Year 9 English: What Makes a Good Story?   Term 1, 2020

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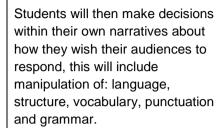
Students **create texts that** respond to issues, interpreting and **integrating ideas from other texts**. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. **They edit for effect, selecting vocabulary and grammar that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

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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.

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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.

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Summative Assessment

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 his/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 st cold-writes against the scale, look for weakness patterns across class, use Level 2 as a guide for explicit teaching)

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

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	Recognise or name an item, process or situation	**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** (ACELA1637) • Identify the **narrative elements** (plot, setting, character, conflict, point of view) (ACELA1553) • Identify a range of **punctuation** in narrative • Identify key words (**evaluative** and **emotive**) (ACELA1637)	To teach cognition for **identifying** in lessons and Do Now activities: • Text Coding • 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 (eg: 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 (ACELA1553)	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 (ACELA638)	The below proficiency scale will help students to track their own progress and enable teachers to provide focussed feedback ⬇

* Student-Friendly definitions taken from *Success Companion*, Mighty Minds, Steve McCabe, 2018
\# all strategies listed can be found in Buehl's *Classroom Strategies for Interactive Leaning* which has been distributed by the Teaching and Learning HOD.
^ Comprehension questions could take the form of Three Level guides, Questioning the Author, both can be found in Buehl also.

Tracking for my narrative		Tracking for my Sentence Structure
We are learning how authors manipulate text structures and language features to impact audiences and create meaning		**We are learning to produce grammatically correct, structurally sound and meaningful sentences**
Create a narrative which manipulates text structures and language features to impact audiences and create meaning	4.0	**In addition to Score 3.0, you can** manipulate sentence structures to convey complex ideas
	3.5	
I can: Write a logically sequenced narrative which encourages audiences to make inferences about characters and meaning	3.0	**I can:** - Control a range of simple, compound and complex sentence structures to record, explain, question, argue, describe and link ideas, evidence and conclusions - Elaborate on my ideas by using connectives to link sentences across a text - Use complex punctuation [colons, semi colons, dashes, ellipsis etc.] **With no major errors or omissions.**
	2.5	
I know I will have learned it when I can: • Recall vocabulary such as: o Text structures o Language devices/figurative language o Narrative elements o Evaluative language o Emotive language o Sequencing o Compressed narrative o Inference • Perform basic processes such as being able to: o Select a stimulus item to generate narrative o Use narrative elements to make decisions about your narrative (plot, setting, characters, point of view, conflict) o Use the stages to plot your narrative (orientation, complication, resolution) o Use a variety of figurative devices to achieve purposes (including, but not limited to: imagery, simile, metaphor, symbolism, extended metaphor, alliteration, personification) o Use a range of punctuation for purposes (eg: exclamation mark, ellipsis, dash, semi-colon, colon)	2.0	**You will know you have learnt it when you can use:** - accurate words or groups of words when describing events and ideas and to make meaning - conjunctions [and, but, so, when, because] to link clauses within a sentence [compound and complex sentences] - a range of connectives to clauses or sentences across a text [however, firstly, consequently] - Punctuate a sentence [capitals, full stops, exclamation marks and question marks]

Learning Goals:

Strands & Sub-Strands	Australian Curriculum Content Descriptors	Elaborations	Kirwan High Goals: Students will know/Be able to:
LANGUAGE Text Organisation and Structure	Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)	• experimenting with ways to present personal viewpoints through innovating with texts TEXT STRUCTURES IMAGERY	• select text structures (phases) of a narrative to suit the purpose and effect that they wish to have upon the audience
LITERATURE Examining Literature	Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)	• examining how different authors make use of imagery and evaluating the effect of these choices on audiences	• investigate how vocabulary choices can positon audiences
Examining Literature	Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)	• identifying examples of language devices in a range of poems, ballads or poetic extracts, and considering how their use adds to meaning and may also influence the emotional responses of listeners or readers, in varying ways • exploring how language devices look or sound in written texts, how they can be identified, purposes they serve and what effect they might have on how the audience responds FIGURES OF SPEECH	• investigate and experiment with a range of language devices (figures of speech)
Examining Literature	Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)	• evaluating the effect on readers of text structures and language features of a literary text and comparing these with other texts • by comparing texts, writing or speaking about how well the author constructed the opening and closing sections of the text and used 'hooks' to keep the reader/viewer/listener engaged and reading on/watching/listening to the end TEXT STRUCTURES, IMAGINATIVE TEXTS	• evaluate and appraise literary texts
Creating Literature	Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773)	TEXT STRUCTURE, LITERARY DEVICES, LITERARY STYLES	• use, in combination, literary devices and structures
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)	• 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 • taking an existing short story, poem, play or speech in print form and creating a short visual text which is accompanied by a sound track containing music and sound effects, and which is intended to amuse audiences who are familiar with the original text • creating written interpretations of traditional and contemporary literature which employs devices like metaphor, symbol, allegory and myth, and evaluating the contribution of these devices to the interpretation of the text	• select a 'type' of short story (sporting, inspirational, detective, story with a twist/surprise, etc.) and use features twhich support the purpose
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 (ACELY1744)	• evaluating techniques used to construct plot and create emotional responses, for example comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time READING COMPREHENSION	• read a range of different types of stories in order to analyse the use of narrative elements and to inpterpret representations of events, issues and characters
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 (ACELY1746)	• 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 CREATING TEXTS	• create a narrative (and narrative segments) which demonstrate an understanding of the interconnectedness of narrative elements
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 (ACELY1747)	• checking for run on sentences, eliminating unnecessary detail or repetition, and providing clear introductory and concluding paragraphs GRAMMAR EDITING VOCABULARIES	• use editing strategies to improve written work

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 – when 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: •	**Extending Values of 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	**Building Commitment towards the HOM** By the end of this unit students will be able to:

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
- ☐ Visual knowledge

Numeracy
- ☐ Estimating and calculating with whole numbers
- ☐ Recognising and using patterns and relationships
- ☐ Using fractions, decimals, percentages, ratios and rates
- ☐ Using spatial reasoning
- ☐ Interpreting statistical information
- ☐ Using measurement

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 - identifying, exploring and organising information and ideas
- ✓ Generating ideas, possibilities and actions
- ☐ Reflecting on thinking and processes
- ☐ Analysing, synthesising and evaluating reasoning and procedures

Personal and social capability
- ☐ Self-awareness
- ✓ Self-management
- ☐ Social awareness
- ☐ Social management

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.