Year 9 English: What Makes a Good Story?

Australian Curriculum Achievement standard

RECEPTIVE MODES (listening, reading and viewing):
By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how image, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

PRODUCTIVE MODES (speaking, writing and creating):
Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.

Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Unit overview
Students will be posed the question: What makes a good story? Throughout the unit, students will engage with a range of story types and consider how the short story structure can be manipulated for specific purposes. They will identify how authors' choices of language and characterisation can impact readers and shape meaning.

Students will then make decisions within their own narratives about how they wish their audiences to respond, this will include manipulation of: language, structure, vocabulary, punctuation and grammar.

Term 1, 2020
Narrative and Written Reflection

(Structured Editing)

Students create a short story in response to a stimulus. They produce a 'cold write' of their story and this is marked on a proficiency scale and each teacher plans lessons which develop identified skills for their/her class. As they edit, students develop an awareness of the story structure and the language features used in narrative, specifically, how language can be manipulated to deliberately position an audience.

Conditions:
- 6 weeks' notice of task
- Minimum 500 words; one lesson for cold write; 5 lessons teacher-guided drafting in class *
- Input on no more than 2 drafts
- * mark is cold written against the scale, look for weakness patterns across class, use Level 2 as a guide for explicit teaching

Cognitive Verb QCAA Definition Student Friendly Definition What This Might Look Like In This Specific Unit Reading Comprehension Strategies
Identify distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature Read between the lines of the given information to draw your own conclusions. Identify, in this unit, means that students should be able to:
- Identify text structures (phases) in short stories (ACELA1553)
- Identify examples of language devices/figurative language (ACELA1553)
- Identify the narrative elements (plot, setting, character, conflict, point of view) (ACELA1553)
- Identify a range of punctuation in narrative (ACELA1637)
- Identify key words and emotive language (ACELA1637)

To teach cognition for identifying in lessons and Do Now activities:
- Text annotations
- Interactive reading guides
- Comprehension questions *

Infer derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint Read between the lines of the given information to draw your own conclusions. Infer, in this unit, means that students should be able to:
- Infer the reasons for the author's deliberate use of structure (ACELA1553)
- Infer how vocabulary choices create atmosphere and mood and position readers to respond (ACELA1637)
- Infer the purpose of a variety of punctuation in a narrative (ACELA1772)
- Infer characters' emotions from evidence in the text (e.g. emotive/evaluative language, figurative devices) (ACELA1637)

To teach cognition for inferring in lessons and Do Now activities:
- Author says/I say
- Double Entry diary

Sequence place in a continuous or connected series; arrange in a particular order Arrange in a specific order. Sequence, in this unit, means that students should be able to:
- Recognise how sequencing can be manipulated to achieve purposes (suspense, twist, etc) across a range of texts (ACELA1553) (ACELA1772)
- Sequence information in chronological or compressed form

To teach cognition for sequencing in lessons and Do Now activities:
- Story mapping

Create bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole Use your imagination, ideas or previously acquired knowledge to bring into existence. Creating, in this context, means that students should be able to:
- Create their own narrative from a stimulus (ACELA1746)
- Create their own text by making choices about the language, the sequencing, and the inferences that they wish their audiences to make (ACELA1746) (ACELA1747)
- Create an atmosphere in their writing to position their audience

The below proficiency scale will help students to track their own progress and enable teachers to provide focused feedback

<table>
<thead>
<tr>
<th>Tracking for my narrative</th>
<th>Tracking for my Sentence Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are learning how authors manipulate text structures and language features to impact audiences and create meaning</td>
<td>We are learning to produce grammatically correct, structurally sound and meaningful sentences</td>
</tr>
<tr>
<td>Create a narrative which manipulates text structures and language features to impact audiences and create meaning</td>
<td>In addition to Score 3.0, you can manipulate sentence structures to convey complex ideas</td>
</tr>
<tr>
<td>I can: Write a logically sequenced narrative which encourages audiences to make inferences about characters and meaning</td>
<td>3.0</td>
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<tr>
<td>I know I will have learned it when I can:</td>
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<tr>
<td>• Recall vocabulary such as:</td>
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<tr>
<td>o Text structures</td>
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<td>o Language devices/figurative language</td>
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<tr>
<td>o Narrative elements</td>
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<tr>
<td>o Evaluative language</td>
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<tr>
<td>o Emotive language</td>
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<tr>
<td>o Sequencing</td>
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<tr>
<td>o Compressed narrative</td>
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<tr>
<td>o Inference</td>
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<tr>
<td>• Perform basic processes such as being able to:</td>
<td>2.0</td>
</tr>
<tr>
<td>o Select the item to generate narrative</td>
<td></td>
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<tr>
<td>o Use narrative elements to make decisions about your narrative (plot, setting, characters, point of view, conflict)</td>
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<tr>
<td>o Use the stages to plot your narrative (orientation, complication, resolution)</td>
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<tr>
<td>o Use a variety of figurative devices to achieve purposes (including, but not limited to: imagery, simile, metaphor, symbolism, extended metaphor, alliteration, personification)</td>
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<tr>
<td>o Use a range of punctuation for purposes (e.g. exclamation mark, ellipsis, dash, semicolon, colon)</td>
<td></td>
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<td>• Recite or state</td>
<td>4.0</td>
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<tr>
<td>• Form sentences and paragraphs that include a range of connectives to clauses or sentences across a text</td>
<td>3.5</td>
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<tr>
<td>o Students can:</td>
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<td>• Control a range of simple, compound and complex sentence structures to record, explain, question, argue, describe and link ideas, evidence and conclusions</td>
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<tr>
<td>• Elaborate on my ideas by using connectives to link sentences across a text</td>
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<tr>
<td>• Use complex punctuation [colons, semi colons, dashes, ellipsis etc.]</td>
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<tr>
<td>• With no major errors or omissions.</td>
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* Student-friendly definitions taken from Success Companion, Mighty Minds, Steve McCabe, 2018

# all strategies listed can be found in Bueh's Classroom Strategies for Interactive Learning which has been distributed by the Teaching and Learning KDa.

* Comprehension questions could take the form of Three Level guides, Questioning the Author, both can be found in Bueh also.

To complete this assessment item, students will have to engage in the following cognitions. Below are guidelines to underpin your planning.
Learning Goals:

**Strands & Sub-Strands**

- **LANGUAGE**
  - Text Organisation and Structure: Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)
  - LITERATURE: Examine texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)
  - Examine Literature: Investigate and experiment with the use and effect of extended metaphor, metonymy, allusion, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)
  - Examine Literature: Analyse texts and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)
  - Creating Literature: Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773)
  - Creating Literature: Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)
  - LITERACY: Interpreting, analysing and evaluating: Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELT1774)
  - Creating texts: Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELT1775)
  - Creating Texts: Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELT1776)

- **Visual Knowledge**
  - Possible Habit of Mind: Striving for Accuracy

**Elaborations**

- **LANGUAGE**
  - **TEXT STRUCTURES IMAGERY**
    - experimenting with ways to present personal viewpoints through innovating with texts
    - evaluating the effect on readers of text structures and language features of a literary text and comparing these with other texts
  - **TEXT STRUCTURES, IMAGINITATIVE TEXTS**
    - making language choices and choosing particular language devices to achieve intended effects, for example building in a surprise or twist in the ending of a short story or final scene of a film
  - **TEXT STRUCTURE, LITERARY DEVICES, LITERARY STYLES**
    - creating imaginative texts with main ideas developed through the interconnections of plot, settings, characters, the changing of chronological order, foreshadowing in written, spoken and digital texts
    - describing an introduction and concluding paragraphs
    - checking for run on sentences, eliminating unnecessary detail or repetition, and providing clear introductory and concluding paragraphs
  - **GRAMMAR EDITING VOCABULARIES**
    - using editing strategies to improve written work
  - **READING COMPREHENSION**
    - reading a range of different types of stories in order to analyse the use of narrative elements and to interpret representations of events, issues and characters

**Possible Habit of Mind: Striving for Accuracy**

**Exploring Meaning of the HOM**

By the end of this unit students will be able to:
- discuss the benefits of striving for accuracy – would it be advantageous?
- Provide examples of what it might mean to strive for accuracy in English

**Expanding Capacity for using the HOM**

By the end of this unit students will be able to:
- develop a repertoire of editing practices to improve their ability to strive for accuracy in their written work

**Increasing Alertness for the HOM**

By the end of this unit students will be able to:
- Explain how striving for accuracy has led to improvement in their results and quality of written expression

**Extending Values of the HOM**

By the end of this unit students will be able to:
- analyse how striving for accuracy has contributed to the effectiveness of their report

**Building Commitment towards the HOM**

By the end of this unit students will be able to:
- evaluate how striving for accuracy has improved their work

**General Capabilities**

- This unit provides opportunities for students to engage in following capabilities:
  - **Literacy**
    - Comprehending texts through listening, reading and viewing
    - Composing texts through speaking, writing and creating
    - Text knowledge
    - Grammar knowledge
    - Word knowledge
  - **Numeracy**
    - Estimating and calculating with whole numbers
    - Recognising and using patterns and relationships
    - Using fractions, decimals, percentages, ratios and rates
    - Using statistical reasoning
    - Interpreting statistical information
  - **ICT**
    - Applying social and ethical protocols and practices when using ICT
    - Investigating with ICT
    - Creating with ICT
    - Communicating with ICT
    - Managing and operating ICT
  - **Critical and creative thinking**
    - Inquiring
    - Exploring and organising information and ideas
    - Generating ideas, possibilities and actions
    - Reflecting on thinking and processes
    - Analysing, synthesising and evaluating reasoning and procedures
  - **Ethical understanding**
    - Understanding ethical concepts and issues
    - Reasoning in decision making and actions
    - Exploring values, rights and responsibilities
  - **Intercultural understanding**
    - Recognising culture and developing respect
    - Interacting and empathising with others
    - Reflecting on intercultural experiences and taking responsibility

**Cross Curriculum Priorities:**

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

**Differentiation (for small groups or individuals):**

The design of Task 1 is to allow teachers to differentiate their teaching as they ascertain the needs and ability of his/her class.