to write a number of complex sentences using different subordinating conjunctions to create different meanings or effects, for example:             <ul style="list-style-type: none"> <li>▪ The school was closed <b>because</b> it was Sunday.</li> <li>▪ The school was closed <b>so that</b> the roof could be repaired.</li> <li>▪ The school was closed <b>in case</b> the cyclone formed.</li> </ul> </li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>example, ‘the match’ in ‘the team lost the match’) and/or adverbials (for example, ‘on a rainy night’ in ‘the team won on a rainy night’)</p> <ul style="list-style-type: none"> <li>• can be either a main clause (also known as an independent clause) or a subordinate clause (also known as a dependent clause), depending on its function.</li> <li>• A main clause does not depend on, or function within, the structure of another clause.</li> <li>• A subordinate clause depends on, or functions within, the structure of another clause. It may function directly within the structure of a larger clause, or indirectly by being contained within a noun group/phrase.</li> <li>• Subordinate conjunctions (connectives) are words or groups of words which link an independent clause to a dependent clause. They signal the relationship between the clauses; for example:               <ul style="list-style-type: none"> <li>▪ provide a reason – because, since, as a result of</li> <li>▪ give a purpose – to, in order to, so that</li> <li>▪ give a condition – if, as long as, unless, in case</li> <li>▪ make a concession – even though, while, despite, although</li> <li>▪ indicate time or order – after, before, while, until, since, as.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide a number of simple sentences to the students. Students work independently to write a number of complex sentences based on the same simple sentence, for example:               <ul style="list-style-type: none"> <li>▪ I put on my hat ... because, so, despite, in case.</li> <li>▪ I ran fast ... because, even though, before.</li> <li>▪ I like to cook ... since, to, unless, although, while.</li> </ul> </li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>• Read a persuasive text with students to identify the use of complex sentences and subordinating conjunctions. Review what is meant by independent and dependent clauses.</li> <li>• Provide groups with copies of persuasive texts. Students work collaboratively to identify examples of complex sentences and subordinating conjunctions; for example, Logging in old growth forests should continue <b>because</b> they provide a valuable resource.</li> <li>• Students record their sentences on a strip of paper to add to a word wall under the headings:               <ul style="list-style-type: none"> <li>▪ provide a reason</li> <li>▪ give a purpose</li> <li>▪ give a condition</li> <li>▪ make a concession</li> <li>▪ indicate time or order.</li> </ul> </li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p><b>Discussion texts</b></p> <p>A discussion text presents both sides of an argument. A persuasive discussion may try to persuade the reader that one point of view has more merit, make a recommendation or come to a conclusion.</p> <p>A typical structure suitable for Year 5 may be:</p> <p>An introduction/orientation</p> <ul style="list-style-type: none"> <li>Define the topic, give background information and/or outline the different viewpoints.</li> </ul> <p>Arguments</p> <ul style="list-style-type: none"> <li>A paragraph with arguments and reasons in favour of the topic</li> <li>A paragraph with arguments and reasons against the topic.</li> </ul> <p>Conclusion</p> <ul style="list-style-type: none"> <li>A summary of both sides</li> <li>An evaluation or opinion that favours one side of the argument or weighs the value of both sides.</li> </ul>	<ul style="list-style-type: none"> <li>As a class, choose one or two of the sentences and experiment with changing the conjunction and dependent clause, e.g. Logging in old growth forests should continue while, however, although, since, despite, since, in order to, as long as, on condition ...</li> <li>Discuss how the meaning of the sentence changes.</li> <li>Compare the new sentences to the original and discuss which conjunctions have the most impact.</li> <li>Students write a short paragraph on a given or familiar topic that includes two complex sentences with a different subordinating conjunction.</li> </ul> <p><b>Learning experience 3</b></p> <p>Provide a discussion text to the students that outlines more than one side to an argument (Resource sheet 5, Appendix A).</p> <p>Read the text together and discuss:</p> <ul style="list-style-type: none"> <li>What is the purpose of the text?</li> <li>What is the purpose of the introduction?</li> <li>What opinion is expressed in the first paragraph?</li> <li>What opinion is expressed in the conclusion?</li> <li>How has the author tried to persuade the reader to agree with an opinion?</li> <li>What persuasive devices has the author used?</li> <li>What linking words are used?</li> </ul>



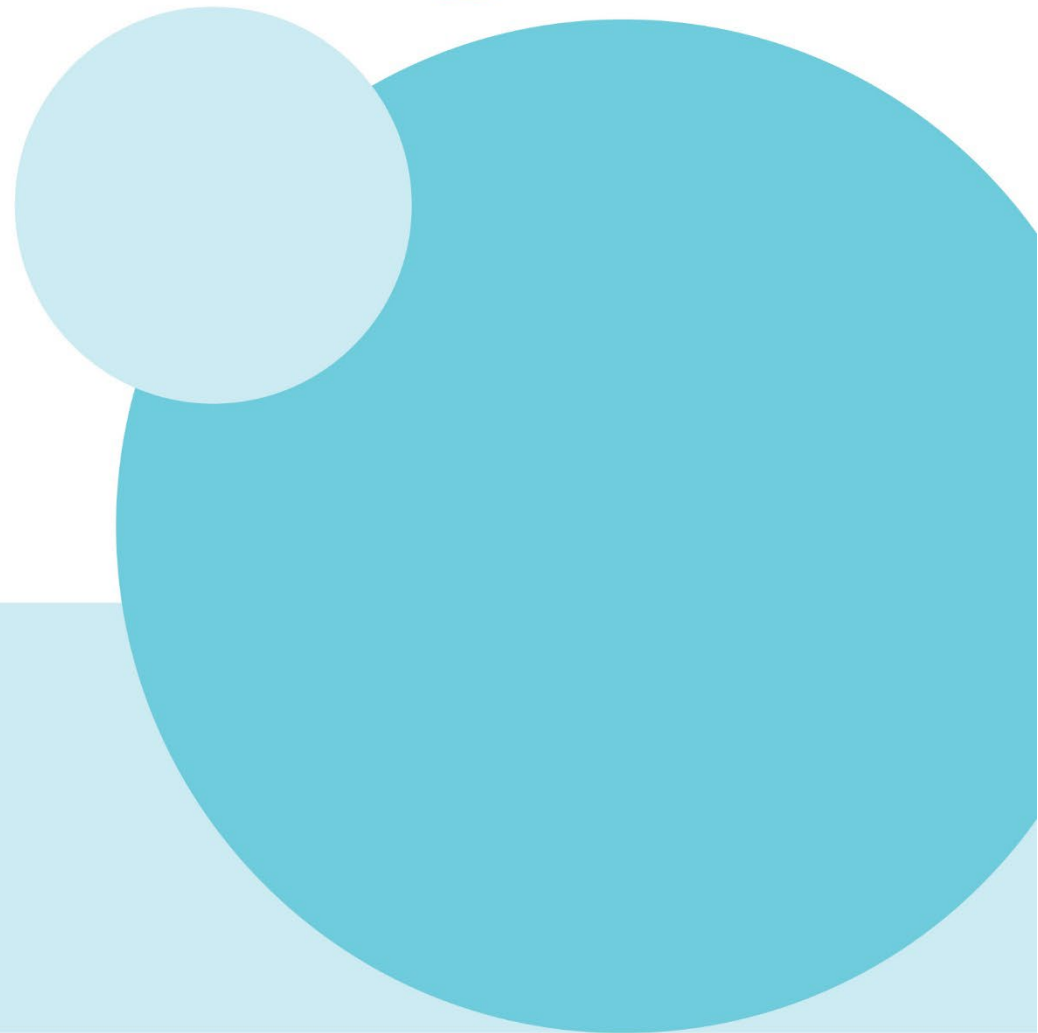
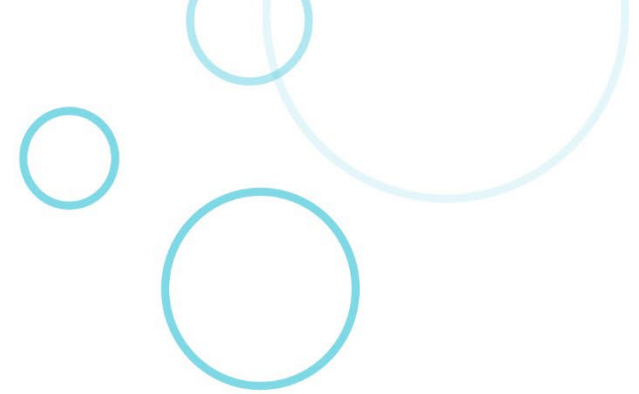
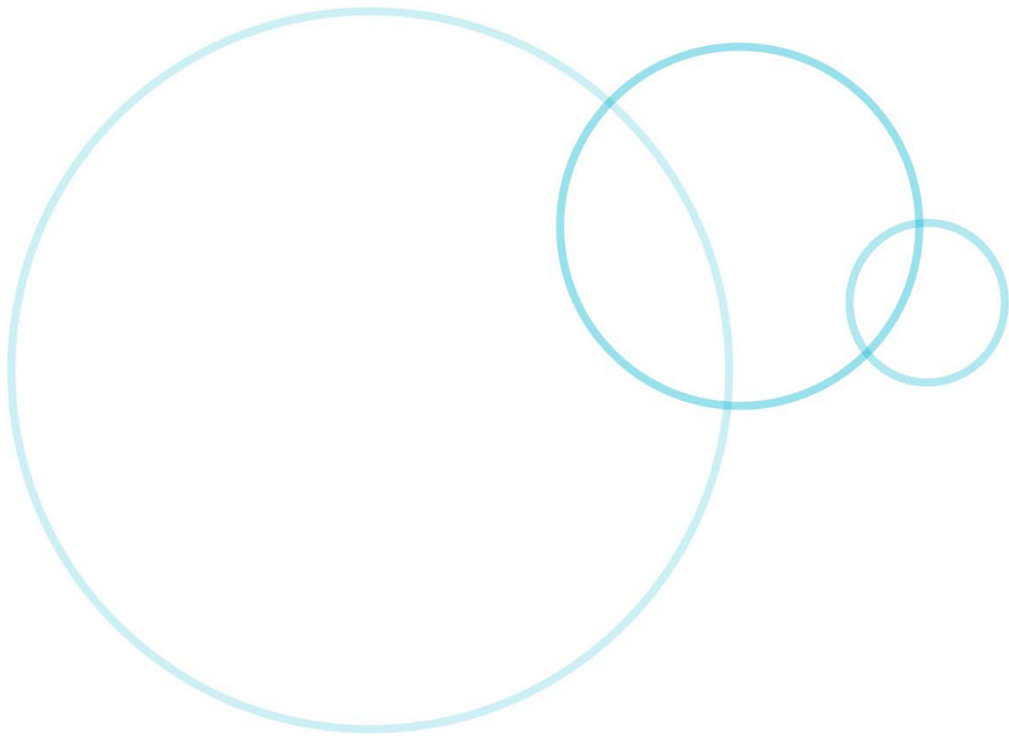
<b>Western Australian Curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
		<ul style="list-style-type: none"><li>• Which words signal a change of argument?</li></ul> <p>Deconstruct the text with the students, highlighting the structure of the text, the arguments and reasons the author has given, the use of topic sentences and paragraphs, the language features and vocabulary.</p>

Term 1 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Literacy</b> Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation</p> <p>Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features</p>	<p><b>Text</b> Persuasive text: discussions</p> <p><b>Focus questions</b></p> <p><b>Learning experiences 1–3</b></p> <ul style="list-style-type: none"> <li>• How is a persuasive discussion structured?</li> <li>• How do you want readers to feel about this issue?</li> <li>• How will you persuade the reader to feel this way?</li> <li>• How can you ensure that the reader continues to read on?</li> <li>• How can you engage a wider audience by considering different perspectives?</li> </ul> <p><b>Support notes</b> Develop success criteria to guide the work. This may be done incrementally throughout the unit of work or could be developed this week as revision. Develop these with the students based on the work that has been done and ensure they are written in student-friendly language; for example:</p> <ul style="list-style-type: none"> <li>• an interesting introduction that invites the reader to read on</li> <li>• at least one argument for and one against, written in paragraphs</li> <li>• supporting reasons using complex sentences and subordinating conjunctions</li> </ul>	<p><b>Learning experience 1</b> Choose a topic that allows students to consider more than one point of view, e.g. uniforms should not be compulsory, students should be allowed to use their phones in class or students should be given the option to work from home.</p> <ul style="list-style-type: none"> <li>• Plan a written discussion.</li> <li>• Debate the topic and brainstorm ideas.</li> <li>• Model how to write an effective introduction.</li> <li>• Have half the class write a paragraph arguing for, and the other half arguing against, the topic.</li> <li>• Share the writing and discuss effective arguments and reasons.</li> <li>• Model how to write an effective conclusion.</li> </ul> <p><b>Learning experience 2</b> Provide a number of topics for students to create persuasive discussions in small groups. Once complete, each group will present their text orally to the class.</p> <ul style="list-style-type: none"> <li>• Before commencing writing, develop success criteria by questioning the students and guiding a discussion. <ul style="list-style-type: none"> <li>▪ What structure will you use?</li> <li>▪ How will you organise your arguments and supporting reasons?</li> <li>▪ What connectives will you use to link the ideas?</li> </ul> </li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"> <li>• strong modal words</li> <li>• vocabulary to invite the reader in</li> <li>• a range of persuasive devices</li> <li>• a conclusion that gives a clear opinion.</li> </ul> <p><b>Suggested assessment point</b>            Learning experience 3 may be used as an assessment. Brightpath resources may be used as a tool to support teachers in formatively and/or summatively assessing students writing and creating of persuasive texts. The Judging standards materials can help teachers make judgements against the Achievement standard.</p> <ul style="list-style-type: none"> <li>• Writing: Books or television</li> <li>• Writing: Do we really need homework?</li> </ul> <p><a href="https://k10outline.scsa.wa.edu.au/home/assessment/judgingstandards/judging-standards-choose-a-year/year-5/english">https://k10outline.scsa.wa.edu.au/home/assessment/judgingstandards/judging-standards-choose-a-year/year-5/english</a></p>	<ul style="list-style-type: none"> <li>▪ What type of sentences and vocabulary will you use to develop your ideas and give supporting reasons?</li> <li>▪ What persuasive devices will you use to persuade your reader?</li> <li>▪ What sort of punctuation will you use?</li> </ul> <ul style="list-style-type: none"> <li>• Provide a framework that students have helped to develop.</li> <li>• Students work in their group to draft and rehearse an argument that they will present orally to the rest of the class.</li> <li>• Use the success criteria to give feedback to the groups, encouraging students to peer-assess each other’s work.</li> </ul> <p><b>Learning experience 3</b>  <b>Independent application</b>            Provide a new topic for a written persuasive discussion, or let students choose their own.</p> <ul style="list-style-type: none"> <li>• Chart ideas and arguments on the whiteboard.</li> <li>• Review the success criteria and/or provide a planning framework.</li> <li>• Students independently draft and edit a persuasive argument on the topic.</li> <li>• Provide a framework for peer- and self-assessment.</li> </ul>



**TERM 2**

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Weeks 1–8

## Term 2 Weeks 1–5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Literature</b> Identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors</p> <p>Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others</p> <p><b>Literacy</b> Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>Navigate and read texts for specific purposes, monitoring meaning using strategies, such as skimming, scanning and confirming</p>	<p><b>Text</b> Imaginative text: novels</p> <p><b>Support notes</b> Ensure students have access to a range of novels to read independently. Students will need to meet with other students who are reading the same text, so you will need at least two copies of each text. Exercise professional judgement when selecting texts, and when grouping students.</p> <p>A detailed plan is included as Appendix B.</p>	<p><b>Assessment task 1, Appendix B</b> <b>Novel study</b> This assessment task comprises three parts which are repeated each week over five weeks.</p> <p><b>1. Teacher read-aloud and discussion</b> This will be a read-aloud of a whole class novel and includes teacher modelling of the weekly focus and activities.</p> <p><b>2. Independent reading and activities</b> The novel for independent reading will likely be teacher-selected as there needs to be a minimum of two to three students reading the same novel to allow for part 3.</p> <p><b>3. Group discussions of novel</b> Students will be working in small groups to discuss their reading through ongoing scaffolded discussions in which they present and justify their opinions, respond to others by seeking clarification, paraphrase content, ask questions, and respond to non-verbal cues.</p>





<b>Western Australian Curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to evaluate information and ideas</p>		<p>Each week of the assessment task will have a specific focus to guide the teaching and learning.</p> <p>Week 1: Predicting and confirming Week 2: Characterisation Week 3: Plot development Week 4: Theme Week 5: Personal response</p> <p>As part of the assessment task, students develop a personal response to a text, explaining how the author has developed characters, plot and theme to create interest.</p> <p>Interaction skills will also be assessed in an ongoing manner.</p>

Term 2 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b> Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts</p> <p>Explain how the sequence of images in print, digital and film texts has an effect on meaning</p> <p><b>Literature</b> Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others</p> <p>Recognise that the point of view in a literary text influences how readers interpret and respond to events and characters</p> <p>Examine the effects of imagery, including simile, metaphor and personification, and sound devices in literary texts, such as narratives, poetry and songs</p>	<p><b>Text</b> Imaginative text: narrative (film)</p> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• What is the purpose of the text?</li> <li>• What impact has the film had on you, the viewer?</li> <li>• What text structures and language features has the producer used to meet the purpose of the text?</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>• How important was the sequence of images to the meaning?</li> <li>• Could the film have been sequenced in another way?</li> <li>• From whose point of view was the story told? How did this influence you?</li> </ul> <p><b>Support notes</b> When selecting a film, consider:</p> <ul style="list-style-type: none"> <li>• the needs and interests of your students</li> <li>• a topic being studied in another learning area</li> <li>• a film adaption of a previously read novel.</li> </ul>	<p><b>Learning experience 1</b> Select a film to view. Before viewing, discuss similarities and differences between film and written texts.</p> <ul style="list-style-type: none"> <li>• View the film in its entirety for meaning.</li> <li>• After viewing the film, lead a discussion to: <ul style="list-style-type: none"> <li>▪ identify the purpose of the film</li> <li>▪ identify the text structures and language features the producer has used to meet the purpose of the text</li> <li>▪ reflect on the focus questions.</li> </ul> </li> <li>• Invite students to offer their opinions about the text. You may need to view the film a number of times.</li> </ul> <p><b>Learning experience 2</b> View the film again. Provide a placemat or another graphic organiser for students to take notes to answer some of the following questions:</p> <ul style="list-style-type: none"> <li>• What was the major conflict in the film?</li> <li>• How was the conflict resolved?</li> <li>• What is the producer’s underlying message?</li> <li>• Is the film told from the point of view of one of the characters?</li> <li>• Whose point of view was not heard?</li> <li>• How has the producer created sympathy for ...?</li> </ul>



<b>Western Australian Curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<p><b>Literacy</b> Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to evaluate information and ideas</p>	<p>The visual codes and conventions of still and moving images, include elements, such as lines and vectors, point of view, angles, salience, media, layout and texture.</p>	<ul style="list-style-type: none"><li>• Why is the main character presented as the gender they are?</li><li>• How would the film be different if the main character were a different gender, older/younger, or a person from another culture?</li><li>• After viewing, have students form small groups to discuss the film using their notes.</li><li>• Groups discuss the film and generate more questions to clarify their understanding of the film.</li><li>• Groups report back to the class for further discussion.</li></ul> <p>Optional</p> <ul style="list-style-type: none"><li>• Students write a summary of the film’s plot.</li><li>• Alternatively, view the film a number of times and use a think-pair-share structure to discuss the questions.</li></ul>

Term 2 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b> Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts</p> <p>Explain how the sequence of images in print, digital and film texts has an effect on meaning</p> <p><b>Literature</b> Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others</p> <p>Examine the effects of imagery, including simile, metaphor and personification, and sound devices in literary texts, such as narratives, poetry and songs</p>	<p><b>Text</b> Imaginative text: narrative (film)</p> <p><b>Focus questions</b> Choose the questions according to the semiotic system identified for study.</p> <p><b>Spatial</b></p> <ul style="list-style-type: none"> <li>• How does the composition and layout of the scene contribute to the viewer’s understanding and interpretation of the film?</li> <li>• How does the sequencing of the scenes and action influence the meaning?</li> </ul> <p><b>Visual</b></p> <ul style="list-style-type: none"> <li>• What visual elements, such as colours and viewpoint, are used to capture your interest and attention?</li> </ul> <p><b>Gestural</b></p> <ul style="list-style-type: none"> <li>• How do the facial expressions and body language of the characters add to the meaning and interpretation of the text?</li> </ul>	<p><b>Learning experience 1</b> Select a short segment of the film (around five minutes maximum) that illustrates one of the five semiotic systems (focus questions). Students analyse the segment to identify and explain how the producer/creator has used techniques to create this scene and convey their messages.</p> <ul style="list-style-type: none"> <li>• Watch the segment as a class and use the focus questions to guide a discussion. Pay particular attention to the semiotic system you have selected and develop a word wall to define and clarify metalanguage (techniques), such as long-shot, offer, angle or salience.</li> <li>• Watch the film a second time pausing at regular intervals to demonstrate and explain examples of the techniques identified.</li> <li>• Discuss the effect of each technique, i.e. how it can lead to different interpretations and responses.</li> <li>• Students complete one of the following activities to develop their understanding of the semiotic system studied.</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Literacy</b> Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to evaluate information and ideas</p>	<p><b>Audio</b></p> <ul style="list-style-type: none"> <li>• How is sound used in the movie?</li> <li>• What effect does the music have on the viewer?</li> </ul> <p><b>Linguistic</b></p> <ul style="list-style-type: none"> <li>• How does the language, both dialogue and written, contribute to the viewer’s understanding and interpretation of the film?</li> </ul> <p><b>Support notes</b> The content around literary devices, text structures and language features (in short film) draws on and revises Year 3 and 4 content, such as camera angles, layout, framing and salience.</p> <p>When selecting a five-minute scene, ensure it has a clear focus and demonstrates the use of some of the semiotic codes. For example, a scene that:</p> <ul style="list-style-type: none"> <li>• portrays a character’s emotions or motives; for example, positioning, framing, vectors, demand and/or offer</li> <li>• focuses on the setting and uses colour/lighting and/or music to create mood or convey meaning</li> <li>• portrays action or events using editing to achieve different effects, e.g. split screens, speed and transitions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw a scene from the film or create a storyboard, with annotations to show the conventions of viewing.</li> <li>▪ Watch two scenes that depict characterisation (or another aspect, such as setting or tension) and use a Venn diagram to compare and contrast the codes, and their effect on the viewer.</li> <li>▪ Draw pictures of the main character from different angles, distances, in different postures or with different expressions, and discuss how the different effects impact on the viewer.</li> <li>▪ Provide students with a screenshot to annotate using the semiotic codes.</li> <li>▪ Use some of the focus questions to scaffold small group discussions with a placemat activity.</li> </ul> <p><b>Learning experience 2</b> Repeat Learning experience 1 with a different segment and a different semiotic system (focus questions and Support notes). Depending on the film, some semiotic systems will be more applicable than others for study.</p>



<b>Western Australian Curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
	<ul style="list-style-type: none"><li>• is important to the meaning of the film and uses sound, sound effects, voice and/or music to convey emotion, mood, atmosphere and/or a message</li><li>• has rising tension; for example, close-up shots to show emotions, long shots to show a dangerous situation occurring in the background and music to evoke fear</li><li>• portrays interaction between characters using gaze, proximity and/or camera angles.</li></ul>	

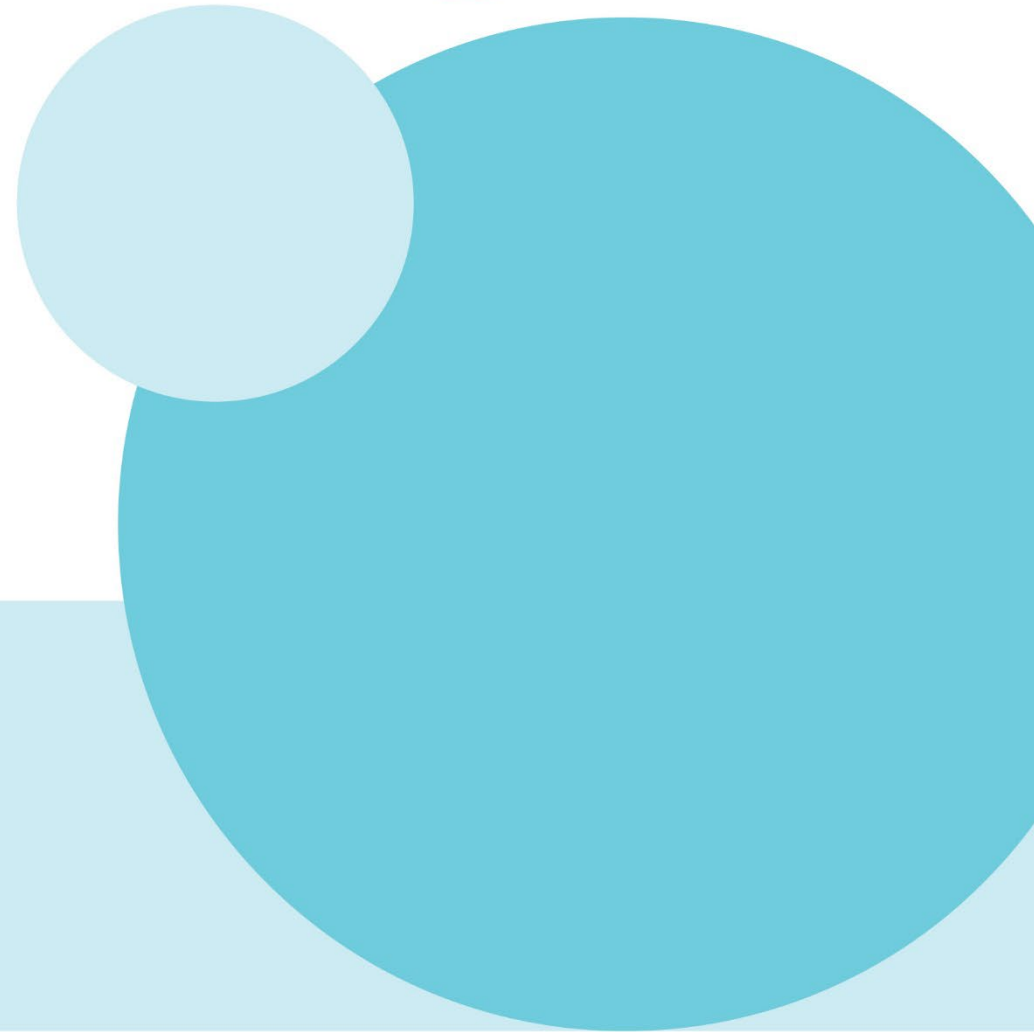
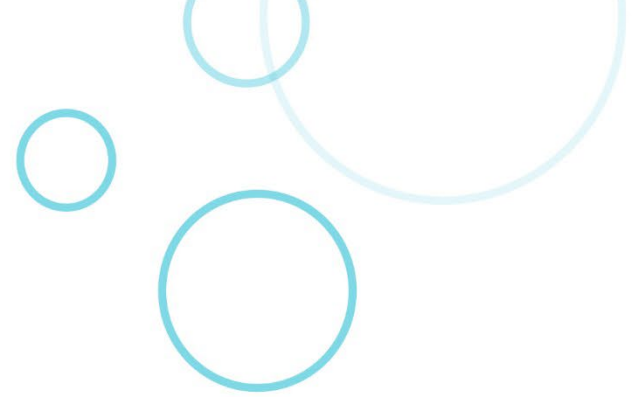
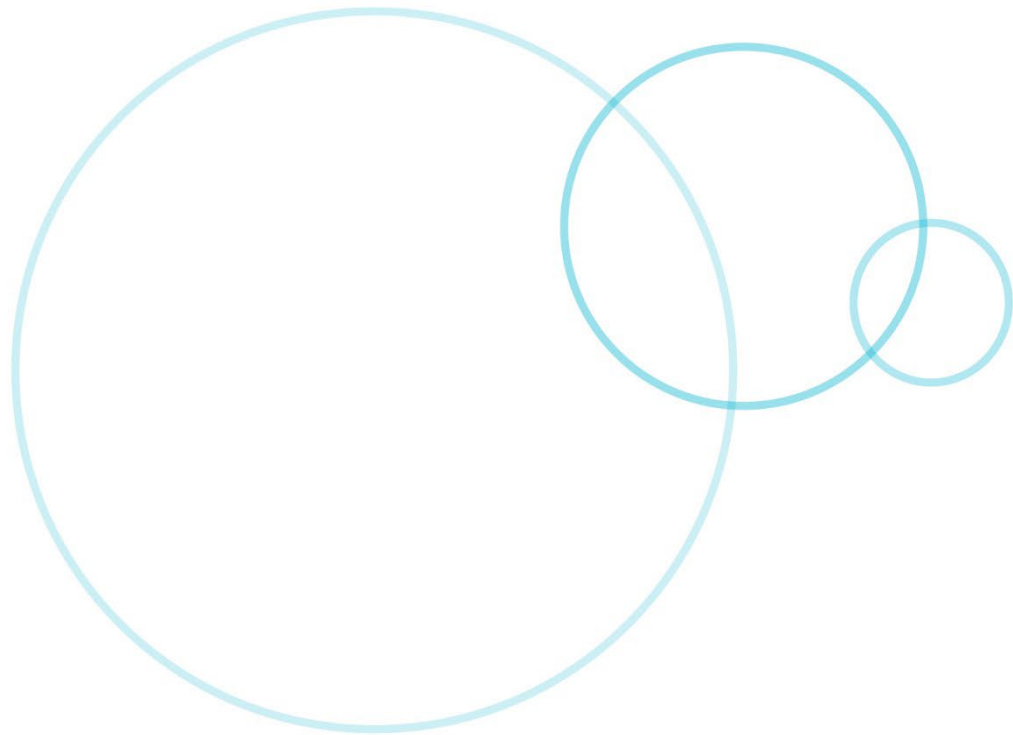
Term 2 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b> Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts</p> <p>Explain how the sequence of images in print, digital and film texts has an effect on meaning</p> <p><b>Literature</b> Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others</p> <p>Recognise that the point of view in a literary text influences how readers interpret and respond to events and characters</p> <p>Examine the effects of imagery, including simile, metaphor and personification, and sound devices in literary texts, such as narratives, poetry and songs</p>	<p><b>Text</b> Imaginative text: narrative (film)</p> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• What are the characteristic stages of a narrative?</li> <li>• How does the sequence of events unfold?</li> <li>• What effects do the ideas, text structures and language features of this film have on you?</li> <li>• How do the language features work together to meet the purpose of the text?</li> </ul> <p><b>Support notes</b></p> <ul style="list-style-type: none"> <li>• If this activity is done as a learning experience, allow students to work in groups.</li> <li>• If it is done as an assessment, students complete the graphic organiser individually.</li> </ul> <p><b>Suggested assessment point</b> This learning experience, using the film <i>Soar</i>, is on the School Curriculum and Standards Authority website Assessment Activities &gt; Year 5 &gt; English &gt; Viewing &gt; <i>Moving images</i> <a href="https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year5">https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year5</a></p>	<p><b>Learning experience 1</b> Students view a short film, such as <i>Soar</i> by Alyce Tzue. After viewing and discussing the film, they describe the effects of ideas, text structures and language features on a particular audience.</p> <ul style="list-style-type: none"> <li>• View the film with the students and direct them to take notes about how the ideas, text structures and language features affect them. They may need to review the film at various points in the process of preparing their response.</li> <li>• Engage the class in a discussion about the plot, main ideas, and characters.</li> <li>• Provide students with a focus question, e.g. In <i>Soar</i>, how do the filmmakers show that planes and flight are the most important things to both characters in the film?</li> <li>• Review what is meant by semiotic systems and provide a graphic organiser for students to take notes about the film, referencing the literary devices used, such as gestural, audio (music), audio (sound effects), spatial, linguistic and visual (Resource sheet 6, Appendix A).</li> <li>• Optional: students use their graphic organiser to participate in a discussion or provide a written response to the film.</li> </ul>



<b>Western Australian Curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<p>Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p><b>Literacy</b> Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to evaluate information and ideas</p>		





**TERM 3**

Weeks 1–8

Term 3 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b></p> <p>Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts</p> <p>Understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text</p> <p>Explain how the sequence of images in print, digital and film texts has an effect on meaning</p> <p>Understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words</p>	<p><b>Text</b></p> <p>Informative text: reports</p> <p><b>Focus questions</b></p> <p><b>Learning experiences 1–3</b></p> <ul style="list-style-type: none"> <li>• How is the informative text structured to suit its purpose?</li> <li>• Are all informative texts structured the same way?</li> <li>• How do the images (including graphs, tables, diagrams etc.) in informative texts complement the meaning?</li> <li>• How does the starting point of the sentence or paragraph guide the reader through the text?</li> <li>• What strategies do you use to find specific information, such as the answer to a question?</li> <li>• How is new vocabulary explained in informative texts?</li> </ul> <p><b>Support notes</b></p> <p>The organisational frameworks (stages and phases) of informative texts vary to suit audience, context and purpose. Most reports include a classification or generalisation about the topics, a description (location, geography, special characteristics, and so on) and a conclusion.</p>	<p><b>Learning experience 1</b></p> <p>Provide appropriate informative texts from other areas of the curriculum or areas of interest, e.g. see The Swan River Colony, Humanities and Social Sciences Year 5 Teaching and Learning Exemplar (Appendix A).</p> <ul style="list-style-type: none"> <li>• Read aloud and analyse an enlarged or shared text; think aloud and/or annotate the text as required. Investigate: <ul style="list-style-type: none"> <li>▪ the organisation of informative texts (stages and phases)</li> <li>▪ the language features that help readers to navigate the text.</li> </ul> </li> <li>• Discuss efficient reading strategies in relation to informative texts, e.g. predicting and confirming, skimming and scanning. <ul style="list-style-type: none"> <li>▪ How do you read informative texts compared to texts for entertainment?</li> <li>▪ Why do authors/illustrators include graphics, such as diagrams and tables?</li> <li>▪ How do you read this visual information?</li> </ul> </li> <li>• Place students in groups with a graphic organiser to identify language features, such as headings, subheadings, contents, pages, glossaries, skim for graphics and diagrams.</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Literacy</b> Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>Navigate and read texts for specific purposes, monitoring meaning using strategies, such as skimming, scanning and confirming</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to evaluate information and ideas</p>	<p>Efficient readers apply different text processing strategies according to the purpose of the reading. When reading informative texts, encourage students to skim and scan.</p> <p><b>Skimming</b> Skimming involves glancing quickly through material to gain a general impression or overview of the content. This involves the reader passing over much of the detail to get the general gist of what the text contains. Skimming is often used before reading to:</p> <ul style="list-style-type: none"> <li>• quickly assess whether a text is going to meet a purpose</li> <li>• determine what is to be read</li> <li>• determine what’s important and what may not be relevant</li> <li>• review text organisation</li> <li>• activate prior knowledge.</li> </ul> <p>Students can be helped to use skimming by being encouraged to check any graphics, and read all underlined, italicised or highlighted text as well as titles and subheadings.</p>	<ul style="list-style-type: none"> <li>• Meet as a class to identify the language features of the texts and their purpose.</li> </ul> <p><b>Learning experience 2</b> Model browsing an informative text to review and discuss the following ideas as a class.</p> <ul style="list-style-type: none"> <li>• The organisation of informative texts.</li> <li>• The language features that help readers to navigate the text.</li> <li>• Efficient reading strategies.               <ul style="list-style-type: none"> <li>▪ How do you read informative texts compared to texts for entertainment?</li> <li>▪ Why do authors/illustrators include graphics, such as diagrams and tables?</li> <li>▪ How do you read this information?</li> </ul> </li> </ul> <p>Use content from another area of curriculum or area of interest. Set a purpose for reading in the form of an activity, e.g. to answer a question, write quiz questions for the class, take notes or to develop a diagram. Encourage students to skim and scan for information.</p> <p>Plenary – discuss the way students read the text and reflect upon the language features that helped them navigate the text.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p><b>Scanning</b></p> <p>Scanning involves glancing through material to locate specific details such as names, dates, places or some particular content. For example, a reader might scan a contents page or index to find the page number of a specific topic; a reader may scan a dictionary or telephone book in search of a particular word or name or a reader may scan as they re-read a text to substantiate a particular response.</p> <ul style="list-style-type: none"> <li>• When faced with unknown words, efficient readers draw on phonic, grammatical, contextual and semantic clues. The following are examples of the types of clues that may be found in a text:</li> <li>• the buzzard, a predatory bird, ... (clarification or definition)</li> <li>• predatory birds, such as buzzards and hawks ... (examples)</li> <li>• buzzards, like vultures and eagles ... (comparison)</li> <li>• predatory birds, unlike their herbivore cousins ... (contrast).</li> </ul> <p>Readers may also consult texts, such as dictionaries or glossaries, or work out the meaning using morphemic clues (ornithologist = bird + expert).</p>	<p><b>Learning experience 3</b></p> <p>Provide an enlarged or shared text from another learning area that contains a range of new or challenging vocabulary.</p> <ul style="list-style-type: none"> <li>• Working with students, highlight new vocabulary.</li> <li>• Scan for interesting words and apply strategies to work out the meaning of unfamiliar vocabulary. Using the think-pair-share strategy, discuss the words and try to work out their meanings.</li> <li>• Discuss the words and definitions.</li> <li>• Identify the strategies the students have used to work out the meaning, e.g. phonic, grammatical, contextual and morphemic clues.</li> <li>• Define and discuss these strategies, connecting the definitions to the strategies used by the students.</li> <li>• Write these terms on the whiteboard and check understanding.</li> <li>• Provide each student with a different text.</li> <li>• Students work independently to identify unknown words and complete a graphic organiser</li> <li>• (Resource sheet 7, Appendix A).</li> <li>• As a class, discuss these strategies and highlight interesting examples for each strategy.</li> </ul>



<b>Western Australian Curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
	<p><b>Suggested assessment point</b></p> <p>Learning experience 3 provides an opportunity for a reading assessment when students complete the ‘new words’ chart independently.</p>	<p>Optional</p> <ul style="list-style-type: none"><li>• Develop a class word wall or glossary using words from the focus learning area. This can be an ongoing activity integrated into the learning area being studied, or across a number of learning areas.</li></ul>

Term 3 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b> Understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text</p> <p>Understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words</p> <p><b>Literacy</b> Navigate and read texts for specific purposes, monitoring meaning using strategies, such as skimming, scanning and confirming</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to evaluate information and ideas</p>	<p><b>Text</b> Informative text: reports</p> <p><b>Focus questions</b></p> <p><b>Learning experiences 1 and 2</b></p> <ul style="list-style-type: none"> <li>• What do you do when you don't know a word?</li> <li>• What do you do when you don't understand part of the text?</li> <li>• What do you do when you don't understand a specific piece of information?</li> </ul> <p><b>Learning experiences 3 and 4</b></p> <ul style="list-style-type: none"> <li>• What is a topic sentence?</li> <li>• How effective is a topic sentence in giving you information about the content of its paragraph?</li> </ul> <p><b>Support notes</b> Students need to learn and apply a range of text processing and comprehension strategies, including visualising, predicting, connecting, summarising, monitoring, questioning, skimming, scanning and confirming.</p> <p><b>Suggested assessment point</b> Learning experience 4 provides an opportunity to assess students' ability to locate key words and summarise a text.</p>	<p><b>Learning experience 1</b> Students use a range of texts of varying complexities to identify and evaluate their reading strategies.</p> <ul style="list-style-type: none"> <li>• Lead a class discussion about the strategies efficient readers use to make sure they understand what they are reading. Refer to the focus questions.</li> <li>• Model a think aloud for a short informative text, reflecting on monitoring the meaning of the text before, during and after reading. Use an enlarged text to mark this as you go, recording such things as:             <ul style="list-style-type: none"> <li>▪ I re-read this</li> <li>▪ I crosschecked with the diagram</li> <li>▪ I stopped and asked myself an 'I wonder' question</li> <li>▪ I predicted that ...</li> <li>▪ I confirmed that ...</li> <li>▪ I used context clues to work out the meaning of this word</li> <li>▪ I confirmed my prediction of the word's meaning with the glossary.</li> </ul> </li> <li>• Provide a photocopied text to the students that is on the challenging side. This could be from another learning area. Explain to students they will be reading a text and monitoring their thinking as they read.</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"><li>• Students work independently to mark up the text with notes about their thinking.</li><li>• As a class, identify and discuss the strategies students used to make meaning.</li><li>• Discuss the meaning of the text, encouraging students to interrogate the text further with predictions, questions and connections.</li></ul> <p><b>Learning experience 2</b></p> <p>Review the strategies from Learning experience 1 with a brief call out and discussion.</p> <ul style="list-style-type: none"><li>• Make a list on the board of the comprehension strategies.</li><li>• Students work in pairs to read a text silently and take part in a silent, written conversation with their partner about the text, focusing on the strategies. Students share their thinking with each other by:<ul style="list-style-type: none"><li>▪ asking and answering each other’s questions</li><li>▪ making connections</li><li>▪ asking for clarification</li><li>▪ writing predictions</li><li>▪ confirming predictions</li><li>▪ noting observations or interesting ideas.</li></ul></li><li>• Teachers may wish to model this before setting students to work.</li></ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p><b>Learning experience 3</b></p> <p>Use an enlarged or shared informative text and lead a discussion about the importance of topic sentences.</p> <ul style="list-style-type: none"><li>• Explain that the starting point of a paragraph (topic sentence) gives prominence to the message and guides the reader through the text.</li><li>• Identify the beginning sentence in each paragraph. Read these aloud and discuss the information they give.</li><li>• Analyse each beginning sentence and discuss their effectiveness by conveying the main idea of each paragraph.</li></ul> <p>Provide students with an informative text from an area of interest or another learning area. Set the students a purpose for reading, such as answering a question or writing a summary.</p> <ul style="list-style-type: none"><li>• Students skim and scan to locate information in the text and record relevant information using key words (this can be in note form or use a highlighter to mark up the text).</li><li>• Discuss the information as a class and use questioning strategies to clarify information.</li></ul>





Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p><b>Learning experience 4</b> Repeat Learning experience 3 using another informative text.</p> <p><b>or</b> Provide an activity to reinforce knowledge of topic sentences, such as:</p> <ul style="list-style-type: none"><li>• remove the topic sentences in a photocopied text. Students work in groups to provide a suitable topic sentence. Meet as a class to determine the best one for each paragraph</li><li>• match topic sentences to paragraphs in a jigsaw activity.</li></ul>

Term 3 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b> Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts</p> <p>Understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text</p> <p><b>Literacy</b> Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>Navigate and read texts for specific purposes, monitoring meaning using strategies, such as skimming, scanning and confirming</p>	<p><b>Text</b> Informative text: reports</p> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• What is the purpose of the informative text? How do you know?</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>• What are some of the language features of an informative text?</li> </ul> <p><b>Learning experience 3</b></p> <ul style="list-style-type: none"> <li>• What language and text features appeal to you most when choosing an informative text?</li> </ul> <p><b>Suggested assessment point</b> Learning experience 1 provides an opportunity for formative or summative assessment.</p>	<p><b>Learning experience 1</b> Provide a graphic organiser and a range of texts, and set a purpose for reading, e.g. with specific questions or an open-ended question, such as ‘Was life good in the Swan River Colony?’</p> <ul style="list-style-type: none"> <li>• Conduct a call-out to review knowledge of text features, such as the index, contents page, glossary, headings and diagrams.</li> <li>• Review knowledge of key words and topic sentences if needed.</li> <li>• As a class, discuss the strategies the students will apply to assess if the texts will suit the purpose of the task.</li> <li>• Allow students time to read, gather information and complete the activity.</li> </ul> <p><b>Learning experience 2</b> Provide an enlarged or shared informative text and use some of the following questions to guide you to think aloud as you analyse the text for the students.</p>



<b>Western Australian Curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to evaluate information and ideas</p>		<ul style="list-style-type: none"><li>● Annotate the text with sticky notes or coloured pens as you go.<ul style="list-style-type: none"><li>▪ What are the functions of headings, subheadings and paragraphs in informative texts?</li><li>▪ How does the author orient the reader in each paragraph?</li><li>▪ How does the author engage the reader?</li><li>▪ How does the author make the reader feel confident that the facts are correct?</li><li>▪ What is the purpose of the conclusion in an informative report?</li><li>▪ Is there anything you can find in the text that helps the reader understand new words?</li><li>▪ How does the author clarify or explain more complicated ideas?</li></ul></li><li>● Provide some of these questions and a similar text to small groups or pairs to annotate using sticky notes or coloured pens.</li><li>● Discuss as a class and begin to make a class chart with the heading 'How to write an informative text'.</li><li>● As a class, formulate a list of the text and language features of an informative text, such as a report about an event or place.</li></ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p><b>Learning experience 3</b></p> <p>Review a range of informative texts from the previous learning experiences. Ask each student to choose the one (or two) that they thought was most useful to them in their learning. Allow students time to look through the texts and choose their favourite.</p> <ul style="list-style-type: none"><li>• Students present their chosen text to the whole class or a group and explain their reasons for choosing it.</li><li>• Use the discussions to draw out and develop criteria about the usefulness and appeal of the texts.<ul style="list-style-type: none"><li>▪ Which text was most useful? Why?</li><li>▪ Which text was easy to understand? Why?</li><li>▪ Why were some texts easier to read and understand?</li><li>▪ Which text appealed to you the most? Why?</li><li>▪ What language and text features appeal to you most when choosing an informative text? Consider text and language features, such as headings, subheadings, contents pages, glossaries, graphics, vocabulary, layout and diagrams.</li></ul></li><li>• Use the information discussed to add to the chart from the previous learning experience, 'How to write an informative text'.</li></ul>

Term 3 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b> Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts</p> <p>Understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text</p> <p>Understand that the structure of a complex sentence includes an independent clause and at least one dependent clause, and understand how writers can use this structure for effect</p> <p>Understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words</p>	<p><b>Text</b> Informative text: reports</p> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• What is the structure of an informative paragraph?</li> <li>• What are the language features of an informative paragraph?</li> </ul> <p><b>Learning experiences 2 and 3</b></p> <ul style="list-style-type: none"> <li>• What is meant by a formal, objective style?</li> <li>• What is the purpose of this?</li> </ul> <p><b>Learning experience 4</b></p> <ul style="list-style-type: none"> <li>• What structure (stages and phases) and language features are appropriate when writing an informative text to suit this particular audience and purpose?</li> </ul> <p><b>Support notes</b> Students need to know that the degree of formality changes according to context, audience and purpose. Informative reports maintain a formal, objective style.</p>	<p>The focus for the learning experiences this week is on word and sentence level grammar.</p> <p><b>Learning experience 1</b> Use a call out, a discussion, or read and discuss a sample text to revise the students’ knowledge of the language features of informative texts.</p> <ul style="list-style-type: none"> <li>• Brainstorm a number of facts about a specific topic being studied in another learning area or a topic of interest, e.g. the reasons British settlers came to the Swan River Colony. Alternatively, provide the facts as a list or in a graphic organiser.</li> <li>• Students choose a few of the facts to write a connected text, e.g. a paragraph. Collect this for formative assessment (Support notes).</li> <li>• After collecting the writing, model how to write an informative paragraph with a think-aloud of the language features.</li> </ul> <p><b>Learning experience 2</b> Read aloud an excerpt from an informative text that maintains a formal, objective style. Discuss what is meant by formal, objective style, and where and when it is used. Explain that this is a language feature of informative texts.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Literacy</b> Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation</p>	<p>Model transforming sentences written in an informal style into a more formal, objective style; for example:</p> <ul style="list-style-type: none"> <li>• Lots of people came from England and other places around there about 1829 and started the Swan River Colony and it is now called Western Australia.               <ul style="list-style-type: none"> <li>▪ The Swan River Colony was established by the British in 1829 in the area now known as Western Australia.</li> </ul> </li> <li>• Everybody knows that the towns in southeast of Australia were made for convicts, but here it was for free settlers.               <ul style="list-style-type: none"> <li>▪ The Swan River Colony was established by free settlers unlike the colonies in the southeast of the country, which were established as convict settlements.</li> </ul> </li> </ul> <p>Explain to students that the beginning of a sentence gives prominence to the message in the text and allows for prediction of how the text unfolds. The order of the clauses in a complex sentence can change the prominence of the message. The bolded text below identifies the dependent clause.</p>	<p>Choose from the following activities.</p> <ul style="list-style-type: none"> <li>• Identify the formal vocabulary in the text and find common synonyms for some of the words, e.g. established – started, founded, began. Discuss how word choice adds precision and/or lends a more formal tone to the text, e.g. ‘They went to the top of the mountains to look at the land’, compared to: ‘They went to the top of the mountains to explore the land’.</li> <li>• Provide a number of words and have students work with partners or groups to generate a range of synonyms for each word. Groups list the words from formal to informal, e.g. Word cline (Appendix A). For example:               <ul style="list-style-type: none"> <li>▪ companion – associate, peer, pal, friend, buddy, mate, bestie and chum</li> <li>▪ discuss – converse, talk, chat, natter and gab</li> <li>▪ establish – create, found, form, begin and start.</li> </ul> </li> <li>• Discuss and compare choices with the class.</li> <li>• Students independently write some of these words in sentences to demonstrate their understanding.</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"> <li>When the sentence starts with the dependent clause, a comma is used to separate the clauses*, e.g. <b>Although the Aboriginal people had lived here for thousands of years</b>, the British colonists said Australia was a land belonging to no-one.</li> <li>A comma isn't used when the sentence starts with the independent clause*, e.g. The British colonists said Australia was a land belonging to no-one <b>although the Aboriginal people had lived here for thousands of years</b>.</li> </ul> <p>* Teachers can model comma use within the context of message prominence although students are not required to use commas to separate clauses until Year 6.</p> <p><b>Suggested assessment point</b> Teachers collect the writing from Learning experience 1 to analyse the aspects of sentence structure that require specific teaching and use this to adjust the subsequent lessons based on their professional judgement.</p>	<p><b>Learning experience 3</b> Use an enlarged or shared informative text for modelled reading in order to analyse its language features, particularly sentence structures. Read through for meaning and then review language features from previous learning experiences.</p> <ul style="list-style-type: none"> <li>Identify examples of sentences where the starting point gives prominence to the message and allows the reader to predict what will happen.</li> <li>Demonstrate how rewriting some of the sentences from the text changes the prominence of the message; for example:             <ul style="list-style-type: none"> <li>Snakes are reptiles ...                 <ul style="list-style-type: none"> <li>Reptiles can be snakes ...</li> </ul> </li> <li>The Swan River Colony was established ...                 <ul style="list-style-type: none"> <li>The establishment of the colony ...</li> </ul> </li> <li>Convicts began to arrive ...                 <ul style="list-style-type: none"> <li>The free settlers of the colony ...</li> </ul> </li> </ul> </li> <li>Students find sentences in other texts and rewrite them in a way that changes the prominence of the message.</li> <li>Alternatively, provide a selection of sentences for them to rewrite.</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>Use this opportunity to review knowledge of complex sentences and model the appropriate punctuation.</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p><b>Learning experience 4</b></p> <p>The class will work in groups to jointly construct an informative text using familiar information from another learning area or topic of interest.</p> <ul style="list-style-type: none"><li>• Set and discuss the topic, purpose and audience of the writing, e.g. Our school, a text to tell the students and parents more about our school at the next assembly.</li><li>• Brainstorm ideas/facts about the topic and then classify them into categories that would be suitable for paragraph headings, e.g. an introduction, location, history, academic opportunities, sporting opportunities, interesting events, interesting people, a conclusion.</li><li>• Use this to decide on a suitable framework for the text. The framework will depend on the subject, purpose and audience (Support notes).</li><li>• Students work in groups to collaboratively write one of the paragraphs (on a large piece of paper for display, and one per group). All students contribute ideas in their group and hold the pen for at least one sentence. Students edit their work before displaying on a wall.</li><li>• Engage in a gallery walk (Appendix A) and guide students to give each other feedback.</li></ul> <p>Discuss as a class and use the writing for teaching points</p>



## Term 3 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Literacy</b></p> <p>Navigate and read texts for specific purposes, monitoring meaning using strategies, such as skimming, scanning and confirming</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to evaluate information and ideas</p> <p>Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation</p>	<p><b>Text</b></p> <p>Informative text: reports</p> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• What structure (stages and phases) and language features are appropriate when writing an informative text to suit this particular audience and purpose?</li> <li>• How will the success criteria support you when planning and writing a text for a specific purpose?</li> </ul> <p><b>Support notes</b></p> <p>Where possible, link this writing to another Learning area, such as Humanities and Social Sciences, Science or Health. The Humanities and Social Sciences Exemplar: Year 5 was written to complement the English learning exemplar at this juncture.</p> <p>Guide students to create their informative text with a number of text and language features, appropriate to purpose and audience, such as:</p> <ul style="list-style-type: none"> <li>• layout features – text boxes, graphics, side bars, headings, subheadings, font effects, etc.</li> <li>• use of colour</li> <li>• images, diagrams, charts or tables</li> <li>• digital features – hyperlinks, menus etc.</li> <li>• sound devices.</li> </ul>	<p><b>Learning experience 1</b></p> <p>Students independently plan, draft, edit and create an informative text based on their research or knowledge from another area of the curriculum.</p> <ul style="list-style-type: none"> <li>• Part 1: Setting up the task <ul style="list-style-type: none"> <li>▪ Set a specific topic or subject for writing; for example: <ul style="list-style-type: none"> <li>○ the establishment of the Swan River Colony</li> <li>○ the early years of your town</li> <li>○ a report on a prominent person from the Swan River Colony</li> <li>○ a report on a scientific discovery</li> <li>○ a report on healthy eating.</li> </ul> </li> <li>▪ Clarify the task, purpose, audience and what to include.</li> <li>▪ Refer to previous learning experiences regarding the features of informative texts.</li> <li>▪ Negotiate success criteria and provide a planning guide for the students based on the information in the Support notes.</li> <li>▪ Guide students to look at a range of informative texts, print and digital, to find a model to base their final copy on.</li> </ul> </li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Use features of digital tools to create or add to texts for a purpose and audience</p>	<p>This learning experience can be done on paper or digitally.</p> <p>When editing their work, encourage students to focus on the meaning first. Develop a class checklist with questions, such as:</p> <ul style="list-style-type: none"> <li>• Does it make sense to you?</li> <li>• Does it make sense to others?</li> <li>• Have you achieved your purpose?</li> <li>• Can you add ideas to improve the meaning or expand your ideas?</li> <li>• Do you need to delete unnecessary parts?</li> <li>• Have you used the best words, such as subject-specific language, precise verbs, adjectives and adverbs to add detail?</li> <li>• Is the punctuation used correctly to help readers understand the text?</li> <li>• Have you checked the spelling of high-frequency words?</li> <li>• Have you checked the spelling of unfamiliar words?</li> </ul> <p><b>Suggested assessment point</b></p> <p>Brightpath resources may be used as a tool to support teachers in formatively and/or summatively assessing students in writing and creating information reports.</p>	<ul style="list-style-type: none"> <li>• Part 2: Gathering information and planning <ul style="list-style-type: none"> <li>▪ Provide students with a range of digital and print texts to gather information in note form in a graphic organiser. (Recommended that this has been done already in another learning area.)</li> <li>▪ Alternatively, provide a list of notes, key words or a planning proforma with information already provided from another learning area.</li> </ul> </li> <li>• Part 3: Students independently write a draft of their informative text. Throughout this process provide individual support or form groups for targeted instruction.</li> <li>• Part 4: Model the editing process and provide a checklist if necessary. Direct students to edit their work to clarify meaning and improve structure. Students should also seek feedback from peers.</li> <li>• Part 5: Once students have finished their draft writing and the final edit, they look at a range of informative texts, print and digital, to find a model to base their final copy on. The final form should meet the purpose of the text.</li> <li>• Part 6: Students create their final copy using paper or digital platforms. (This could be integrated with Digital Technologies.)</li> </ul>

Term 3 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b> Understand that language is selected for social contexts and that it helps to signal social roles and relationships</p> <p><b>Literature</b> Identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors</p> <p>Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others</p> <p>Recognise that the point of view in a literary text influences how readers interpret and respond to events and characters</p> <p>Examine the effects of imagery, including simile, metaphor and personification, and sound devices in literary texts, such as narratives, poetry and songs</p>	<p><b>Text</b> Imaginative/Informative text: narrative/historical fiction/historical fiction picture books</p> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• What parts of the text convey historical information?</li> <li>• From whose point of view is the story told?</li> <li>• Is there another point of view that could be considered?</li> </ul> <p><b>Learning experiences 2 and 3</b></p> <ul style="list-style-type: none"> <li>• How do the text and images work together to help us make meaning?</li> </ul> <p><b>Learning experience 4</b></p> <ul style="list-style-type: none"> <li>• How has the author/illustrator developed a point of view about the characters, e.g. sympathy for Moondyne Joe, Jandamarra or Ned Kelly?</li> <li>• Is there another point of view that could be considered?</li> <li>• Whose point of view isn't heard?</li> </ul> <p><b>Support notes</b> Language features of historical fiction/narrative non-fiction picture books:</p>	<p><b>Historical fiction (narrative non-fiction picture books)</b> This theme will continue until Week 8, culminating in Assessment task 2, Appendix C. See selection of texts in Appendix A.</p> <p><b>Learning experience 1</b> Use narrative non-fiction picture books to analyse the text structures and language features of historical fiction (Support notes).</p> <ul style="list-style-type: none"> <li>• Brainstorm prior knowledge of what is meant by historical fiction/narrative non-fiction and do a call-out of examples of the texts students have viewed or read.</li> <li>• Read aloud a picture book, such as <i>The Legend of Moondyne Joe</i> by Mark Greenwood and Frané Lessac.</li> <li>• Make connections with information from informative texts or prior learning.</li> <li>• Discuss the meaning of the text. <ul style="list-style-type: none"> <li>▪ Are the characters/places in the text real historical characters and places?</li> <li>▪ Who tells the story? (from whose point of view)</li> <li>▪ What details or parts of the story are likely to be made up?</li> <li>▪ What different perspectives are offered in the story?</li> </ul> </li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Explain how the sequence of images in print, digital and film texts has an effect on meaning</p> <p><b>Literacy</b> Describe the ways in which a text reflects the time and place in which it was created</p> <p>Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to evaluate information and ideas</p>	<ul style="list-style-type: none"> <li>• employ research to ensure accuracy of factual inclusions</li> <li>• blend historical facts into a story (narrative style)</li> <li>• may include historical and/or imaginary characters</li> <li>• may examine conflicting viewpoints of an event</li> <li>• the story is often told through the perspective of an observer or participant in the story</li> <li>• add details to make the events realistic or embellish the story using some poetic licence (e.g. add imaginary dialogue or extra details that are fictional, but in line with the main events or add to the story)</li> <li>• use strong descriptive language to describe the scene</li> <li>• use colloquial language to place you in the time (including dialogue)</li> <li>• use figurative language</li> <li>• use imagery and sound devices in multimodal form (including music).</li> </ul> <p>Visual techniques may include:</p> <ul style="list-style-type: none"> <li>• shot size, camera angle and layout (Year 3)</li> <li>• frames, placement of elements, salience and composition (Year 4)</li> <li>• the sequence of images (Year 5).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Has the text made you reconsider what you know about the person or event? Why?</li> <li>▪ What message does the author want to convey?</li> <li>• Students respond to the text with a written reflection or by contributing to a digital pin-up board or blog to reflect on some of the focus questions provided.</li> </ul> <p><b>Learning experience 2</b> Read the text from Learning experience 1 aloud again to clarify and confirm meaning. Use some of the following questions to discuss the techniques of the authors and illustrators.</p> <ul style="list-style-type: none"> <li>• How have the author/illustrator developed the characters and plot to hold the readers' interest?</li> <li>• How do you feel about the main character? Is this a different opinion from one you held previously?</li> <li>• What devices have the author/illustrator used to make you feel this way about the characters, e.g. sympathy?</li> <li>• What devices have the author and illustrator used to connect the story to the place and time?</li> <li>• Choose a page from the book where the text and images work together to help make meaning. Conduct a think-aloud and model how to annotate the page to illustrate the techniques used by the author/illustrator.</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>The visual codes and conventions of still and moving images include elements, such as lines and vectors, point of view, angles, salience, media, layout, and texture.</p>	<ul style="list-style-type: none"><li>• Compile a list of the elements of visual language and clearly define these in a class chart or similar for future reference.</li><li>• Students work in collaborative groups to analyse images. Provide each group with a different image to analyse, along with a graphic organiser or sticky notes.</li><li>• Once complete, groups share their work with the rest of the class.</li></ul> <p><b>Learning experience 3</b></p> <p>Read a different historical narrative aloud or provide one to the students for guided or independent reading. Choose from texts, such as <i>Boomerang and Bat: the story of the real First Eleven</i> by Mark Greenwood and Terry Denton, or <i>Ned Kelly and the Green Sash</i> by Mark Greenwood and Frané Lessac (further suggestions in Appendix A).</p> <ul style="list-style-type: none"><li>• Model or guide students to use text processing strategies, such as:<ul style="list-style-type: none"><li>▪ predicting</li><li>▪ monitoring meaning</li><li>▪ confirming</li><li>▪ self-questioning.</li></ul></li><li>• Provide students with a scaffold, such as a retrieval chart, a set of questions or a double entry journal in order to apply these text processing strategies.</li></ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"><li>• Establish an 'I wonder' chart where students can post questions they can't solve on their own to discuss later or get help from peers.</li><li>• Review the text with a whole class or group discussion.</li></ul> <p><b>Learning experience 4</b></p> <p>Use the text from the previous learning experience to discuss how a story can be told from different viewpoints and how this can lead to different responses. Use some of the questions below to guide the discussion.</p> <ul style="list-style-type: none"><li>• How do you feel about the main character or an event? Is this a different opinion from one you held previously?</li><li>• What does the author/illustrator want you to think about the main character? How do you know this?</li><li>• Was the main character portrayed as a hero or villain?</li><li>• Is there another point of view?</li><li>• What techniques did the author use to portray the character's point of view?</li><li>• How have the images affected the interpretation of the text?</li></ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"><li>• Explain to students they will work in groups or individually to rewrite the introduction to <i>The Legend of Moondyne Joe</i> to portray Joe as an unlikeable or dangerous character (or use a similar activity for the book selected). Students create an image to complement the writing.</li><li>• Re-read the introduction to the text and allow students to take notes.</li><li>• Discuss the vocabulary and other techniques the author has used, and brainstorm vocabulary that could be used for a different effect.</li><li>• Students write an introduction and create an image.</li><li>• Students share their writing and image with the class and discuss the choices made regarding language features, such as vocabulary, dialogue, events, and images.</li></ul>

Term 3 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b> Understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words</p> <p>Understand that language is selected for social contexts and that it helps to signal social roles and relationships</p> <p><b>Literature</b> Identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors</p> <p>Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others Recognise that the point of view in a literary text influences how readers interpret and respond to events and characters</p>	<p><b>Text</b></p> <ul style="list-style-type: none"> <li>Imaginative/Informative text: narrative/historical fiction/historical fiction picture books</li> </ul> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>How does an author convey details about historical contexts?</li> <li>Why do authors use idiomatic or colloquial language?</li> </ul> <p><b>Learning experiences 2–4</b></p> <ul style="list-style-type: none"> <li>What text structures (stages and phases) has the author/illustrator used to tell the story?</li> <li>What language devices have the author/illustrator used to meet the purpose of the text?</li> </ul> <p><b>Support notes</b></p> <p>Idiomatic language: words or phrases not meant to be literal and where the meaning cannot be derived from the meaning of the individual words, e.g. over the moon.</p> <p>Imagery: descriptive language often in the form of a simile or metaphor.</p>	<p><b>Learning experience 1</b></p> <p>Read aloud one of the texts from Week 6, or choose an alternative, to analyse vocabulary in texts.</p> <ul style="list-style-type: none"> <li>Identify and discuss how ideas are conveyed through vocabulary, such as idiomatic language and imagery, and how words change over time. <ul style="list-style-type: none"> <li>What examples of old-fashioned and colloquial language are used in the text and why?</li> <li>What examples of simile or metaphor can you find? Why is it used?</li> <li>How is direct speech used? For example, in <i>The Legend of Moondyne Joe</i>: <ul style="list-style-type: none"> <li>How does each character speak?</li> <li>How is the speech of Moondyne Joe different from the judge’s speech?</li> <li>How do the patterns of language indicate social roles or relationships?</li> <li>What examples of colloquial or old-fashioned language do they use?</li> <li>What is the effect of these language devices on the reader? How do they add to the meaning?</li> </ul> </li> </ul> </li> </ul>





Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Examine the effects of imagery, including simile, metaphor and personification, and sound devices in literary texts, such as narratives, poetry and songs</p> <p>Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced</p> <p><b>Literacy</b></p> <p>Describe the ways in which a text reflects the time and place in which it was created</p> <p>Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>Navigate and read texts for specific purposes, monitoring meaning using strategies, such as skimming, scanning and confirming</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to evaluate information and ideas</p>	<p>Colloquial language: informal or everyday language.</p> <p>Where necessary, revise how quotation marks are used to signal dialogue.</p> <p><b>Suggested assessment point</b></p> <p>Learning experience 4 can be used to complete the assessment Saliency in Picture Books from the School Curriculum and Standards Authority’s website.</p> <p>Assessment Activities &gt; Year 5 &gt; English &gt; Viewing – <a href="https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year5">Saliency in Picture Books (https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year5)</a></p>	<ul style="list-style-type: none"> <li>• Guide students to develop a script for a short role-play where two characters interact. The characters should have different roles, such as a servant and master, a student and teacher or a convict and soldier.</li> <li>• Students present their role-play to the class and join in a discussion about the language choices they made.</li> </ul> <p><b>Learning experience 2</b></p> <p>Choose another picture book to suit the learning needs of your students (Appendix A).</p> <p>Read the text aloud or provide one to students for independent reading.</p> <ul style="list-style-type: none"> <li>• Lead a discussion on the techniques that the author/illustrator has used. Use some of these questions, as applicable. <ul style="list-style-type: none"> <li>▪ How has the author/illustrator developed the characters and plot to hold readers’ interest?</li> <li>▪ How has the author/illustrator developed a point of view about the character, e.g. sympathy?</li> <li>▪ How do you feel about the main character (or event)? Is this a different opinion from the one you held previously?</li> <li>▪ What devices has the author/illustrator used to connect the story to the place and time?</li> </ul> </li> </ul>



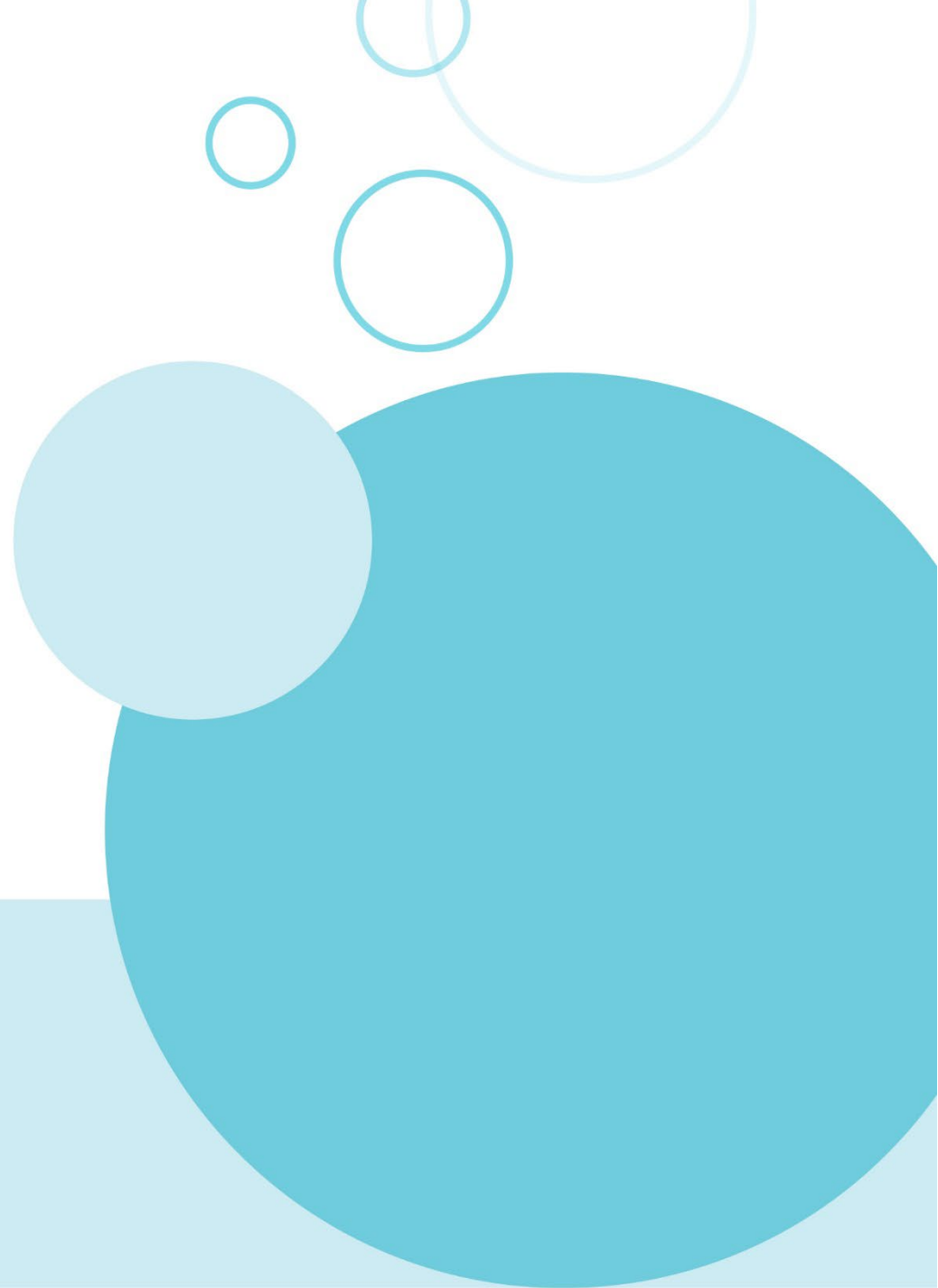
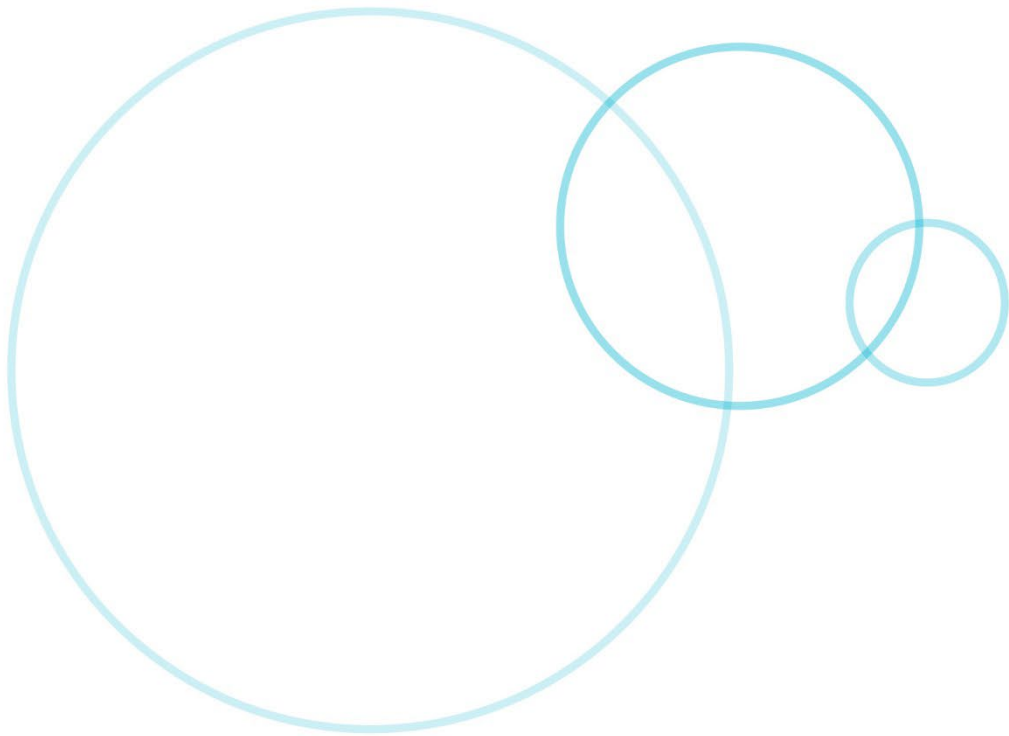
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"><li>• Choose a page from the book where the text and images work together to help make meaning. Revise and extend students' knowledge of the language features used by the illustrator by discussing visual techniques, such as:<ul style="list-style-type: none"><li>▪ shot size, camera angle and layout (Year 3 content)</li><li>▪ frames, placement of elements, salience and composition (Year 4 content) and sequence of images (Year 5)</li><li>▪ other language features that convey historical or social contexts or develop a point of view.</li></ul></li><li>• Revise and extend the list of visual language features you made in previous learning experiences.</li><li>• Allocate students to small groups (or have them work individually) to identify and annotate the visual techniques used by the illustrator in an image from the text.</li><li>• Once complete, groups share and discuss their work with the rest of the class.</li></ul> <p><b>Learning experience 3</b></p> <p>Using an historical narrative, revise any aspects of language and visual features that:</p> <ul style="list-style-type: none"><li>• convey historical or social contexts</li><li>• connect the story to the place and time</li></ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"><li>• develop the characters and plot to hold the readers' interest</li><li>• convey a point of view.</li></ul> <p>Select focus questions from any of the previous learning experiences for revision. Students use the focus questions to complete an activity, such as:</p> <ul style="list-style-type: none"><li>• a placemat activity</li><li>• a whole class or small group discussion</li><li>• a graffiti wall</li><li>• a digital blog</li><li>• a reflective journal.</li></ul> <p><b>Learning experience 4</b></p> <p>Complete the suggested assessment <i>Salience in picture books</i> or choose one of these activities to revise and extend students' knowledge of the language features used by illustrators.</p> <ul style="list-style-type: none"><li>• Students choose their favourite text and explain what techniques the illustrator used that appealed to them.</li><li>• Students choose the most effective image from the texts read and explain their choice.</li><li>• Students draw a new image to add to one of the books read, explaining the techniques they used and why they used them.</li></ul>

Term 3 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Literature</b> Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced</p> <p><b>Literacy</b> Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation</p>	<p><b>Text</b> Imaginative/Informative text: narrative</p> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• What text structures and language will you use to meet the purpose of the text?</li> </ul> <p><b>Support notes</b> Integrate this learning experience with another learning area, such as Health, Humanities and Social Sciences: History, or Science: Science as a Human Endeavour.</p> <p>Ensure that students have had support and time to gather the facts. This research could be completed in another area of the curriculum to make efficient use of time.</p>	<p><b>Assessment task 2, Appendix C</b> Students will apply their learning from the previous weeks to write an historical fiction narrative, including an image to support the written text.</p> <p>This task is explained in Appendix C.</p>



**TERM 4**

Weeks 1–8

Term 4 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b> Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts</p> <p>Understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words</p> <p><b>Literacy</b> Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>Navigate and read texts for specific purposes, monitoring meaning using strategies, such as skimming, scanning and confirming</p>	<p><b>Text</b> Informative text: explanations</p> <p><b>Focus questions</b></p> <p><b>Learning experiences 1–3</b></p> <ul style="list-style-type: none"> <li>• What is an explanation text?</li> <li>• What are the essential stages of a procedural text?</li> <li>• What phases could be used within each stage?</li> </ul> <p><b>Learning experience 4</b></p> <ul style="list-style-type: none"> <li>• What are the language features of an explanation?</li> </ul> <p><b>Support notes</b> The purpose of an explanation is to explain how or why. The structure of the text varies, but usually includes:</p> <ul style="list-style-type: none"> <li>• a statement or question stating the purpose, e.g. ‘How a lightbulb works’ or ‘Why do flowers produce nectar?’</li> <li>• sequenced content written in a logical manner, sometimes in time order</li> <li>• signal words for time order and cause and effect</li> <li>• timeless present tense</li> <li>• modal verbs</li> <li>• diagrams or other visual representations.</li> </ul>	<p><b>Learning experience 1</b> Investigate students’ prior knowledge of explanatory texts and lead a discussion to create a brainstorm.</p> <ul style="list-style-type: none"> <li>• What is an explanation text?</li> <li>• What is the purpose of an explanation?</li> <li>• How are they structured?</li> </ul> <p>Clarify any misconceptions and add/discuss additional information (Support notes).</p> <p>Provide students with an example of a printed explanation and read initially as a class (Appendix A).</p> <p>Working in groups, students read, identify and discuss:</p> <ul style="list-style-type: none"> <li>• the purpose of the text</li> <li>• specific information within the text</li> <li>• organisational features, such as headings</li> <li>• visual information, including diagrams and labels</li> <li>• a method, or a procedure, within the text.</li> </ul> <p>As a class, reflect on each group’s response and discuss:</p> <ul style="list-style-type: none"> <li>• How are explanation texts structured?</li> <li>• What stages must be included when creating an explanation text?</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to evaluate information and ideas</p> <p>Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation</p>	<p>Provide students with a range of explanation texts to interpret and analyse (Appendix A).</p> <p>If you are creating a text that explains how something works, guide students to consider how the stages of an explanation are similar to and/or different from the structure of a procedure.</p>	<p><b>Learning experience 2</b></p> <p>Provide students with an explanation, i.e. how something works or why it happens, e.g. how plants survive in deserts.</p> <p>Individually or in small groups, students interpret and analyse the text using comprehension strategies. Choose one of the following activities for students to complete.</p> <ul style="list-style-type: none"> <li>• Summarise information in a table or graphic organiser.</li> <li>• Paraphrase the information in a written or oral summary.</li> <li>• Create a glossary of specific or technical information.</li> <li>• Create a labelled graphic to support the written text, e.g. diagram or flow chart.</li> </ul> <p><b>Learning experience 3</b></p> <p>Provide students with a range of explanations to read and analyse. Choose one or more of the following activities for students to complete in collaborative groups.</p> <ul style="list-style-type: none"> <li>• Each group is given a different text with a different organisational framework. Students identify and highlight the elements of the text’s structure with a different colour, e.g. all heading statements in blue, sequence of reasons in red and summary in orange. Compare each group’s text with a discussion or a gallery walk.</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"><li>• Students cut up a text to separate each section and place these on a class chart with titles, such as headings, procedures to follow, summary and diagrams.</li><li>• Provide each group with a number of explanatory texts (two or three) cut into sections. Groups work to reassemble them correctly.</li><li>• Groups rate a number of texts according to their structure and organisation/layout and provide reasons to the class to justify their rating.</li><li>• Students create a template that could be used by other students when writing an explanation text. Display in the class.</li></ul> <p><b>Learning experience 4</b> Provide students with print or digital explanation texts to identify their language features (Appendix A).</p> <p>Allocate students to small groups. Each group is given a different language feature to find and highlight. Once complete, all groups report back to the class during a gallery walk. Some of the language features to identify include:</p> <ul style="list-style-type: none"><li>• tense</li><li>• linking words</li><li>• conjunctions and their purpose</li><li>• verbs and adverbs</li></ul>





<b>Western Australian Curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
		<ul style="list-style-type: none"><li>• nouns and adjectives</li><li>• objective language</li><li>• technical language.</li></ul> <p>Guide a class discussion to develop a class chart titled 'The language features of explanations'.</p>

Term 4 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b> Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts</p> <p><b>Literacy</b> Navigate and read texts for specific purposes, monitoring meaning using strategies, such as skimming, scanning and confirming</p> <p>Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation</p>	<p><b>Text</b> Informative text: explanations</p> <p><b>Focus questions</b></p> <p><b>Learning experiences 1, 2 and 3</b></p> <ul style="list-style-type: none"> <li>• What do you already know about the topic?</li> <li>• What other information will you need?</li> <li>• What is an effective way to research the topic and gather information to achieve your purpose?</li> </ul> <p><b>Support notes</b> At all stages of the writing process, teachers should first model key aspects of the writing; for example, how to:</p> <ul style="list-style-type: none"> <li>• plan with key words</li> <li>• write an effective introduction, paragraph or conclusion</li> <li>• add or delete information in the editing process to clarify meaning.</li> </ul> <p>When editing, encourage students to focus on meaning first. Develop a checklist using questions, such as:</p> <ul style="list-style-type: none"> <li>• Does it make sense to you?</li> <li>• Does it make sense to others?</li> <li>• Have you achieved your purpose?</li> </ul>	<p><b>Learning experience 1</b> This week students will draft their text to create an explanation in Week 3, either as:</p> <ul style="list-style-type: none"> <li>• a multimodal/written version of their explanation, or</li> <li>• a multimodal/oral presentation of their explanation.</li> </ul> <p>Teachers can decide if students choose their own topic or they can set a topic. It may be more time efficient to select one or two topics as a class so that students can share information.</p> <p>As a class, revisit the organisational structures and language features of explanations. Develop success criteria that students will use when creating their explanation.</p> <p>Students develop a structure for their explanation based on the model texts from Week 1.</p> <p><b>Learning experience 2</b> Students research the topic using focus questions, a KWL chart or another type of graphic organiser. They are to:</p> <ul style="list-style-type: none"> <li>• use research to plan the explanations</li> <li>• share the plans with peers and seek feedback using the agreed criteria.</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features</p> <p>Use features of digital tools to create or add to texts for a purpose and audience</p>	<ul style="list-style-type: none"> <li>• Can you add ideas to improve the meaning or expand your ideas?</li> <li>• Do you need to delete unnecessary parts?</li> <li>• Have you used the best word – subject-specific language, precise verbs, adjectives and adverbs to add detail?</li> <li>• Is the punctuation used correctly to help readers understand the text?</li> <li>• Have you checked the spelling of high-frequency words?</li> <li>• Have you checked the spelling of unfamiliar words?</li> </ul>	<p><b>Learning experience 3</b></p> <p>Students consider feedback from the planning sessions as they begin drafting their explanations.</p> <p>Throughout the writing process:</p> <ul style="list-style-type: none"> <li>• students consider negotiated/agreed-upon criteria to guide their writing</li> <li>• teachers provide students with feedback and support, and model aspects of the writing when necessary.</li> </ul> <p>Once the draft is complete, students edit their work.</p>

Term 4 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Literacy</b> Navigate and read texts for specific purposes, monitoring meaning using strategies, such as skimming, scanning and confirming</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts</p> <p>Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation, including dialogue punctuation</p>	<p><b>Text</b> Informative text: explanations</p> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• How can an explanation text be made multimodal?</li> <li>• What are the advantages of a multimodal text?</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>• How will the content be sequenced and delivered for the specified purpose and audience?</li> <li>• What verbal and non-verbal presentation skills are appropriate for this purpose and audience?</li> </ul> <p><b>Suggested assessment point</b> Students' written explanations may be used as formative or summative assessment. See the School Curriculum and Standards Authority website – <a href="https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year5">Assessment Activities- English-Writing – Explain This – for the task and marking key</a></p>	<p><b>Learning experience 1</b> Select the type of text you want the students to create:</p> <ul style="list-style-type: none"> <li>• a multimodal version of their explanation, or</li> <li>• an oral presentation of their explanation.</li> </ul> <p>Choose the appropriate learning experience to support this from the options below.</p> <p><b>Multimodal/written learning experience.</b> View a range of multimodal explanations, both print and digital. Consider/brainstorm the multimodal aspects of both types and discuss what makes the text effective or what could be improved to make it more effective.</p> <ul style="list-style-type: none"> <li>• Use this information to create a checklist or success criteria.</li> <li>• Students decide on a format for their multimodal text, either print or digital.</li> <li>• Once selected, students create a brainstorm or explosion chart in which they plan the features they wish to include in their multimodal text. This may require students to locate and select additional information or resources.</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features</p> <p>Use features of digital tools to create or add to texts for a purpose and audience</p>		<ul style="list-style-type: none"> <li>• Using their draft writing from Week 2, students create their multimodal text, referring to the checklist or criteria that has been developed.</li> </ul> <p><b>Multimodal/oral presentation</b></p> <p>View and discuss a number of audio/video explanations to identify the aspects of the presentation that are important (Appendix A).</p> <ul style="list-style-type: none"> <li>• Use this discussion to develop a checklist or success criteria.               <ul style="list-style-type: none"> <li>▪ Consider verbal and non-verbal skills, such as eye contact, gestures, tone, pace, pitch and volume.</li> <li>▪ Decide what will be included in the content of the presentation. How will the oral presentation be different from, or similar to, what was presented in the written text? For example, the important information and/or specific facts that are included in both.</li> <li>▪ Provide students with some parameters, e.g. time limit, the use of images to support the presentation and the use of prompts, such as notes or palm cards.</li> </ul> </li> <li>• Students read and review their draft writing and begin planning the oral presentation.</li> </ul>



<b>Western Australian Curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
		<ul style="list-style-type: none"><li>• Students present their multimodal oral presentation to the class or a small group.</li><li>• Students may complete self- and peer-assessments with the developed success criteria.</li></ul>

Term 4 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b> Understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources</p> <p>Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts</p> <p>Understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text</p> <p><b>Literacy</b> Navigate and read texts for specific purposes, monitoring meaning using strategies, such as skimming, scanning and confirming</p>	<p><b>Text</b> Informative text: newspaper articles/newspaper reports (print and digital)</p> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• What are the various ways news is communicated?</li> <li>• What is the purpose of a newspaper article/report?</li> <li>• What information is usually provided in a newspaper article/report?</li> </ul> <p><b>Learning experiences 2 and 3</b></p> <ul style="list-style-type: none"> <li>• How do the structure and language features of a newspaper article/report meet the purpose of the text?</li> </ul> <p><b>Support notes</b> The purpose of a newspaper article is to inform. The structure is often referred to as an inverted pyramid. Typically, this is structured as:</p> <ul style="list-style-type: none"> <li>• the main points of the report, e.g. who, what, when, where, why and how</li> <li>• additional, but still important information</li> <li>• information that is not essential, such as extra or interesting details.</li> </ul>	<p><b>Learning experience 1</b> Students read and interpret a newspaper report.</p> <ul style="list-style-type: none"> <li>• Ask students to share how they learn about news stories, e.g. parents, radio, television, online, newspapers. Discuss the types of news stories they have heard/read/viewed recently, and/or any current or significant events.</li> <li>• Discuss how this information was communicated and what allowed them to identify the information as a news report, either print or digital.</li> <li>• Provide students with a range of newspaper articles that recount an event. Students work in small groups and/or individually to read and interpret the texts, using comprehension strategies in order to complete some of the following activities:             <ul style="list-style-type: none"> <li>▪ Read a newspaper article and create an inverted triangle organiser to identify:                 <ul style="list-style-type: none"> <li>○ the main point/s of the report – who, what, when, where, why and how</li> <li>○ additional, but still important information</li> <li>○ information that is not essential, such as extra or interesting details.</li> </ul> </li> </ul> </li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to evaluate information and ideas</p> <p>Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation</p>	<p>The language features of a newspaper article may include catchy headlines, formal concise language, short sentences, quotes or reported speech, objective language, simple factual language, third person point of view and past tense.</p> <p><b>Examples of topics for Learning experience 3</b></p> <ul style="list-style-type: none"> <li>• A recount of an historical incident, such as the discovery of gold, the Pinjarra Massacre or completion of the Kalgoorlie pipeline.</li> <li>• A recount of an imaginary event from a literary text, such as <i>Jack and the Beanstalk</i> or <i>The Emperor's New Clothes</i>.</li> <li>• A recount of a topical issue, such as a recent protest or natural disaster.</li> </ul> <p><b>Suggested assessment point</b></p> <p>Learning experience 3 provides an opportunity for teachers to collect information for assessment if completed independently.</p>	<ul style="list-style-type: none"> <li>▪ Create a news chart. Students identify the main events/issues in a number of newspaper articles, post the heading and a summary on the chart. Discuss as a class or in groups. Further investigate newspaper articles of interest.</li> <li>• Evaluate and rank a number of newspaper articles according to specific criteria, e.g. the most interesting, the most informative, the most unusual or the most detailed.</li> </ul> <p><b>Learning experience 2</b></p> <p>Consider how the structure and language features of a newspaper article meet the purpose of the text.</p> <ul style="list-style-type: none"> <li>• Read a newspaper article to the class and conduct a think-aloud to identify some of the language features (Support notes).</li> <li>• Create a list to record the language features. Discuss, define and explain each feature and why they are relevant to the purpose of news articles.</li> <li>• Provide students with other newspaper articles to read and view.</li> <li>• Students identify the language features in their article and record in a graphic organiser or on sticky notes.</li> <li>• Facilitate a class discussion to compare the use of language features.</li> </ul>





Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p><b>Learning experience 3</b></p> <p>Read the students a story, view an image or discuss a topic to act as a stimulus to create a newspaper article; for example, <i>The Paper Bag Princess</i> by Robert Munch.</p> <ul style="list-style-type: none"><li>• Discuss the story (or topic chosen) and brainstorm the main ideas.</li><li>• Discuss how this text could be turned into a newspaper article by revising the text structure and language features of a newspaper article. Develop success criteria.</li><li>• Students work independently or in groups to plan, draft, edit and create a news report.</li></ul>

Term 4 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b> Understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources</p> <p>Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts</p> <p><b>Literacy</b> Use appropriate interaction skills, including paraphrasing and critical literacy questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea</p> <p>Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p>	<p><b>Text</b> Informative/persuasive text: opinion articles (print and digital)</p> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• What is the purpose of an opinion article?</li> <li>• What information is usually provided in an opinion article?</li> </ul> <p><b>Learning experiences 2 and 3</b></p> <ul style="list-style-type: none"> <li>• What are the language features in an opinion article?</li> <li>• What is the structure of an opinion article (the stages and phases)?</li> <li>• How do the text structure and language features of an opinion article work together to meet the purpose of the text?</li> </ul> <p><b>Support notes</b> An opinion article reflects the author’s opinion about a topic. They often take the form of editorials, newspaper columns or feature articles.</p>	<p><b>Learning experience 1</b> Select a newspaper article that presents an identifiable opinion on a topic. As a class, discuss the opinion of the author/authors.</p> <ul style="list-style-type: none"> <li>• What is the author’s opinion on the issue?</li> <li>• Do you agree with the author?</li> <li>• Is there another opinion?</li> <li>• How could an alternative opinion be communicated?</li> </ul> <p>Provide a similar article for students to read independently or in groups. If possible, provide each half of the class with an article that presents opposing views on the same topic.</p> <p>Ask the following questions.</p> <ul style="list-style-type: none"> <li>• What opinion is presented in this text?</li> <li>• Do you agree with this?</li> <li>• Is there another opinion that could be considered?</li> </ul> <p>Discuss the articles in a class forum. If all the students read the same text, have a debate about the articles. If individual or groups read different articles, conduct a gallery walk to discuss student responses to the questions.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Navigate and read texts for specific purposes, monitoring meaning using strategies, such as skimming, scanning and confirming</p> <p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to evaluate information and ideas</p> <p>Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation</p>	<p>The purpose of an opinion article is to persuade or present a point of view. Language features include facts to support the author’s opinion, subjective language, direct quotes, a variety of sentence types, colloquial language, persuasive devices and figurative language. They are often written from the first-person point of view in present tense.</p> <p><b>Suggested assessment point</b></p> <p>Learning experience 3 can be used as summative assessment.</p>	<p><b>Learning experience 2</b></p> <p>Provide students with a newspaper article/report and an opinion article on the same topic.</p> <ul style="list-style-type: none"> <li>• Students independently read the newspaper article and identify the main ideas and language features with sticky notes or by highlighting the text.</li> <li>• Discuss as a class and make a list of language features on the board or on a chart.</li> <li>• Read the opinion article to or with students and lead a discussion on the language features.</li> <li>• Students use sticky notes or a highlighter to identify the language features.</li> <li>• As a class, discuss the content and purpose of the opinion text.</li> <li>• Construct a class Venn diagram to compare and contrast the language features of the newspaper article and the opinion article.</li> </ul> <p><b>Learning experience 3</b></p> <p>Provide students with a newspaper article to read in groups or independently. This can be on a topic about a local issue or a topic from another learning area, such as an article about endangered animals or land clearing.</p> <ul style="list-style-type: none"> <li>• Students read and discuss:             <ul style="list-style-type: none"> <li>▪ the meaning of the text</li> </ul> </li> </ul>



<b>Western Australian Curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
		<ul style="list-style-type: none"><li>▪ their opinion on the topic</li><li>▪ other opinions that could be held.</li><li>• Working in groups or independently, students create an opinion article on the same topic as the newspaper article.</li><li>• Share with the class and discuss how effective the texts were in meeting their purpose.</li></ul>

Term 4 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b> Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts</p> <p><b>Literature</b> Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others</p> <p>Examine the effects of imagery, including simile, metaphor and personification, and sound devices in literary texts, such as narratives, poetry and songs</p> <p><b>Literacy</b> Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p>	<p><b>Text</b> Imaginative text: poetry which includes simile, metaphor and personification, and sound devices</p> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• What is poetry?</li> <li>• How is it different from other texts?</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>• What makes a poem entertaining?</li> <li>• What makes a poem memorable?</li> <li>• What sort of poems do you like best?</li> <li>• How does the poet use text and language features to meet the purpose of the text?</li> <li>• How/why does the poet use imagery such as metaphor in the poem?</li> <li>• How/why does the poet use sound devices such as alliteration in the poem?</li> </ul> <p><b>Learning experience 3</b></p> <ul style="list-style-type: none"> <li>• How does the way a poem is read or performed influence the reader’s interpretation or engagement?</li> </ul>	<p><b>Learning experience 1</b> Discuss poetry in a general way to get a sense of students’ knowledge and opinions about poetry to guide your teaching. Use the focus questions to guide the discussion.</p> <p>Choose a number of suitable poems to read aloud to students and include at least one that doesn’t rhyme. Discuss these poems using some of the following questions.</p> <ul style="list-style-type: none"> <li>• What is the poem about?</li> <li>• Does the poem tell a story?</li> <li>• What is the purpose of each poem?</li> <li>• Who is the speaker in the poem?</li> <li>• How does he or she feel about what they are telling you?</li> </ul> <p>As a class, decide on a definition of poetry (you may have more than one). Chart this for future lessons.</p> <p><b>Learning experience 2</b> Provide a range of poems for students to read or view and explore with partners or individually (Appendix A). This can be print and/or digital. Engage the students in class or group discussions about some of the poems using some of the following questions.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to evaluate information and ideas</p>	<p><b>Support notes</b></p> <p>Introduce poetry in a fun way. Choose poems that are humorous and/or relevant to the lives of students. By listening to actors or poets perform poetry it may help students, who may otherwise see poetry as dull, see its value.</p> <p>Imagery refers to the language that the poet uses to evoke the senses. For example, poets may:</p> <ul style="list-style-type: none"> <li>• use simile or metaphor to achieve visual, tactile or olfactory imagery</li> <li>• use alliteration, assonance, rhyme, repetition or onomatopoeia (sound devices) to achieve auditory imagery.</li> </ul> <p>Elements of poetry performances to discuss with students</p> <ul style="list-style-type: none"> <li>• Voice: volume, intonation, pitch, pauses, pronunciation, phrasing, pace or different voices for effect.</li> <li>• Body language: being aware of, and responding to the audience, appropriate eye contact, proximity of speaker and listeners, facial expressions and gestures.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the main idea of the poem?</li> <li>• Does the poem tell a story?</li> <li>• What is the purpose of this poem?</li> <li>• Does the poem evoke an image, feeling or emotion?</li> <li>• How is the poem structured?</li> <li>• What language features are used by the poet?</li> </ul> <p>Read a poem to the students and have students express their opinions in a class discussion. Use the focus questions provided.</p> <p>Ask students to reflect on their favourite poem and complete a written recommendation.</p> <p><b>Learning experience 3</b></p> <p>View a poet or actor reading an appealing poem or read one yourself (Appendix A).</p> <p>Repeat this learning experience with a different poem if time permits.</p> <ul style="list-style-type: none"> <li>• Discuss the elements of voice, body language, rhyme and rhythm that are used when performing poems. Discuss how they affect the audiences’ engagement with the poem.</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Optional:</p> <ul style="list-style-type: none"><li>• Watch Michael Rosen’s top tips for performing poems and stories (Appendix A).</li><li>• Allocate students to small groups to practise reading a poem aloud.</li><li>• Encourage students to annotate the poem to show how it could be read for effect, e.g. read slowly, read loudly, pause, make a whooshing noise at the end of this line or say word by word.</li><li>• Groups perform their poems in front of the class or record them onto a digital device.</li></ul>

Term 4 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Language</b> Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts</p> <p><b>Literature</b> Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others</p> <p>Examine the effects of imagery, including simile, metaphor and personification, and sound devices in literary texts, such as narratives, poetry and songs</p> <p>Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced</p>	<p><b>Text</b> Imaginative text: poetry which includes simile, metaphor and personification, and sound devices</p> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• What sound devices has the poet used?</li> <li>• How has the author used rhyme and rhythm to create an effect?</li> <li>• How do the sounds of the words add to the effect of the poem?</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>• How has the poet used imagery through the use of devices such as similes, personification and/or metaphor?</li> <li>• What effect do these language devices have on the reader/listener?</li> </ul> <p><b>Learning experience 3</b></p> <ul style="list-style-type: none"> <li>• What is an ode?</li> <li>• What are the text structures and language features of an ode?</li> </ul>	<p><b>Learning experience 1</b> Provide a small range of poems that contain examples of sound devices, such as rhyme, rhythm or onomatopoeia.</p> <ul style="list-style-type: none"> <li>• Read one or two poems with the class in a choral reading session.</li> <li>• Identify and discuss features such as rhyme, rhythm, onomatopoeia and any other sound devices.</li> <li>• Students participate in one or more of the following activities. <ul style="list-style-type: none"> <li>▪ Small groups rehearse and present a poem to the class with a rhythmic accompaniment. Provide percussion instruments and encourage groups to add movements.</li> <li>▪ Small groups rehearse and perform a poem, experimenting with sound and voice effects. Present the poem as radio play.</li> <li>▪ Students work collaboratively or independently to complete a retrieval chart to identify language features and sound devices.</li> </ul> </li> </ul>





Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Literacy</b> Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p>	<p><b>Support notes</b> An ode is a poem without formal structure or rhyme. It usually celebrates a person, animal, object or place.  Refer to Term 1, Week 2 Support notes on simile, metaphor and personification.</p>	<p><b>Learning experience 2</b> Provide a small range of poems with examples of imagery (through the use of simile, metaphor and/or personification) in print or digital form to illustrate the effect of this language feature.  Read one or two poems aloud to the class and identify examples of imagery, such as simile, metaphor and personification. Choose from the following activities.</p> <ul style="list-style-type: none"> <li>• Provide students with a poem that has examples of figurative language/imagery.</li> <li>• Use a published poem as a model, present it as a cloze and have students provide alternative examples of figurative language, e.g. 'In Balloons' by Judith Thurman. Leave a space for students to add their ideas, e.g. A balloon is a _____.</li> <li>• Use a published poem to make a cloze, where students provide strong noun/adjective groups, e.g. 'The Sea' by Lilith Norman.</li> <li>• Construct a class poem that contains figurative language/imagery.</li> </ul> <p><b>Learning experience 3</b> Read aloud an example of an ode. This will form the basis for a text innovation (Appendix A).</p>



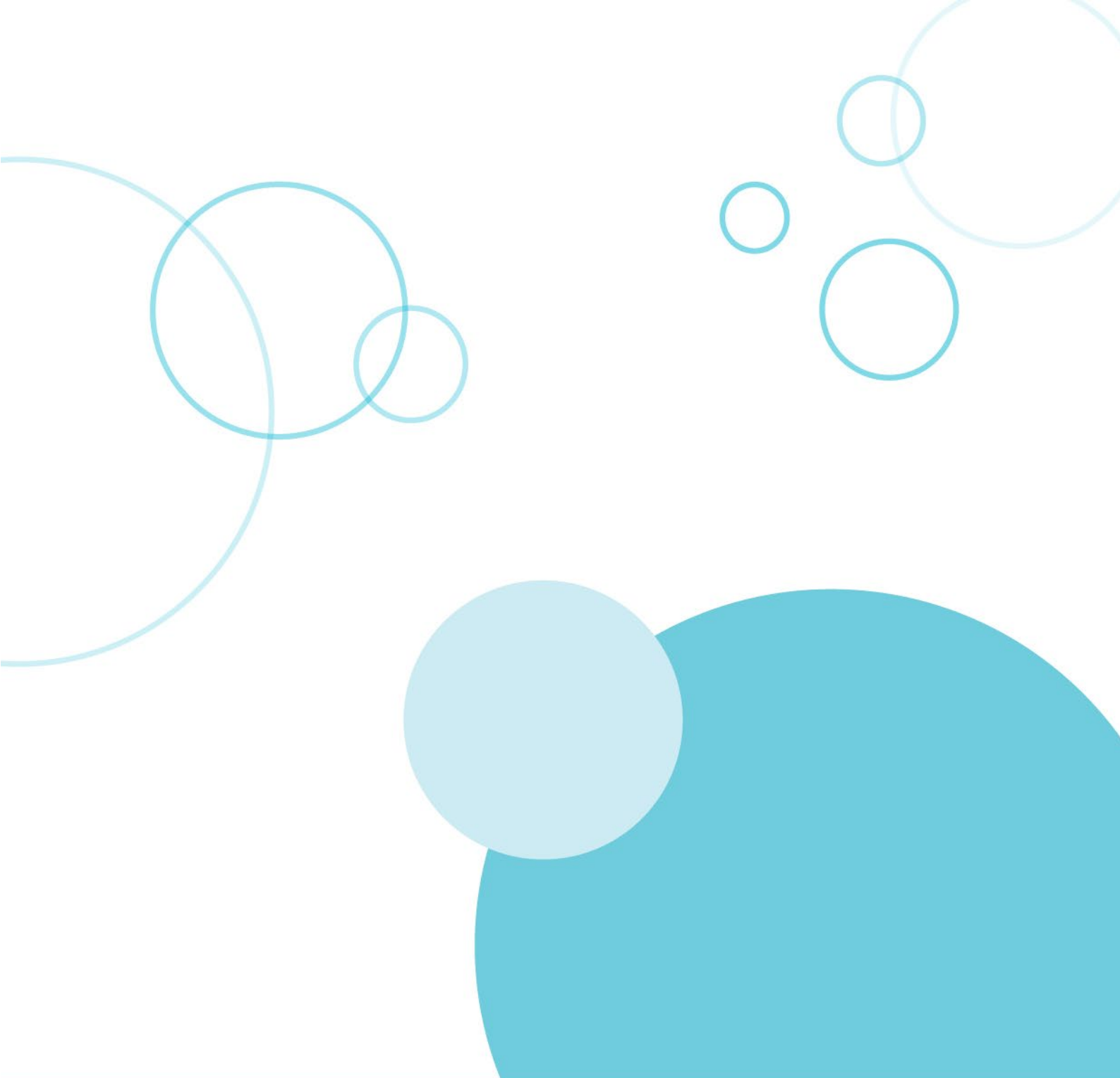
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"><li>• Define an ode.</li><li>• Discuss the purpose, meaning and language features with a think-aloud.</li><li>• Model how to innovate on the chosen ode, e.g. In <i>Ode to Pizza</i>, change pizza to a different food and develop ideas to suit the new food. Work with the class to innovate on this ode (Appendix A).</li><li>• Provide the class with a different ode. Students work individually or with partners to innovate on this ode, substituting a subject and developing ideas to suit the new subject. Share with the class.</li></ul>

Term 4 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Literature</b> Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced</p> <p><b>Literacy</b> Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation</p>	<p><b>Text</b> Imaginative text: poetry which includes simile, metaphor and personification, and sound devices</p> <p><b>Focus questions</b></p> <p><b>Learning experiences 1 and 2</b></p> <ul style="list-style-type: none"> <li>• How is the poem structured?</li> <li>• Why has the poet used repetition?</li> <li>• How has the poet used rhyme and rhythm to slow down or quicken the pace of the poem?</li> <li>• How do the sounds of the words add to the effect of the poem?</li> <li>• How has the poet used imagery? What affect does it have on the reader?</li> </ul> <p><b>Learning experience 3</b></p> <ul style="list-style-type: none"> <li>• How will you write and deliver the poem to entertain the audience?</li> <li>• What text and language features will you include to meet the purpose of this experience?</li> <li>• What multimodal elements will complement the poem?</li> </ul>	<p><b>Learning experience 1</b> Read a poem that has a catchy chorus or refrain, or a repeated phrase, e.g. ‘How not to play with your food’ (Appendix A).</p> <ul style="list-style-type: none"> <li>• Discuss the poem using the focus questions.</li> <li>• Innovate on the poem by leaving the original refrain or chorus in place and building new verses around it.</li> <li>• Model how to change some of the ideas, e.g. don’t play footy with your fish fingers.</li> <li>• Have students contribute ideas or break into groups to think of lines to bring back for a class poem.</li> <li>• Jointly construct a poem with the contributed lines.</li> <li>• Read aloud together and experiment with sound effects.</li> </ul> <p><b>Learning experience 2</b> Read aloud a repeating poem and discuss the effects on the reader using the focus questions.</p> <ul style="list-style-type: none"> <li>• View the website/video <i>How to write a repetition poem</i> (Appendix A).</li> <li>• Brainstorm ideas for a new repetitive poem and develop a repeating line or chorus for students to build verses around.</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p><b>Support notes</b></p> <p>A chorus is a part of a song or poem that repeats after each verse.</p> <p>Use instruments to tap or clap along with rhythm so that the students can get the idea of how the poem scans, i.e. its meter or rhythm.</p> <p>Ideas for repeating lines or choruses:</p> <ul style="list-style-type: none"><li>• I will not go to school today I'm feeling rather sick</li><li>• if I were (a superhero) that's what I would do!</li><li>• in the dark, dark room</li><li>• in this busy school, in this busy room</li><li>• in that house on the hill, the lonely house on the lonely hill.</li></ul>	<ul style="list-style-type: none"><li>• Students develop these ideas by working in groups to create a poem to perform for the rest of the class. They include multimodal elements in their performance, such as sound effects, gesture and other visual elements.</li><li>• Develop success criteria for the poem, such as:<ul style="list-style-type: none"><li>▪ language devices, such as simile and metaphor</li><li>▪ sound devices, such as rhythm and onomatopoeia</li><li>▪ multimodal elements, such as appropriate sound effects, images or gestures.</li></ul></li><li>• Develop success criteria for the performance and delivery, such as:<ul style="list-style-type: none"><li>▪ speaks clearly</li><li>▪ uses volume for effect</li><li>▪ varies tone and pace for effect.</li></ul></li></ul>

A decorative graphic featuring several overlapping circles of varying sizes and colors (light blue and teal) on a white background. A large teal shape, resembling a semi-circle or a large drop, is positioned in the lower right quadrant. The circles are scattered across the upper half of the page, with some overlapping each other.

## **APPENDIX A: RESOURCES**

## Resources

### Term 1

Week	Resource
1–4	<p><b>Anthologies of short stories</b></p> <ul style="list-style-type: none"><li>• Avi (ed.). (2006). <i>Best Shorts: Favourite Short Stories for Sharing</i>. Houghton Mifflin.</li><li>• Oh, F. (ed.) (2018). <i>Flying Lessons &amp; Other Stories</i>. Penguin Random House.</li><li>• Paulson, G. (ed.) (2004). <i>Shelf Life: Stories by the Book</i>. Simon and Schuster.</li></ul> <p><b>Short stories</b></p> <ul style="list-style-type: none"><li>• Genius – ‘<a href="https://genius.com/Sandra-cisneros-eleven-annotated">Eleven</a>’ Sandra Cisneros <a href="https://genius.com/Sandra-cisneros-eleven-annotated">https://genius.com/Sandra-cisneros-eleven-annotated</a></li><li>• Jon Scieszka. (2004). <i>The True Story of the Three Little Pigs</i>. Picture Puffin.</li><li>• O’Brien, M. &amp; Leany, A. (2014). <i>Badudu Stories</i>. Fremantle Press.</li><li>• Piven, H. (2012). <i>My Dog Is As Smelly as Dirty Socks – And Other Funny Family Portraits</i>. Random House.<ul style="list-style-type: none"><li>▪ A book of similes</li></ul></li><li>• Traditional tales, such as ‘The Princess and the Pea’, ‘Goldilocks and the Three Bears’, ‘Cinderella’.</li></ul> <p><b>Teacher resources</b></p> <ul style="list-style-type: none"><li>• Reading Australia – Primary <a href="https://readingaustralia.com.au/level/primary">https://readingaustralia.com.au/level/primary</a></li></ul>
5–8	<p><b>Sample assessment tasks</b></p> <ul style="list-style-type: none"><li>• School Curriculum and Standards Authority – Judging Standards. (Year 5. Writing: Do we really need homework?) <a href="https://k10outline.scsa.wa.edu.au/home/assessment/judgingstandards">https://k10outline.scsa.wa.edu.au/home/assessment/judgingstandards</a></li></ul>

## Term 2

Week	Resource
1–5	<b>See Appendix B</b>
6–8	<p><b>Sample assessment task</b></p> <p>School Curriculum and Standards Authority – Year 5. English. Viewing – Moving Images <a href="https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year5">https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year5</a></p> <p><b>Short film</b></p> <ul style="list-style-type: none"><li>• CGMeetup – CGI 3D Animation Short Film HD 'On The Same Page' by Carla Lutz and Alli Norman   CGIMeetup <a href="https://www.youtube.com/watch?v=1lo-8UWhVcg">https://www.youtube.com/watch?v=1lo-8UWhVcg</a></li><li>• The Kids Should See This – Home <a href="https://thekidshouldseethis.com/">https://thekidshouldseethis.com/</a></li><li>• The Literacy Shed – Home <a href="https://www.literacyshed.com/">https://www.literacyshed.com/</a></li></ul> <p>These videos have not been classified by the Australian Classification Board and should be previewed by the teacher and selected with the cohort of students and the school's context in mind.</p>

## Term 3

Week	Resource
1–5	<p><b>Teacher resources</b></p> <ul style="list-style-type: none"> <li>NSW Government, Teaching and Learning – Gallery Walk  <a href="https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/models-of-teaching/contemporary-learning-and-teaching-from-home/learning-from-home--teaching-strategies/gallery-walk">https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/models-of-teaching/contemporary-learning-and-teaching-from-home/learning-from-home--teaching-strategies/gallery-walk</a></li> <li>School Curriculum and Standards Authority – Assessment activities. Year 5. Humanities and Social Sciences – History - Swan River Colony  <a href="https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year5">https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year5</a></li> </ul> <p><b>Websites for informative texts</b></p> <ul style="list-style-type: none"> <li>National Geographic Kids – Home  <a href="https://www.natgeokids.com/au/">https://www.natgeokids.com/au/</a></li> <li>Ology – Home  <a href="https://www.amnh.org/explore/ology">https://www.amnh.org/explore/ology</a></li> </ul>
6–8	<p><b>Suggested picture books</b></p> <ul style="list-style-type: none"> <li>Greenwood, M. &amp; Denton, T. (2013). <i>Jandamarra</i>. Allen &amp; Unwin.</li> <li>Greenwood, M. &amp; Denton, T. (2016). <i>Boomerang and Bat: The Story of the Real First Eleven</i>. Crows Nest.</li> <li>Greenwood, M. &amp; Lessac, F. (2010). <i>Ned Kelly and the Green Sash</i>. Walker Books.</li> <li>Greenwood, M. &amp; Lessac, F. (2011). <i>Simpson and his Donkey</i>. Walker Books.</li> <li>Greenwood, M. &amp; Lessac, F. (2014). <i>Midnight</i>. Walker Books.</li> <li>Greenwood, M. &amp; Wilson, M. (2007). <i>Fortuyn's Ghost</i>. Cygnet Books.</li> </ul> <p><b>Other suitable picture books</b></p> <ul style="list-style-type: none"> <li>Crew, G. &amp; Wilson, M. (2003). <i>I Saw Nothing: The Extinction of the Thylacine</i>. Lothian.</li> <li>Lefroy, J., Frylinck, D. &amp; Duke, M. (2003). <i>The Pipeline C. Y. O'Connor Built</i>. Fremantle Arts Centre Press.</li> <li>Lefroy, J., Lefroy, M. &amp; Duke, M. (2006). <i>The Catalpa Escape</i>. Fremantle Arts Centre Press.</li> </ul> <p><b>Suggested assessment task</b></p> <ul style="list-style-type: none"> <li>School Curriculum and Standards Authority – Assessment activities. Year 5. English. Viewing – <i>Saliency in Picture Books</i>  <a href="https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year5">https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year5</a></li> </ul> <p><b>Websites</b></p> <p>Mark Greenwood – Home  <a href="https://www.markgreenwood.com.au/index.html">https://www.markgreenwood.com.au/index.html</a></p>



Term 4

Week	Resource
1–3	<p><b>Examples of explanation texts</b></p> <ul style="list-style-type: none"> <li>Department of Fire and Emergency Services – My Bushfire Plan <a href="https://www.dfes.wa.gov.au/bushfire/prepare/">https://www.dfes.wa.gov.au/bushfire/prepare/</a></li> <li>Kids News – Guardian dogs saving bandicoots from extinction by Donna Coutts <a href="https://www.kidsnews.com.au/animals/guardian-dogs-saving-bandicoots-from-extinction/news-story/f1c9d8c338e10e9f84318d65f1026d21">https://www.kidsnews.com.au/animals/guardian-dogs-saving-bandicoots-from-extinction/news-story/f1c9d8c338e10e9f84318d65f1026d21</a></li> <li>Kids News – How Aussie coins are made by Donna Coutts <a href="https://www.kidsnews.com.au/explainers/how-aussie-coins-are-made/news-story/c7573cf3f336d613bc2aadd2696304a7">https://www.kidsnews.com.au/explainers/how-aussie-coins-are-made/news-story/c7573cf3f336d613bc2aadd2696304a7</a></li> <li>Kids News – How do bees make honey? by Donna Coutts <a href="https://www.kidsnews.com.au/explainers/how-do-bees-make-honey/news-story/f5c5729b1194443eb94088a5e21a336a">https://www.kidsnews.com.au/explainers/how-do-bees-make-honey/news-story/f5c5729b1194443eb94088a5e21a336a</a></li> <li>Kids News – Kids News explainer: What makes eyes different colours? by Donna Coutts <a href="https://www.kidsnews.com.au/explainers/kids-news-explainer-what-makes-eyes-different-colours/news-story/5be85f9cba03a11b21e95b1e00b7a5aa">https://www.kidsnews.com.au/explainers/kids-news-explainer-what-makes-eyes-different-colours/news-story/5be85f9cba03a11b21e95b1e00b7a5aa</a></li> <li>Kids News – New technology beams sound into your head by AP <a href="https://www.kidsnews.com.au/technology/new-technology-beams-sound-into-your-head/news-story/bd5f41bc44469e85d85ba0f42ea45db9">https://www.kidsnews.com.au/technology/new-technology-beams-sound-into-your-head/news-story/bd5f41bc44469e85d85ba0f42ea45db9</a></li> <li>RUMPUS! – BBC Learning – What Is Coding <a href="https://www.youtube.com/watch?v=XMZFUUnAgOqs">https://www.youtube.com/watch?v=XMZFUUnAgOqs</a></li> <li>TED-Ed – How the heart actually pumps blood – Edmond Hui <a href="https://www.youtube.com/watch?v=ruM4Xxhx32U">https://www.youtube.com/watch?v=ruM4Xxhx32U</a></li> <li>TED-Ed – The surprising reason birds sing – Partha P. Mitra <a href="https://www.youtube.com/watch?v=r5_ZSnFDPRg">https://www.youtube.com/watch?v=r5_ZSnFDPRg</a></li> <li>TED-Ed – What makes muscles grow? – Jeffrey Siegel <a href="https://www.youtube.com/watch?v=2tM1LFFxeKg">https://www.youtube.com/watch?v=2tM1LFFxeKg</a></li> </ul> <p><b>Teacher resources</b></p> <ul style="list-style-type: none"> <li>KIDSNEWS website with sample informative texts organised under a range of topics <a href="https://www.kidsnews.com.au/">https://www.kidsnews.com.au/</a></li> <li>School Curriculum and Standards Authority – Assessment Activities. Year 5. Humanities and Social Sciences. <i>How to vote brochure</i>. Retrieved June 2021 from <a href="https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year5">https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year5</a></li> </ul>
4–5	<p><b>Suggested picture books</b></p> <ul style="list-style-type: none"> <li>Munsch, R., &amp; Martchenko, M. <i>The Paper Bag Princess</i>. (2006). Scholastic Australia.</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>KIDSNEWS – Home <a href="https://www.kidsnews.com.au/">https://www.kidsnews.com.au/</a></li> </ul>

6–8

### Anthologies

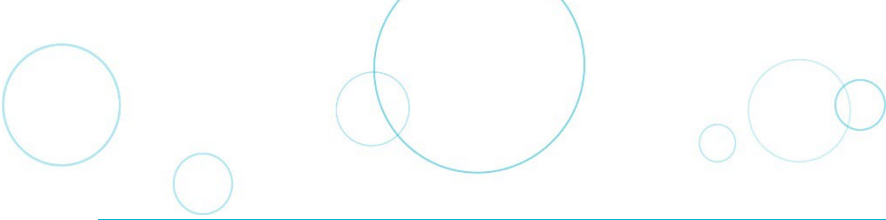
- Bates, D. (ed.). (2016). *Our Home is Dirt by Sea*. Walker Books Australia.
- Coe, Mandy (ed.). (2014). *Let In The Stars: New Poetry for Children*. Manchester Metropolitan University.
- Various Authors. (2019). *Flights of Fancy: Stories, Pictures and Inspiration from Ten Children’s Laureates*. Walker Books.
- Warwick, V. (2013). *The Anthology of Performance Poetry*. Playtime Productions.

### Suggested poems

- All Poetry – ‘An Ode to a Mosquito’ by Sagittarius1  
<https://allpoetry.com/poem/8901993-An-Ode-to-a-Mosquito-by-Sagittarius1>
- An Australian Poem A Day – The Sea by Lilith Norman  
<https://ozpoemaday.wordpress.com/2012/03/10/the-sea-by-lilith-norman/>
- Kenn Nesbitt’s Poetry4Kids – ‘How Not to Play with Your Food’  
<https://www.poetry4kids.com/poems/how-not-to-play-with-your-food/>
- Kenn Nesbitt’s Poetry4Kids – ‘I Didn’t Go Camping’ by Kenn Nesbitt  
<https://www.poetry4kids.com/lessons/how-to-write-a-repetition-poem/>
- Michael Rosen – Michael Rosen’s top tips for performing poems and stories  
<https://www.youtube.com/watch?v=RvV23xoZRkl>
- Michael Rosen – Videos  
<https://www.michaelrosen.co.uk/videos/>
- Poetry Foundation – ‘Song of the Witches: “Double, double toil and trouble”’ by William Shakespeare  
<https://www.poetryfoundation.org/poems/43189/song-of-the-witches-double-double-toil-and-trouble>
- Power Poetry – ‘Ode to Pizza’ by smc837  
<https://powerpoetry.org/poems/ode-pizza>
- Slideshare – Poems for young learners: ‘Balloons!’ by Judith Thurman  
<https://www.slideshare.net/slideshow/poetry-13092007/13092007>
- YouTube – Kids’ poems and stories with Michael Rosen  
<https://www.youtube.com/channel/UC7D-mXO4kk-XWvH6lBXdrPw>

### Teacher reference

- A New Grammar Companion for Teachers (2011) by Beverly Derewianka. Primary English Teaching Association
- A Passion for Poetry: Practical Approaches to Using Poetry in the Classroom (2005) by Mandy Tunica. Primary English Teaching Association.
- Derewianka, B. (1990). Exploring how texts work. Primary English Teaching Association (Australia). Rozelle, NSW: Primary English Teaching Association.
- Kenn Nesbitt’s Poetry4Kids – How to Write a Repetition Poem.  
<https://www.poetry4kids.com/lessons/how-to-write-a-repetition-poem/>



### Websites

- Australian Poetry – Home  
<https://www.australianpoetry.org/>
- Kenn Nesbitt’s Poetry 4 Kids – Home  
<https://www.poetry4kids.com/>
- Michael Rosen – Kids’ Poems and Stories with Michael Rosen  
<https://www.youtube.com/channel/UC7D-mXO4kk-XWvH6IBXdrPw>
- Michael Rosen – Home  
<https://www.michaelrosen.co.uk/>
- Power Poetry – Home  
<https://powerpoetry.org/>



Resource sheet 1

Similes	Metaphors	Personification
as brave as a lion	Her eyes were diamonds.	The wind howled.
fight like cats and dogs	The highway was a dark ribbon.	The shack crouched on the side of the hill.
as strong as an ox	You are an early bird.	The trees caught the passersby in a tight grip.
as weak as water	The snow was a thick blanket.	The car wheezed into life.
as clear as mud	You are a star.	The sunflowers nodded in the breeze.
as white as a ghost	The lake was a mirror.	Raindrops skipped along the pavement.
as cold as ice	Time is money.	The paper bag danced on the wind.
as cool as a cucumber	The wind is a howling coyote.	The alarm clock watched silently.
as blind as a bat	two peas in a pod	The thunder roared.
as light as a feather	cotton wool clouds	The wild waves devoured the sandy beach.

## Resource sheet 2

### Describing character

Use this resource sheet to guide modelled writing or help to develop charts to teach character description.



1. Include a thoughtful or meaningful name.
2. Describe the character with precise adjectives and adverbs.
3. Use similes and metaphors to create images.
4. Have them perform an action that gives us a clue to their feelings, such as shivering or jumping up and down.
5. Indicate something about the character by having other characters respond in a certain way.
6. Include powerful or important dialogue.

<sup>1</sup> Miss Poppy was an extraordinary woman. <sup>3</sup> Her smile was as wide as the sky and it never left her face. <sup>5</sup> Children flocked to her wherever she went.

She wore the <sup>2</sup> most outlandish colourful clothes, bright clown make-up and a <sup>2</sup> necklace made of bells that <sup>4</sup> jingled as she danced along. She was certainly <sup>5</sup> a very popular person in the neighbourhood.

<sup>6</sup> 'Good morning, my lovely,' whispered Miss Poppy as she knelt down to speak to the shy child. <sup>6</sup> 'We are going to have a fun day.'

## Resource sheet 3

### Building tension

Use this resource sheet to guide modelled writing or help to develop charts to teach how to build tension.



1. Use the weather to create an atmosphere, e.g. a thunderstorm or sunny skies.
2. Include a glimpse of something or a fleeting sound, e.g. something flashed by.
3. Use dramatic connectives, e.g. all of a sudden, without warning.
4. Introduce strange characters and reveal their intentions through hints or action.
5. Hint at problems to come.
6. Include an event or object that is unusual or out of place.
7. Hint at danger.

<sup>3</sup> Without warning, <sup>1</sup> a cold wind rustled the <sup>2</sup> leaves in the nearby trees and <sup>6</sup> a flock of birds wheeled, screaming into the air.

<sup>5</sup> 'That's odd,' thought Miss Poppy, but in <sup>7</sup> the back of her mind she remembered something similar happening the last time she was at this park.

<sup>4</sup> 'Well fancy seeing you here,' said a strangely sinister voice from behind the girl. 'What a coincidence!'

<sup>7</sup> But Miss Poppy knew this was not a <sup>4</sup> coincidence. She knew it had just been a matter of time before Dexter turned up.



## Resource sheet 4

### Retrieval chart: forms of persuasive writing

Form of persuasive texts	Purpose	Where is it found?
letter/email		
essay		
advertisement		
speech		
logo		
pamphlets		
flyers		
social media posts		
other		

## Resource sheet 5

Example of a discussion text. Use for modelled writing or as a text deconstruction.

Stages of the text	Phases	Text	Language features
<b>Title</b>	Proposal	Should voting be compulsory?	Title is posed as a question
<b>Introduction</b>	Background knowledge /orientation	In Australia, those who are eligible must vote in local, state (or territory) and federal elections. Voting is compulsory in all elections except for local elections, which are not compulsory in Western Australia, Tasmania and South Australia. Failing to vote can sometimes result in fines and, in rare cases, a jail sentence. Is compulsory voting necessary?	Objective language to seem unbiased at first. Paragraph finishes with a rhetorical question to invite the reader to read on.
<b>Arguments</b>	Arguments against Reason 1 Reason 2	There are a number of reasons why people are opposed to compulsory voting. Some people argue that citizens should not be forced to vote because it is the right of every citizen to exercise their free will. These people believe that compulsory voting is a dangerous step towards government control.  Furthermore, some people also hold the view that compulsory voting forces people to vote for candidates they may not like or who lack talent and commitment. This results in politicians being elected who may not deserve to be.	Linking words to start paragraphs: <ul style="list-style-type: none"> <li>• <i>There are a number of reasons...</i></li> <li>• <i>Furthermore...</i></li> </ul> Emotive language: forced, dangerous, control. Generalisers, such as 'some people'. Low modality words signal the author is unlikely to agree with this view.



Stages of the text	Phases	Text	Language features
<b>Arguments</b>	Arguments for Reason 1 Reason 2 With examples	<p>On the other hand, many people are happy with the idea of compulsory voting. They argue that people take more of an interest in issues and the solutions on offer when they are made to vote.</p> <p>In addition, supporters of compulsory voting point to examples of countries like the United States. In the United States, where voting is not compulsory, the poor and uneducated often do not vote; therefore, many candidates ignore their needs and wishes. This has resulted in a very inequitable society with huge pockets of poor people who have no hope of being well represented.</p>	<p>'On the other hand' signals a change of opinion.</p> <p>'In addition' to link paragraphs.</p> <p>Generalisers, such as 'many'.</p> <p>Emotive language, such as 'poor', 'uneducated', 'huge pockets of poor'.</p>
<b>Conclusion</b>	Evaluation Recommendation/ opinion	<p>Overall, compulsory voting is something that is working very well in Australia. It is no big deal to many people and those that are really opposed to it can lodge an informal vote anyway. On balance, if it means that more people have a say and are better represented by the politicians, then it is a good thing. There is an old saying: 'If it ain't broke, don't fix it!' Leave compulsory voting in place or risk the consequences.</p>	<p>'Overall' signals a summing up of the arguments.</p> <p>Colloquial language gives a sense of belonging.</p> <p>Finishes with a warning.</p>

## Resource sheet 6

Example of a graphic organiser to record information about visual images.

<b>Moving Images</b>		
<b>Focus Question: How do the film makers show us that planes and flight are the most important thing to both characters in the film?</b>		
<p><b><u>Gestural</u></b></p> <p>Illustrate two events or actions which show that flight is the main aim for the characters.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p><b><u>Audio</u></b></p> <p><b><u>Music</u></b></p> <p>Illustrate a scene from the film when the music is important.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p>Explain how the music in this part makes you feel and why.</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b><u>Linguistic</u></b></p> <p>Are there any written words or spoken language that suggest/s that flight is an important theme in the film? Draw the title.</p> <p>Explain what makes this design special.</p> <hr/> <hr/> <hr/> <hr/>
<p><b><u>Spatial</u></b></p> <p>Illustrate a scene which has a plane as the main focus and state how (e.g. close up, foreground).</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p><b><u>Sound Effects</u></b></p> <p>List all the examples of sound effects that you hear that connect to the idea of flight or planes.</p>	<p><b><u>Visual</u></b></p> <p>Illustrate a shot in which the colour or lighting is important to the story line about flight.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>



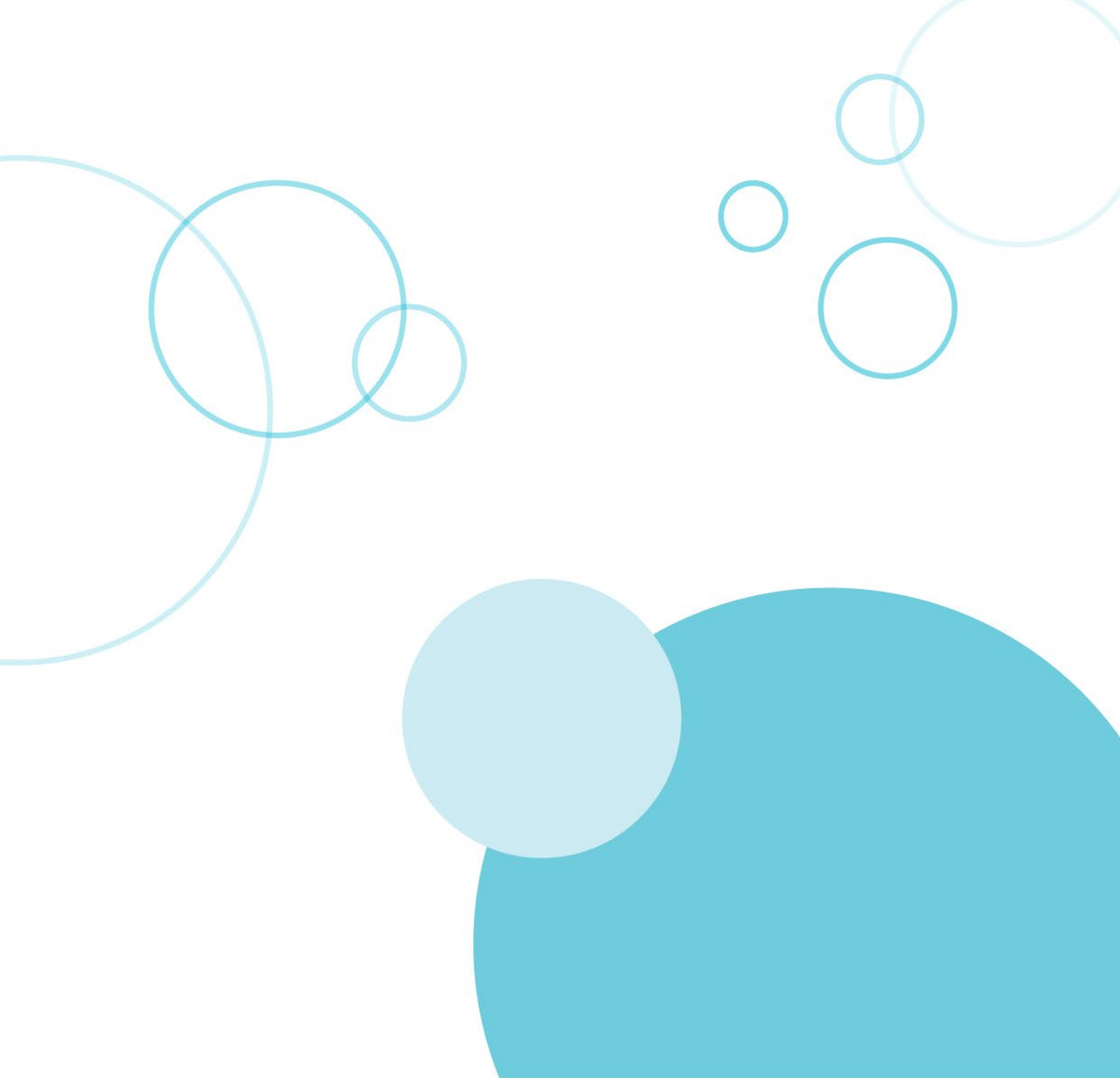
## Resource sheet 7

Working with new words.

What does it mean?

New word	What I think it means	How I worked it out





# **APPENDIX B:**

## **ASSESSMENT TASK 1**

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Novel study



## Achievement standard

### What is assessed

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By the end of the year:

#### **Speaking and Listening**

Students interact with others, and listen to and create spoken and/or multimodal texts, including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They contribute actively to class and group discussions, taking into account other perspectives. They use different text structures to organise, develop and link ideas. They use language features, topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

#### **Reading and Viewing**

Students listen to, read, view and comprehend texts created to inform, entertain or persuade audiences. When reading, they decode unfamiliar words, integrating phonic, grammatical, semantic and contextual knowledge. They use comprehension strategies to build literal and inferred meaning in written and visual texts with less familiar and more varied topics. They read and navigate texts for specific purposes and begin to evaluate the ideas and information presented in them. They explain how ideas are developed, including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features, literary devices and visual features contribute to the effect and meaning of a text.

#### **Writing and Creating**

Students create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features, a variety of sentence types, including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell words, including more complex words using phonic, morphemic and vocabulary knowledge.



## Assessment task

### Title of task

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Novel study

### Task details

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#### Description of task

The assessment task follows a repeated, three-part structure over five weeks. For further information of the general structure and timing see Term 2, Overview Weeks 1–5.

1. Teacher read-aloud and discussion

Teacher reads aloud sections of the class novel, models comprehension strategies and leads a class discussion.

2. Independent reading and activities

Students read a novel independently and work on their reading activities. There should be a minimum of two to three students reading the same novel.

3. Group discussions of novel

Students meet in small groups to discuss their reading at least once a week using the focus questions provided. They will assess their interaction skills and that of their peers using the checklists provided.

Each week the assessment task will have a specific focus which will guide the teaching and learning for that week.

Week 1: Predicting and confirming

Week 2: Characterisation

Week 3: Plot development

Week 4: Theme

Week 5: Personal response

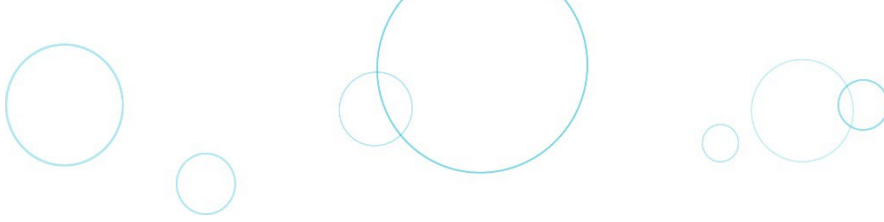
#### Type of assessment

Formative and summative

#### Purpose of assessment

To assess students' interaction skills in small group settings, i.e. paraphrasing, questioning to clarify content as it unfolds, connecting ideas to their own experiences and presenting and justifying a point of view.

To assess students' comprehension of a text, their understanding of how language can be used to depict and influence readers' interpretations of characters, setting and events, and their ability to present a personal response to those depictions.



<b>Evidence to be collected</b>	written reading notes self-assessments of discussion peer–assessments of discussion teacher checklists and observations
<b>Suggested time</b>	Ongoing over five weeks using the 4-hour time allocation per week as outlined in the exemplar. See Term 2, Overview for further information.

## **Content description**

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### **Content from the Western Australian Curriculum**

#### **Language**

Understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources

#### **Literature**

Identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors

Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others

Recognise that the point of view in a literary text influences how readers interpret and respond to events and characters

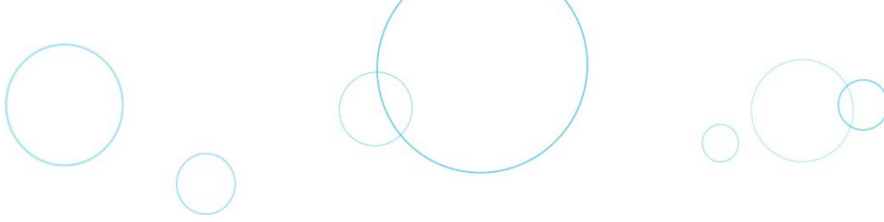
#### **Literacy**

Use appropriate interaction skills, including paraphrasing and critical literacy questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea

Navigate and read texts for specific purposes, monitoring meaning using strategies, such as skimming, scanning and confirming

Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to evaluate information and ideas





## **Task preparation**

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### **Prior learning**

This task is set within the Year 5 English teaching and learning exemplar for Term 2, Weeks 1–5.

Prior to this task, students should be familiar with working in small groups, and a range of speaking and listening strategies. See Resource sheets 8 and 9.

Establish groups prior to this task to support students throughout their learning to allow for successful interaction. Lead a whole class discussion to establish success criteria in explicit terms. This could be in the form of a Y-chart or a list of criteria in a chart (Resource sheet 9).



## Assessment task

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### Assessment conditions

Ongoing formative assessment through independent reading and responses, and small informal group discussions. Group members assess their contributions and interactions, and assess those of their peers, in an ongoing manner using the checklists provided (Resource sheets 11, 12 and 13).

Final summative assessment to be completed independently.

### Differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

## Resources

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### Suggested novels

- Carrol, L. (1865). *Alice in Wonderland*.
- Reeder, S.O. (2017). *Amazing Grace: An Adventure at Sea*. National Library of Australia.
- Wang, G. (2009). *A Ghost in My Suitcase*. Penguin Books.
- McKinlay, M. & Schafer, N. (2015). *Bella and the Wandering House*. Fremantle Press.
- Paterson, K. (1977). *Bridge to Terabithia*. Thomas Crowell.
- McKinlay, M. (2019). *Catch a Falling Star*. Walker Books Australia.
- Funke, C. & Bell, A. (1997). *Dragon Rider*. Chicken House Books.
- Rowling, J. K. (1997). *Harry Potter and the Philosopher's Stone*. Bloomsbury.
- Morpurgo, M. & Barroux. (2018). *In the Mouth of the Wolf*. Egmont.
- Jorgensen, N. (2008). *Jack's Island*. Fremantle Press.
- Morgan, S. (2020). *My Place for Younger Readers*. Fremantle Press.
- Thiele, C. (1964). *Storm Boy*. Rigby.
- Hamid, Y. (2017). *Swimming on the Lawn*. Fremantle Press.
- Fitzpatrick, D. (2013). *The Amazing Spencer Gray*. Fremantle Press.
- Banks, L.R. (1980). *The Indian in the Cupboard*. Doubleday.
- Lewis, C.S. (1950). *The Lion, the Witch and the Wardrobe*. Geoffery Bles.
- Baum, F.L. (1900). *The Wonderful Wizard of Oz*. George M. Hill Company.
- Burnett, A. & Burne, C. (2019). *To the Lighthouse*. Fremantle Press.
- Waarda Series for Young Readers. Fremantle Press.
- Murphy, S. & Davis, S. (2020). *Worse Things*. Walker Books Australia.



### Teacher resources

- Victorian State Government. Education and Training: Modelling through think alouds  
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/speakinglistening/Pages/teachingpracmodelling.aspx>

### Website for novel suggestions

- Reading Australia – Primary Archives  
<https://readingaustralia.com.au/level/primary/>

### Notes for assessing student achievement

Teachers can use the teacher checklists provided to assess the reading, speaking and listening in an ongoing manner. The notes that students take during their reading can be used in conjunction with their group contributions to enable teachers to make judgements on student reading (Resource sheets 14 and 15).

You may decide to stagger the group discussions, schedule groups to meet at different times or have them record their meetings on a digital device to enable you to observe at another time. The reading component of the discussion is not assessed in Week 1 to allow the group discussion to be the focus of assessment.

Teachers may use their observations as a formative assessment tool, and plan lessons to further develop the interactions or reading content. This could include viewing exemplary discussions online, using a goldfish bowl strategy or targeting one skill at a time for further discussion and practice, e.g. how can we build on each other's ideas? The reading observations should also inform the teacher read- and think-alouds each week.

A marking key has been provided for the Personal response summative assessment in Week 5.



## Novel study

### Overview of Weeks 1–5

Each week will follow a repeated, three-part structure. A summary is outlined below to provide context to the Instructions for teacher.

#### 1. Teacher read-aloud and discussion

Teacher reads aloud sections of the class novel, models comprehension strategies and leads a class discussion. Some suggestions for this include:

- discussing, clarifying and questioning content as it unfolds
- making connections to self, texts and the world
- discussing vocabulary and language features, such as imagery, as they occur
- presenting and justifying a point of view using appropriate metalanguage
- encouraging students to share their points of view.

#### 2. Independent reading and activities

Students read a novel silently and independently and work on their reading activities. Students use their novel as the basis of their response each week, e.g. reading response journal, directed activities, sticky notes, exercise book or a digital notebook.

- Groups agree on a reading target, e.g. by the end of the week we will have read up to Chapter 3 to discuss this in our group.
- The reading should be silent independent reading; students are not expected to read orally with their groups.
- Students take notes or complete activities to prepare for the discussions.

#### 3. Group discussions of novel

Students discuss their reading at least once a week using the focus questions provided. They will assess their interaction skills and those of their peers using the checklists provided. Teachers may scaffold groups where necessary for targeted instruction or support, and encourage students to consider the following when interacting with their peers:

- clarifying understanding of content as it occurs
- moving beyond making bare assertions
- justifying a point of view
- taking account of different perspectives and points of view.

#### Suggested structure (if the 4 hours per week are divided into four 1-hour lessons)

- Teacher read-aloud and discussion may be repeated every day to suit your context, e.g. 10–15 minutes of teacher read/think-aloud, modelling and discussion each session.
- Independent reading and activities may be repeated every day to suit your context, e.g. at least 3 x 45 minutes of independent reading and reading activities.
- Group discussions of the novel take place on the last lesson of the week, after the students have completed the requirements of Part 2, and will require a minimum of approximately 20 minutes.

## Instructions for teacher

Week one: Predicting and confirming		
Teacher reading and discussion (suggested time: 4 x 15-minute daily sessions)	Independent reading and activities (suggested time: 3 x 45-minute daily sessions)	Group discussions (suggested time 1 x 20-minute session)
<p>Begin reading the class novel aloud to students.</p> <p>Confirm and make ongoing predictions, discussing where necessary.</p> <ul style="list-style-type: none"> <li>• What will happen?</li> <li>• Which characters will be important?</li> <li>• What might happen in the story?</li> <li>• What details are important to the plot?</li> <li>• How will the characters respond to the problems they may face?</li> </ul> <p>Create a number of questions about the text as a model for the students.</p> <p>Make connections to self, texts and the world.</p> <p>Discuss vocabulary and language features, such as imagery as they occur.</p> <p>Think aloud to clarify and question content as it unfolds.</p> <p>Present and justify a point of view using appropriate metalanguage and invite students to share their points of view.</p>	<p>Students read their group novel independently.</p> <p>Direct students to create a number of 'I wonder' questions to discuss in their small groups or choose another prediction activity for them to complete.</p> <p>Students record their responses in a format the teacher chooses, e.g. a journal, directed activities, sticky notes, graphic organisers or a digital notebook.</p>	<p>Prior to students engaging in group discussions, establish group protocols to make the interaction skills explicit (Resource sheets 8 and 9).</p> <p>Students discuss their predictions/questions within the group.</p> <p>Provide students with the self-assessment and peer-assessment checklists attached and set up procedures for their use (Resource sheets 11 and 12).</p>



**Week two: Characterisation**

<b>Teacher reading and discussion</b> (suggested time: 4 x 15-minute daily sessions)	<b>Independent reading and activities</b> (suggested time: 3 x 45-minute daily sessions)	<b>Group discussions</b> (suggested time 1 x 20-minute session)
<p>Continue reading the class novel aloud to students and guide them to focus on how the language features and vocabulary influence interpretations of characters.</p> <p>Focus questions for this week</p> <ul style="list-style-type: none"> <li>• What have you learnt about the main character so far, e.g. physical description, personality traits, relationships with other characters?</li> <li>• What literary devices have been used by the author to create the character?</li> </ul> <p>Additional questions about character</p> <ul style="list-style-type: none"> <li>• How has the author represented the main character? Why?</li> <li>• What vocabulary describes the characters?</li> <li>• How does the dialogue provide the reader with insights about the characters?</li> <li>• Which character do you currently have the strongest emotional response to? Why?</li> <li>• How has the author made you like or dislike the characters?</li> </ul>	<p>Students continue reading their group novel and complete an activity that prepares them to discuss the following focus questions with their group.</p> <ul style="list-style-type: none"> <li>• What have you learnt about the main character so far, e.g. physical description, personality traits, relationships with other characters?</li> <li>• What literary devices have been used by the author to create the character?</li> </ul>	<p>Review the criteria for effective group interaction. Discuss and add any new ideas to the Y-chart (Resource sheet 9).</p> <p>Students meet in their groups to discuss the answers to the focus questions. They use the work they have completed, and find evidence from the text to scaffold and justify their response.</p> <p>Students use the success criteria to assess their interaction skills and those of other group members.</p> <p>Groups set interaction goals for the next meeting.</p>

### Week 3: Plot development

#### Teacher reading and discussion

(suggested time: 4 x 15-minute daily sessions)

Continue reading the class novel and guide students to focus on how language features and vocabulary influence interpretations of the plot.

Focus questions for this week

- What hurdles does the main character have to overcome to achieve their goal?
- What has the author done to build tension during the story?

Additional questions about plot development

- What is the goal of the main character?  
What do they want to do/find/achieve?
- Who or what stops the main character from achieving their goal?
- Why do you want the main character to succeed?
- How is the problem in the story solved?
- How has the author built tension in the story?

#### Independent reading and activities

(suggested time: 3 x 45-minute daily sessions)

Students continue reading their group novel and complete an activity that prepares them to discuss the following focus question with their group.

- What has the author done to build tension during the story?

#### Group discussions

(suggested time 1 x 20-minute session)

Review the criteria for effective group interaction. Discuss and add any new ideas to the Y-chart (Resource sheet 9).

Students meet in their groups to discuss the answers to the focus questions. They use the work they have completed and find evidence from the text to scaffold and justify their response.

Students use the success criteria to assess their interaction skills and those of other group members.

Groups set interaction goals for the next meeting.



<b>Week 4: Theme</b>		
<b>Teacher reading and discussion</b> (suggested time: 4 x 15-minute daily sessions)	<b>Independent reading and activities</b> (suggested time: 3 x 45-minute daily sessions)	<b>Group discussions</b> (suggested time 1 x 20-minute session)
<p>Continue to read the class novel and guide the students to focus on the theme of the novel, e.g. friendship, the importance of family, courage/overcoming challenges, growing up.</p> <p>Focus questions for this week</p> <ul style="list-style-type: none"> <li>• What is the author’s underlying message or theme?</li> <li>• Does the author have something to say about a particular social, cultural or historical event or issue?</li> <li>• Does the author speak through one of the characters?</li> <li>• Is there another point of view that could be considered?</li> </ul> <p>Guide students to focus on how the language features and vocabulary influence interpretations of the theme when reading the novel aloud to students. Think aloud the reading with sentence starters, such as:</p> <ul style="list-style-type: none"> <li>• Although the text doesn’t say it directly, I think ...</li> <li>• I think the author wants us to think about ...</li> <li>• The author seems to be saying ...</li> </ul>	<p>Students continue reading their group novel and complete an activity that prepares them to discuss the following focus questions with their group.</p> <ul style="list-style-type: none"> <li>• What is the author’s underlying message or theme?</li> <li>• Does the author have something to say about a particular social, cultural or historical event or issue?</li> <li>• Does the author speak through one of the characters?</li> <li>• Is there another point of view that could be considered?</li> </ul>	<p>Review the criteria for effective group interaction. Discuss and add any new ideas to the Y-chart (Resource sheet 9).</p> <p>Students meet in their groups to discuss the answers to the focus questions. They use the work they have completed and find evidence from the text to scaffold and justify their response.</p> <p>Students use the success criteria to assess their interaction skills and those of other group members.</p> <p>Groups set interaction goals for the next meeting.</p>






<b>Week 5: Personal response</b>	
<b>Teacher reading and discussion</b> (suggested time: 4 x 15-minute daily sessions)	<b>Independent reading and response to novel</b> (suggested time: 4 x 45-minute daily sessions)
<p>Continue to read aloud the class novel to students.</p> <p>Model a personal response to the text. Guide students to focus on how the language features and vocabulary influence the reader’s response to the text. After modelling your personal response to the class novel, encourage students to give their opinions and discuss the class novel further.</p> <p>Focus questions for this week</p> <ul style="list-style-type: none"><li>• How do you feel about the text?<ul style="list-style-type: none"><li>▪ How has the author influenced you to feel this way?</li></ul></li><li>• How do you feel about the characters? Why?<ul style="list-style-type: none"><li>▪ Which character did you have the strongest emotional response to? Why?</li></ul></li><li>• What did you think of the plot?<ul style="list-style-type: none"><li>▪ Was the plot entertaining?</li><li>▪ Were the problems resolved in a satisfactory way?</li></ul></li><li>• Is there a definite point of view or theme in the text?<ul style="list-style-type: none"><li>▪ Do you agree with this?</li><li>▪ Is there another point of view that could be considered?</li></ul></li><li>• Would you recommend this novel to anyone?<ul style="list-style-type: none"><li>▪ Who may want to read this novel and why?</li></ul></li><li>• Think aloud with sentence starters, such as:<ul style="list-style-type: none"><li>▪ In my opinion ...</li><li>▪ I liked this book; however, ...</li><li>▪ The characters/settings/events in this text ...</li><li>▪ I would like to read another book by this author because ...</li></ul></li></ul>	<p><b>Group discussion</b></p> <p>Students discuss their opinions about the group’s novel (before writing their personal response) and complete the final self-assessment and peer-assessment of interaction skills.</p> <p><b>Independent work/assessment</b></p> <p>Students finalise their reading and complete a personal response following the framework outlined in Resource sheet 10.</p>

## Resource sheet 8

### Sentence stems to support interaction

Content	Sentence stems for students
Clarifying information as it unfolds	<p>Do you mean ...?</p> <p>Could you please explain ...?</p> <p>I don't understand ...</p> <p>I just realised ...</p> <p>Why ...?</p> <p>How ...?</p>
Making connections	<p>That reminds me of ...</p> <p>... is the same as ...</p> <p>... is just like ... because</p>
Presenting and justifying a point of view	<p>I think ... because</p> <p>I believe ...</p> <p>In my opinion ...</p>
Paraphrasing	<p>Do you mean ...?</p> <p>So, let me get this right ... do you mean ...?</p> <p>I think this means ...</p>
Questioning	Who, what, where, when, why, how?
Interpreting non-verbal cues	<p>You look like you might not agree/understand?</p> <p>You look like you may want to say something.</p> <p>I see that you are nodding ...</p> <p>You look puzzled, would you like me to explain?</p>
Moving beyond making bare assertions	<p>Conjunctions to give a reason: because, however, since, as</p> <p>Conjunctions to give a concession: even though, while, despite, although</p> <p>Conjunctions to give a condition: if, as long as, unless, in case</p>
Taking account of differing perspectives and points of view	<p>I hear what you are saying (however, although, but, and) ...</p> <p>I don't agree (because, however, although) ...</p> <p>I know you don't agree, but let me explain ...</p> <p>I agree (because, however, but) ...</p>



## Resource sheet 9

Lead a discussion to develop a Y-chart or a list to make clear the expectations of the group work. Use these ideas as the basis of the discussion to develop your own student-friendly criteria.

### Sounds like:

- asking for clarification or more information
- respectful interruptions
- questions to clarify or explain
- making connections
- giving points of view
- giving reasons – because, so, therefore, since ...
- disagreeing respectfully and with reasons
- talking about characters, events, settings, ideas
- paraphrasing to clarify or summarise
- everyone contributing
- slowing down to explain, talking like the character to entertain or make connections
- building on each other's ideas
- positive comments and feedback.

### Looks like:

- making eye contact
- sitting together/facing others
- looking at the texts to clarify, find reasons, explain and justify
- smiling, nodding to agree
- active listening
- acknowledging/responding to the speaker with positive body language.

### Feels like:

- everyone included/supportive
- okay to give your point of view
- okay to disagree
- good arguments that help you understand
- seeing others' point of view
- considering other perspectives
- taking notice of body language to respond with questions, to clarify or explain
- positive/friendly
- helpful.

## Resource sheet 10

### Personal response

Use this to plan and write a personal response to the novel you have been reading.

Title and author	
<p>How do you feel about the text?</p> <ul style="list-style-type: none"><li>• How has the author influenced you to feel this way?</li></ul>	
<p>How do you feel about the characters? Why?</p> <ul style="list-style-type: none"><li>• Which character did you have the strongest emotional response to? Why?</li></ul>	
<p>What did you think of the plot?</p> <ul style="list-style-type: none"><li>• Was the plot entertaining?</li><li>• Were the problems resolved in a satisfactory way?</li></ul>	
<p>Is there a message or theme in the text?</p> <ul style="list-style-type: none"><li>• Do you agree with this?</li><li>• Is there another point of view that could be considered?</li></ul>	
<p>Would you recommend this text to anyone?</p> <ul style="list-style-type: none"><li>• Who may want to read the novel and why?</li></ul>	

## Resource sheet 11

Interaction skills self-assessment record

Name: \_\_\_\_\_

Group members: \_\_\_\_\_

1 = sometimes

2 = mostly

3 = very much






	Date:	Date:	Date:	Date:	Date:
Did you contribute actively to your group?					
Did you work collaboratively and include others?					
Did you contribute a point of view?					
Did you ask questions to clarify information?					
Did you think about other people's perspectives and points of view?					



**Resource sheet 12**

**Self-reflection**

After each meeting, record one thing you did well (a star) and one thing you want to do even better (a wish).

Date:  
Date:  
Date:  
Date:  
Date:  



## Resource sheet 13

### Peer-assessment

Have one of your group comment on something you did well after each meeting.

Date:

Date:

Date:

Date:

Date:

## Resource sheet 14

### Teacher observation checklist

#### Speaking and Listening

<b>Group members:</b>						
<b>Communication skills</b>	✓	✓	✓	✓	✓	✓
Speaks clearly, coherently and purposefully in group discussions						
Speaks clearly and coherently in group discussions						
Attempts to speak clearly in group discussions						
Purposefully uses tone, pitch, volume and pace, according to the type of interaction						
Uses tone, pitch, volume and pace to engage other group members in conversation						
<b>Creating and responding</b>	✓	✓	✓	✓	✓	✓
Justifies a point of view using a range of relevant information with appropriate metalanguage						
Presents ideas or information to develop a point of view						
States a point of view with limited supporting information						
Asks relevant questions to clarify information						
Asks some questions to clarify information						
Attempts to ask questions to clarify information						





	✓	✓	✓	✓	✓	✓
Is moving beyond making bare assertions when taking into account others' points of view and perspectives						
Takes into account other perspectives and points of view						

## Resource sheet 15

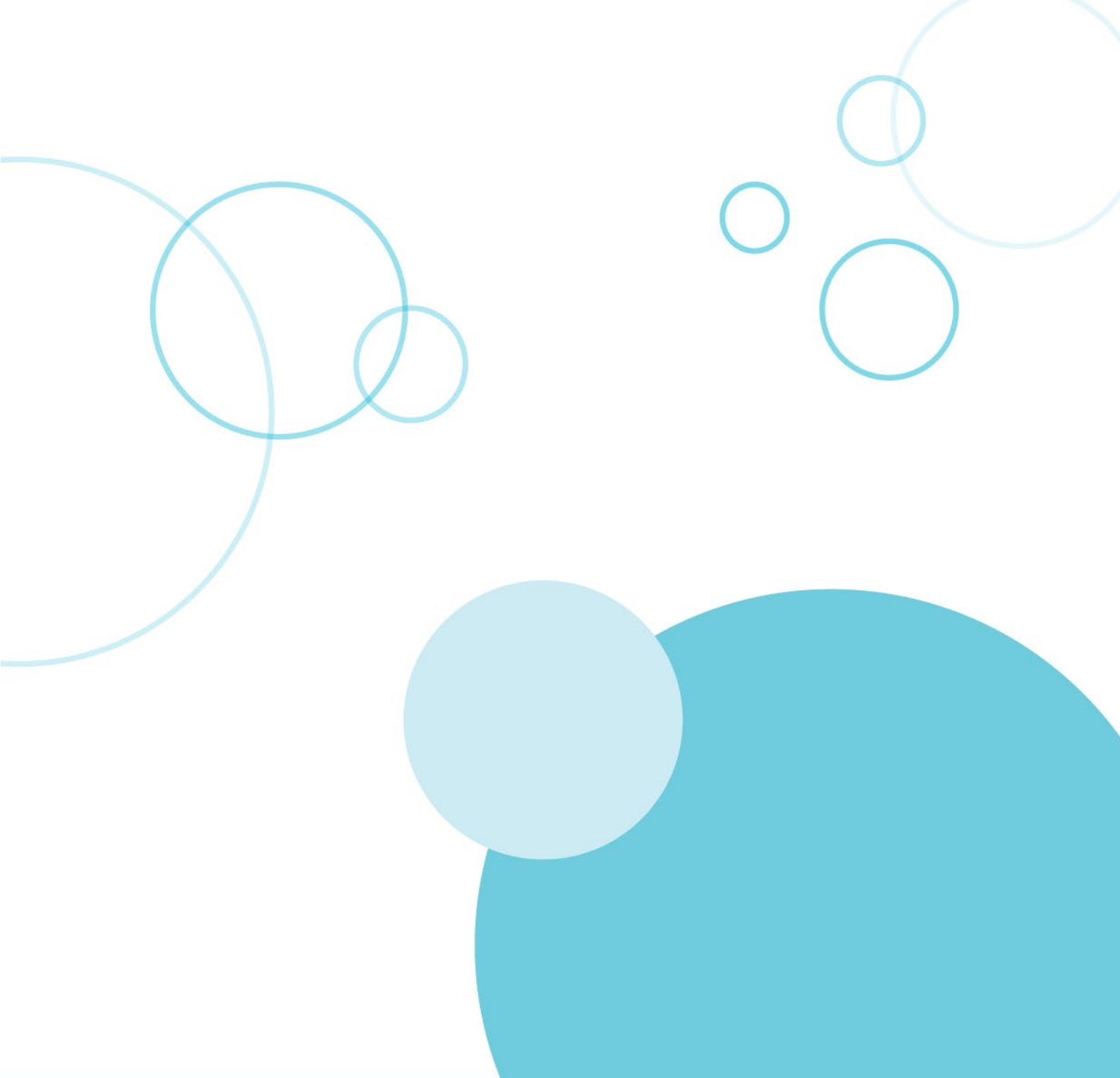
### Teacher checklist for ongoing reading discussions

<b>Group members:</b>						
<b>Week 2. Characterisation</b>	✓	✓	✓	✓	✓	✓
Discusses in detail the literal and implied information about characters, and identifies the language features and vocabulary used to influence interpretations of character						
Describes literal and implied information about characters, and identifies the language features and vocabulary used to depict the character						
Describes literal and implied information about characters, and may, with assistance, identify some language features or vocabulary used to depict character						
<b>Week 3. Plot development</b>	✓	✓	✓	✓	✓	✓
Discusses in detail the literal and implied information about events that build tension, and identifies the language features and vocabulary used to influence interpretations of events						
Describes literal and implied information about events that build tension, and identifies the language features and vocabulary used to influence the reader						
Describes literal and implied information about events, and may, with assistance, identify some language features or vocabulary used to influence the reader						
<b>Week 4. Theme</b>	✓	✓	✓	✓	✓	✓
Analyses and explains in detail, literal and implied information to identify a theme or message, and reflects on their response to this						
Analyses and explains literal and implied information to identify a theme or message and explains their response to this						
Describes some literal and implied information in an attempt to identify a theme or message, may state their opinion about the theme or message						

## Marking key

Personal response to a novel	
<b>Response</b>	✓
Develops a detailed response to the text describing how the setting, characters and events have influenced their personal response.	
Explains their response to the text describing generally how setting, characters and events have influenced their personal response.	
Develops a simple response to the text in relation to setting, characters and events.	
<b>Language features</b>	✓
Identifies the language features and vocabulary the author has used, and discusses how it has influenced their response.	
Identifies some of the language features and vocabulary the author has used to influence their response.	
With assistance, identifies some of the language features or vocabulary the author has used that influences their response.	
<b>Interpreting</b>	✓
Analyses and explains in detail, literal and implied information about setting, characters, events and theme.	
Analyses and explains literal and implied information about setting, characters, events and theme.	
Identifies some literal and implied information from the text about setting, characters, events and theme.	





# **APPENDIX C:** **ASSESSMENT TASK 2**

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Creating historical fiction



## Achievement standard

### What is assessed

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By the end of the year:

#### **Speaking and Listening**

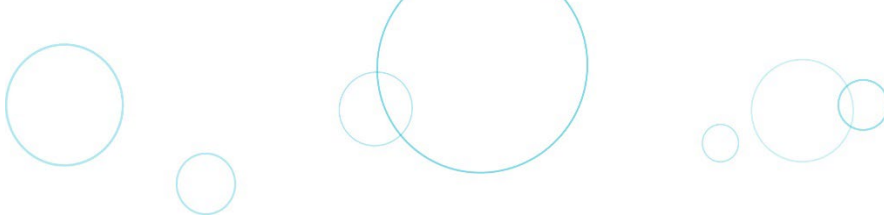
Students interact with others, and listen to and create spoken and/or multimodal texts, including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They contribute actively to class and group discussions, taking into account other perspectives. They use different text structures to organise, develop and link ideas. They use language features, topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

#### **Reading and Viewing**

Students listen to, read, view and comprehend texts created to inform, entertain or persuade audiences. When reading, they decode unfamiliar words, integrating phonic, grammatical, semantic and contextual knowledge. They use comprehension strategies to build literal and inferred meaning in written and visual texts with less familiar and more varied topics. They read and navigate texts for specific purposes and begin to evaluate the ideas and information presented in them. They explain how ideas are developed, including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features, literary devices and visual features contribute to the effect and meaning of a text.

#### **Writing and Creating**

Students create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features, a variety of sentence types, including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell words, including more complex words using phonic, morphemic and vocabulary knowledge.



## Assessment task

### Title of task

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Creating historical fiction

### Task details

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<b>Description of task</b>	Students use their knowledge and understanding of written and visual techniques, studied in Term 3, Weeks 6 and 7, to create an historical fiction text about a relevant historical event from the perspective of a participant or observer. This text will be representative of the historical fiction picture books studied in class. Students will be required to create an image to support the written text. This image will reflect some of the techniques that have been discussed in the learning experiences.
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	<p>To assess students' knowledge and understanding of techniques used in visual texts they have experienced and how they influence readers' interpretations.</p> <p>To assess students' ability to create written imaginative/informative texts, selecting appropriate information from resources to develop a point of view/perspective based on an historical event, as well as their ability to use vocabulary and figurative language to extend ideas.</p>
<b>Evidence to be collected</b>	<p>draft writing</p> <p>published multimodal historical narrative (writing and image)</p> <p>written (or oral) reflection of the techniques they used to create the image</p> <p>self-assessment</p>
<b>Suggested time</b>	4 hours



## Content description

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### Content from the Western Australian Curriculum

#### Literature

Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced

#### Literacy

Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation

### Task preparation

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#### Prior learning

Students will have completed the learning experiences described in Term 3, Weeks 6 and 7 in preparation for the task. Students are familiar with creating written texts, both imaginative and informative, and have been taught the structure and language features of both in earlier learning experiences. They are familiar with using criteria to self-assess and edit their writing. Students have also been exposed to the historical events discussed as part of the teaching and learning in the Humanities and Social Sciences teaching, learning and assessment exemplar.

#### Assessment differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

### Assessment task

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#### Assessment conditions

Individual, in-class assessment.





## Resources

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- Greenwood, M. & Denton, T. (2016). *Boomerang and Bat: The Story of the Real First*. Crows Nest, NSW: Allen & Unwin.
- Greenwood, M. & Wilson, M. (2007). *Fortuyn's Ghost*. Crawley, WA: University of Western Australia Press under the Cygnet Books imprint.
- Greenwood, M., Denton, T. & Australia Council. (2013). *Jandamarra*. Crows Nest, NSW: Allen & Unwin.
- Greenwood, M. & Lessac, F. (2014). *Midnight*. Newtown, NSW: Walker Books.
- Greenwood, M. & Lessac, F. (2010). *Ned Kelly and the Green Sash*. Newtown, NSW: Walker Books.
- Greenwood, M. & Lessac, F. (2008). *Simpson and his Donkey*. Newtown, NSW: Walker Books.
- Greenwood, M. & Lessac, F. (2011). *The Legend of Moondyne Joe*. Newtown, NSW: Walker Books



## Instructions for teachers

This assessment has been created to follow on from a unit of work in English that examines historical fiction picture books, and a History unit about the Swan River Colony. Teachers, however, may decide on the context or topic that best suits their circumstances.

### Part 1: Gathering information

- As a class, decide on an historical event or person, e.g. a person or event from the time of the establishment of the Swan River Colony, a famous scientist or an historical event or a person connected with a public holiday or celebration.
- Discuss who might tell this story, the purpose of the story (e.g. to give a perspective, recount facts or present conflicting points of view) and how it may be written.
- Use previous or current research to develop a list of facts that students will weave into their story. This can be done individually or in groups through research, or teachers may provide the facts as a list. A list of five or six facts is recommended.

### Optional

- Visit an author's website, such as Mark Greenwood's site (Appendix A), to get an insight into the author's purpose for writing, and their thoughts on the writing of narrative non-fiction texts.

### Part 2: Planning

- Provide students with (or negotiate) a planning proforma.
- Guide students to plan and discuss their ideas with peers, including ideas for the image they will include.
- Form groups for targeted instruction if necessary.

### Part 3

- Students write their draft of an historical narrative from the point of view of a participant or observer.
- Teachers to provide assistance individually or form groups for targeted instruction or support.

### Part 4


- Students edit and review their draft with peers, using a checklist and success criteria.

### Part 5

- Students present their work in a final form, including a supporting image. The image should reflect some of the techniques discussed in the learning experiences. Students include a written explanation of the visual techniques they used in the creation of the image.

### Part 6

- Students share their work with the rest of the class and complete a self-assessment and/or peer-assessment using the success criteria.



## Developing checklists or self-assessment proformas

When editing, focus on meaning first. Develop a checklist of questions that students can use to scaffold the editing process, such as the following.

- Does it make sense to you?
- Does it make sense to others?
- Have you achieved your purpose?
- Can you add ideas to improve the meaning?
- Do you need to delete unnecessary parts?
- Have you used the best words – subject-specific language, precise verbs, adjectives and adverbs to add detail?
- Is the punctuation used correctly to help readers understand the text?
- Have you checked the spelling of high-frequency words?
- Have you checked the spelling of unfamiliar words?

Example of agreed criteria for the historical narrative

- A range of historical facts is included that informs the audience of important information regarding a person, place and/or event (at least five verifiable facts).
- The narrative is structured to include an introduction to set the scene, interesting events, a problem and a resolution.
- Dialogue is included to make the story seem real and interesting, and to add details to the story (no unnecessary dialogue).
- Descriptions of people, places or events important to the story are included.
- Any made up details are in keeping with the facts, e.g. the technology, dress or activities must match the times.
- The story includes noun and adjective groups to describe people, places or events.
- Figurative language is used to help the audience visualise the characters or setting.
- The image complements or adds information to the story and uses a range of visual techniques.

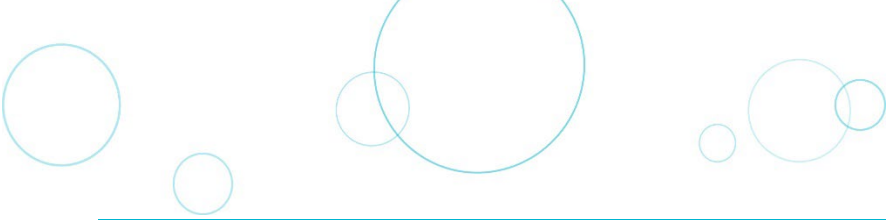
### Example of self-assessment/plan

This is an example only. Develop a plan with your class to suit your context.

<b>In the narrative, I have:</b>	✓
Set the scene with a description, a flashback, action or other _____	
Developed a point of view (Who is telling the story?)	
Included at least five facts	
Told an interesting story with facts and some details to make the events realistic	
Used effective language including: <ul style="list-style-type: none"> <li>• figurative language</li> <li>• colloquial language</li> <li>• strong verbs</li> <li>• descriptive language, such as noun groups and adjectives</li> </ul>	
Used dialogue to make the story interesting and help the reader understand the characters or events	
Used language features or content to help the reader know that the character and events happened in the past	
Included: <ul style="list-style-type: none"> <li>• an introduction</li> <li>• interesting events</li> <li>• a problem</li> <li>• an ending or resolution</li> </ul>	
<b>The image</b> <ul style="list-style-type: none"> <li>• Explain how you used language features, such as salience, layout, lines and vectors to portray the characters, settings and events.</li> <li>• What did you want your audience to know, think or feel?</li> </ul>	

## Marking key

Creating historical fiction	
<b>Writing (text structure)</b>	✓
Creates a narrative that includes relevant factual information about an historical setting, characters and/or events within a definite and purposeful storyline that blends imaginative ideas and facts to clearly communicate a point of view or perspective	
Creates a narrative that has some factual information about an historical setting, characters and/or events within a storyline that includes imaginative ideas and facts to develop a point of view or perspective	
Creates a simple narrative that has some factual information about an historical setting, characters and/or events within a simple storyline that includes some imaginative ideas and facts, and attempts to develop a point of view or perspective	
Creates a simple narrative in an attempt to tell a story about a character, setting or event from the past	
<b>Writing (language features)</b>	✓
Selects a range of vocabulary, including language to develop imagery, to extend ideas and to develop a perspective or point of view (this could include vocabulary to inform or persuade)	
Uses a range of vocabulary, experimenting with language to develop imagery, to extend ideas about characters, settings or events	
Uses familiar vocabulary when attempting to describe characters, settings or events, and to extend ideas	
<b>Sentence level vocabulary and punctuation</b>	✓
Effectively uses a variety of sentence types, expanded noun groups, text connectives, conjunctions and punctuation, including dialogue punctuation to create a cohesive text	
Uses a variety of sentence types, simple noun groups, conjunctions, connectives and punctuation to create a cohesive text	
Uses mostly simple and compound sentences, with few connectives and little variety of sentence beginnings; uses simple punctuation and/or experiments with less common punctuation	



<b>Creating historical fiction</b>	
<b>Viewing (creating texts)</b>	✓
Creates an image to successfully support and extend the written text, drawing on and adapting the structures and stylistic devices they have seen in picture books viewed in class	
Creates an image to support the written text, drawing on the structures and devices they have seen in picture books viewed in class	
Creates a simple image that draws on some of the structures they have seen in picture books viewed in class	
<b>Viewing (use of evidence)</b>	✓
Provides a clear explanation of the techniques used to depict the characters, events and/or setting	
Outlines techniques used and provides some explanation of how they depict the characters, events, and/or setting	
States the techniques they used to depict the characters, events, and/or setting	



## Acknowledgements

### Term 1

Week 1 Support notes information from: Derewianka, B. (2012). *A New Grammar Companion for Teachers* (2nd ed.). Primary English Teaching Association Australia, pp. 41–65.

### Term 2

Week 7 Focus questions information from: Department of Education. (2013). *First Steps. Viewing Resource Book*. Government of Western Australia, p. 129. Retrieved March, 2024, from [https://myresources.education.wa.edu.au/docs/default-source/resources/first-steps-literacy/first009.pdf?sfvrsn=3607da97\\_3](https://myresources.education.wa.edu.au/docs/default-source/resources/first-steps-literacy/first009.pdf?sfvrsn=3607da97_3)

### Term 3

Week 1 Descriptions of Skimming and Scanning from: Department of Education. (2013). *First Steps. Reading Resource Book*. Government of Western Australia, p. 119. Retrieved March, 2024, from [https://myresources.education.wa.edu.au/docs/default-source/resources/first-steps-literacy/first002.pdf?sfvrsn=ebe5de94\\_3](https://myresources.education.wa.edu.au/docs/default-source/resources/first-steps-literacy/first002.pdf?sfvrsn=ebe5de94_3)  
Used under a [Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported licence](#).

Week 4 Support notes and learning experience 3 information from: Britannica Kids. (n.d.). *Swan River Colony*. Retrieved June, 2021, from <https://kids.britannica.com/students/article/Swan-River-Colony/628926#>

### Term 4

Week 4 Support notes information from: Derewianka, B. (2012). *A New Grammar Companion for Teachers* (2nd ed.). Primary English Teaching Association Australia, pp. 41–55.

### Appendix A

Resource sheets 2 & 3 Image from: Johnson, R. (2014). *North Charleston Harvest Festival & Block Party* [Photograph]. <https://flickr.com/photos/northcharleston/15643035532>  
Used under a [Creative Commons Attribution-ShareAlike 2.0 Generic licence](#).

Resource sheet 5 Should voting be compulsory? information from: Smith, R., & Gauja, A. (2019). Compulsory voting – for and against. In *Hot Topics: Voting and Elections*. Library Council of New South Wales. Retrieved June, 2021, from <https://legalanswers.sl.nsw.gov.au/hot-topics-voting-and-elections/compulsory-voting-and-against>

