English 3–6 Multi-age – Year A Unit 8

Theme – The Dream of the Thylacine

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# Unit overview and instructions for use

In this 5-week unit, students will explore the textual concepts of ‘theme’, ‘argument and authority’, and ‘perspective and context’ through an analysis of the text, The Dream of the Thylacineby Margaret Wild and illustrated by Ron Brooks.Students will use their understanding of historical context to compose a timeline and a historical account. Inspired by themes presented in the text, students will generate arguments with authority. Students will also explore the textual concepts through a close analysis of the text, *Fox* by Margaret Wild and illustrated by Ron Brooks.

Outcomes and content in this unit are organised into Component A and Component B. The components are connected, with learning in Component A complementing learning in Component B.

**Note**: the duration of this unit can be adapted to suit individual school contexts. For example, learning could occur across 5 days rather than 4.

The table below highlights the focus areas and preparation required for Component A and Component B.

|  |  |  |
| --- | --- | --- |
| Teaching and learning | Component A | Component B |
| Suggested duration | 60 minutes × 4 days/week or equivalent | 60 minutes × 4 days/week or equivalent |
| Explicit teaching focus areas | Component A addresses content from the focus areas:   * Vocabulary * Reading fluency (Stage 2) * Reading comprehension * Creating written texts * Spelling * Handwriting and digital transcription   It centres on the development of foundational skills and knowledge through regular, systematic and repeated practice. | Component B addresses content from the focus areas:   * Oral language and communication * Vocabulary * Reading comprehension * Creating written texts * Understanding and responding to literature   It centres on the conceptual understandings of English and exemplifies the importance of learning about and enjoying literature through the study of quality texts. |
| Preparing for teaching and learning | * Specific teaching and learning activities need to be developed by the teacher. When planning for these activities, please refer to the Component A outcomes and content, teaching guides and planning frameworks. * Plan and document how you will sequence teaching and learning in whole-class and targeted-groups across the 5-week cycle as required. This should be based on student needs identified through ongoing assessment data. | * Familiarise yourself with the mentor and supporting texts and textual concepts, and the teaching and learning sequence. * Determine how you will support students in whole-class and targeted-groups across the 5-week cycle as required. This should be based on student needs identified through ongoing assessment data. |

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## Teacher notes

1. ‘Theme’ is the mentor concept of this unit, explored using the texts The Dream of the Thylacine and Fox, both of which are written by Margaret Wild and illustrated by Ron Brooks.
2. Understanding of theme can be supported through watching the department’s video: [Understanding theme (2:52)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts/theme).
3. While ‘theme’ is the mentor concept for the conceptual component of this unit, the supporting concepts of ‘perspective and context’, and ‘argument and authority’ are explored within the relevant section(s) of the mentor and/or supporting texts.
4. For information on temporal, conditional and causal conjunctions, word associations, non-finite verbs, nominalisations, and expanded noun and verb groups, refer to the [NESA Glossary](https://curriculum.nsw.edu.au/resources/glossary) and the [English – Stage 2 Instructional sequence – Grammar and punctuation](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-k-6/other-english-k-6-resources) and the [English – Stage 3 Instructional sequence – Grammar and punctuation](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-k-6/other-english-k-6-resources).
5. In addition to the resources listed, students will require access to short passages of the mentor and/or supporting texts. Teachers can copy extracts from texts in reliance on the [Statutory Text and Artistic Works Licence](https://smartcopying.edu.au/guidelines/education-licences/the-statutory-text-and-artistic-works-licence/). Teachers need to attribute the extracts and include the following notice: ‘This material has been copied [and communicated to you] in accordance with the statutory licence in section 113P of the Copyright Act. Any further reproduction or communication of this material by you may be the subject of copyright protection under the Act. Do not remove this notice’.
6. This unit could enhance student learning towards the achievement of human society and its environment outcomes.
7. Consider prior student knowledge of ‘theme’, ‘perspective and context’ and ‘argument and authority’.
8. [Lesson 6](#_Lesson_6_–_1) requires students to create a word cloud which can be accessed via the Digital Learning Selector’s [Mentimeter](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/140). All staff can create a free account. To access a word cloud, select **Mentimeter Overview** > **Features** > **Word Cloud**.
9. Reflect on student learning and engagement in activities and record differentiation and adjustments within the unit to inform future teaching and learning. One way of doing this could be to add comments to the digital file.
10. In NSW classrooms there is a diverse range of students including Aboriginal and/or Torres Strait Islander students, students learning English as an additional language or dialect, high potential and gifted students and students with disability. Some students may identify with more than one of these groups, or possibly all of them. Refer to [Curriculum planning for every student – advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/advice-on-curriculum-planning-for-every-student-k-12) for further information.
11. Content points are linked to the National Literacy Learning Progression (version 3).

Levels and indicators sourced from [National Literacy Learning Progression](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) © Australian Curriculum, Assessment and Reporting Authority (ACARA), (accessed 26 July 2024) and was not modified. See references for more information.

## Outcomes and content

The tables below outlines the outcomes and content for this unit. The letters 'A' and 'B' in the header refer to Components A and B. The numbers 1 to 5 refer to weeks. The use of 'x' in these columns indicates where the content points are intended to be addressed and in which week.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Stage 2 focus area and outcome, content points and National Literacy Learning Progression | A | B | 1 | 2 | 3 | 4 | 5 |
| **Oral language and communication**  **EN2-OLC-01** communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting |  |  |  |  |  |  |  |
| * Contribute to discussions with peers and stay on topic, build on others' ideas and express own ideas (InT4) |  | x | x | x | x | x | x |
| * Pose and respond to open-ended questions about literature that contribute to own or others’ enjoyment (InT5) |  | x | x |  |  |  | x |
| * Pose and respond to specific questions to clarify or follow up on information (LiS6) |  | x | x | x | x | x | x |
| * Paraphrase portions of a spoken text or information that is presented through media (LiS6) |  | x |  |  | x |  |  |
| * Identify how inferred or literal meaning is impacted by tone, pace, pitch and volume, gesture and posture communication, and how these affect the audience |  | x |  |  | x | x |  |
| * Identify the evidence a speaker provides to support a particular point of view |  | x |  |  | x |  | x |
| * Select and use prepositional, adverbial and adjectival phrases to extend communication and to suit the intended purpose of a planned and delivered spoken presentation (GrA4, SpK4) |  | x |  |  | x |  | x |
| * State a reasoned argument in a presentation about learning area content, to a familiar audience (SpK5, SpK6) |  | x |  |  | x |  | x |
| **Vocabulary**  **EN2-VOCAB-01** builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words |  |  |  |  |  |  |  |
| * Describe how modal words indicate degrees of probability, occurrence, obligation and inclination (UnT7) | x | x |  |  | x | x |  |
| * Understand and use language associated with digital texts | x |  | x |  |  | x | x |
| * Apply morphemic knowledge to change word meanings by adding different prefixes and suffixes to a base word or root (SpG9) | x |  | x | x | x |  |  |
| * Use word associations to build word knowledge | x | x | x | x | x | x | x |
| **Reading fluency**  **EN2-REFLU-01** sustains independent reading with accuracy, automaticity, rate and prosody suited to purpose, audience and meaning |  |  |  |  |  |  |  |
| * Read multisyllabic words, phrases and continuous texts with accuracy and appropriate rate suited to reading purpose (FlY5, PKW8) | x |  | x | x | x | x | x |
| * Maintain stamina when reading extended texts | x |  | x | x | x |  |  |
| * Explain how prosodic reading involves emphasis, expression, intonation and pausing | x |  | x | x | x | x | x |
| * Reflect on stamina for reading sustained texts | x |  |  |  | x | x | x |
| * Monitor and adjust own goals for improving reading fluency | x |  |  | x | x | x |  |
| **Reading comprehension**  **EN2-RECOM-01** reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension |  |  |  |  |  |  |  |
| * Build topic knowledge, including key vocabulary, and activate background knowledge prior to and during reading (UnT7) | x | x | x |  | x |  | x |
| * Identify similarities and compare differences within and between texts by making text-to-self, text-to-text and text-to-world connections | x | x | x |  | x |  | x |
| * Identify different structures and features of persuasive, informative and imaginative texts | x |  | x | x |  |  | x |
| * Identify and describe how text structure, features and language work together to achieve a text’s purpose | x | x | x | x |  | x |  |
| * Identify different types of connectives used by the author that support inference | x |  | x | x |  |  | x |
| * Clarify and link the meanings of key words across a text to support global inferencing | x |  | x |  |  |  | x |
| * Identify and describe the difference between subjective and objective language in texts | x | x |  | x | x | x |  |
| * Identify how their background knowledge is used to actively build and adjust a mental model prior to and during reading (UnT6) | x | x | x |  |  | x | x |
| * Make gist statements and record them to monitor understanding (UnT6) | x | x | x |  |  | x | x |
| * Use information from paragraphs or chapters to group related ideas and support summarisation of the whole text (UnT6) |  | x | x |  |  |  | x |
| **Creating written texts**  **EN2-CWT-02** plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience  **EN2-CWT-03** plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience |  |  |  |  |  |  |  |
| * Create written texts that explain how or why something happens through a series of steps, including an opening statement and a conclusion (CrT8) |  | x | x |  |  |  |  |
| * Create written factual and historical accounts that include an introduction with the who, what, when, where and why of an experience or event, a description of a series of events and a conclusion (CrT8) |  | x |  | x |  |  |  |
| * Create written texts that argue a viewpoint using rhetorical devices to persuade an audience |  | x |  |  | x | x |  |
| * Use a structure that includes a statement of position, has sequenced paragraphs and a conclusion (CrT8) |  | x |  |  |  | x |  |
| * Use facts or opinions to reinforce a viewpoint (CrT8) |  | x |  |  | x | x |  |
| * Use temporal, conditional and causal conjunctions within sentences, and as connectives to link ideas across sentences for cohesion (CrT8) | x | x | x | x |  | x |  |
| * Maintain correct subject–verb agreement throughout a text (GrA5) | x | x |  |  | x | x | x |
| * Use definite articles for particular things and indefinite articles for general things for cohesion | x | x |  |  | x | x | x |
| * Use subordinating conjunctions in complex sentences to signal sequence, reason or cause and effect (GrA6) | x | x | x | x |  | x |  |
| * Create cause-and-effect statements (CrT7) | x | x |  | x | x | x |  |
| * Use imperative sentences to advise, provide instructions, express a request or a command | x | x |  |  | x | x |  |
| * Use simple, compound and complex sentences of varying lengths for variation and readability (CrT7, GrA5) | x | x | x | x |  | x | x |
| * Use a comma to separate a dependent clause before a main clause (PuN6) | x | x | x | x |  |  | x |
| * Use topic-specific Tier 2 and Tier 3 vocabulary to demonstrate authority (CrT8) |  | x | x | x |  | x |  |
| * Experiment with modality to indicate probability, occurrence, obligation or inclination | x | x |  |  | x | x |  |
| * Research, summarise and list topic-related ideas when planning |  | x |  | x | x | x |  |
| * Reflect on and monitor texts according to given criteria, and respond to feedback from others |  | x |  | x |  | x |  |
| **Spelling**  **EN2-SPELL-01** selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts |  |  |  |  |  |  |  |
| * Identify differences in vowel phonemes (short, long, diphthong and schwa vowels) (SpG9) | x |  | x | x | x | x | x |
| * Apply knowledge of taught vowel graphemes when spelling (SpG9) | x |  | x | x | x | x | x |
| * Proofread, identify and correct misspellings when creating written texts (SpG9) | x |  |  | x | x | x |  |
| * Identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling (SpG9) | x |  |  |  |  | x | x |
| * Identify derivational suffixes such as -able, -ness, -ian and -ment, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling (SpG9) | x |  |  |  | x |  |  |
| * Identify prefixes that require no change to the base word or root when they are affixed, and apply this knowledge when spelling (SpG9) | x |  | x | x |  |  |  |
| * Correctly spell irregular plural words across a range of written contexts (SpG11) | x |  |  |  |  | x | x |
| **Handwriting and digital transcription**  **EN2-HANDW-01** forms legible joined letters to develop handwriting fluency  **EN2-HANDW-02** uses digital technologies to create texts |  |  |  |  |  |  |  |
| * Join letters using consistent size and spacing to develop fluency (HwK6) (Year 3) | x |  | x | x |  |  | x |
| * Sustain the NSW Foundation Style cursive to facilitate fluency and legibility across a text (HwK6) (Year 4) | x |  | x | x |  |  | x |
| * Use knowledge of the keyboard layout and functions to type texts (HwK6) (Year 3) | x |  |  | x |  |  | x |
| * Search, filter, select, download and save relevant digital information (Year 4) | x |  |  |  | x | x |  |
| * Monitor goals that build on typing accuracy and rate (Year 4) | x |  |  | x |  |  | x |
| * Use word-processing program functions or augmentative and alternative communication (AAC) to draft and revise texts (Year 4) | x |  |  |  | x | x |  |
| * Select and insert visual, print and audio elements into texts | x |  |  |  | x | x |  |
| **Understanding and responding to literature**  **EN2-UARL-01** identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts |  |  |  |  |  |  |  |
| * Describe the difference between themes and topics in literature |  | x |  |  | x |  | x |
| * Identify and describe ways in which perspective is represented in literature (UnT7) |  | x |  | x | x |  | x |
| * Understand how context informs the setting within a text, and experiment with setting for different contexts when creating texts (UnT7, CrT8) |  | x | x | x |  |  |  |
| * Recognise that an argument is not a dispute but can be a single perspective that is presented or defended (UnT7) |  | x |  |  | x | x |  |
| * Describe the difference between authorship and authority |  | x | x |  |  |  |  |

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|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Stage 3 focus area and outcome, content points and National Literacy Learning Progression | A | B | 1 | 2 | 3 | 4 | 5 |
| **Oral language and communication**  **EN3-OLC-01** communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding |  |  |  |  |  |  |  |
| * Initiate and contribute to sustained discussions, through questioning, building on and evaluating shared information (InT5) |  | x | x | x | x |  | x |
| * Evaluate the role of gesture during social and learning interactions and describe its impact on the audience |  | x |  |  | x |  |  |
| * Respond to questions with elaboration and detail (InT5) |  | x | x |  | x | x | x |
| * Analyse key ideas and perspectives expressed by others through paraphrasing and note-taking (InT5, LiS7) |  | x |  |  | x |  | x |
| * Select and use a variety of sentence lengths to suit the purpose of planned spoken texts (SpK6) |  | x |  |  |  | x | x |
| * Use connectives to signal a change in perspective or to show causal relationships when speaking (SpK5) |  | x |  |  | x |  | x |
| * Use expanded noun and verb groups to present planned, detailed descriptions (SpK6) |  | x |  |  | x |  | x |
| * Present multimodal arguments that include research and references, topic-specific vocabulary and the selection of persuasive techniques appropriate to audience (SpK6) |  | x |  |  |  |  | x |
| **Vocabulary**  **EN3-VOCAB-01** extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts |  |  |  |  |  |  |  |
| * Identify newly encountered words from interactions and wide reading, and use them in writing, discussions and presentations | x | x | x | x |  | x | x |
| * Identify and use words that convey informative and objective meanings in texts | x | x | x | x | x | x |  |
| * Identify and use words that convey subjective, emotive and persuasive meanings in texts | x | x | x |  | x | x |  |
| * Analyse morphemic structures of Tier 2 and Tier 3 words to determine their meaning (SpG10, SpG11) | x |  | x | x | x | x |  |
| **Reading comprehension**  **EN3-RECOM-01** fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension |  |  |  |  |  |  |  |
| * Adjust reading rate to suit the purpose for reading and the complexity of the text (FlY6) | x |  | x | x | x | x | x |
| * Compare and evaluate print and digital texts for their pertinence to a task, their authority and their level of detail (UnT8) |  | x | x |  |  |  |  |
| * Use and compare different texts on similar themes or topics to synthesise ideas or information (UnT9) | x | x | x | x | x |  | x |
| * Analyse how the integration of persuasive, informative and/or narrative structures within a text can enhance effect | x |  |  |  |  | x | x |
| * Compare purposes for different texts and consider why authors and illustrators have structured texts in particular ways (UnT8) | x | x | x | x | x |  |  |
| * Explain how modality can have subtle impacts on the meanings of words and contribute to deeper understanding when reading (UnT9) | x |  |  |  | x | x |  |
| * Identify lexical cohesive devices used by the author that support understanding when reading (UnT8) | x |  |  |  | x | x | x |
| * Compare and evaluate subjective and objective language to identify bias | x | x |  |  | x | x |  |
| * Analyse how language, background and vocabulary knowledge, and inferencing are used together to effectively build and adjust a mental model prior to and during reading | x | x | x |  |  |  | x |
| * Ask questions to clarify thinking, and to provide reasons or evidence (LiS6) | x | x | x |  | x |  |  |
| * Check the accuracy of own recorded gist statements made during reading, before summarising information to determine a text’s main themes, ideas or concepts | x | x | x |  |  | x | x |
| * Reflect on personal connections with a text and identify how interests and experiences can influence understanding and appreciation of ideas presented | x |  | x |  | x |  | x |
| **Creating written texts**  **EN3-CWT-01** plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language |  |  |  |  |  |  |  |
| * Choose text formats with appropriate text structures, features and language to inform target audiences (CrT9) |  | x | x | x |  |  |  |
| * Create factual and historical accounts that incorporate broader contextual information (CrT8) |  | x |  | x |  |  |  |
| * Group ideas to develop a statement of position, and clear, logical lines of argument that synthesise points, and structure a rhetorically effective conclusion |  | x |  |  |  | x |  |
| * Combine personal and objective arguments for persuasive effect |  | x |  |  | x | x |  |
| * Present arguments from one or multiple viewpoints to persuade target audiences |  | x |  |  | x | x |  |
| * Use word repetition and word associations as cohesive devices across texts (CrT8) |  | x |  | x |  | x |  |
| * Substitute specific nouns with all-purpose words as a cohesive device to replace verb groups, noun groups or whole clauses (CrT9) | x | x |  |  | x | x |  |
| * Experiment with the use of non-finite verbs in adverbial clauses | x | x |  |  | x | x |  |
| * Create nominalisations to convey abstract ideas and concepts succinctly and authoritatively (GrA7) | x | x | x | x |  |  |  |
| * Vary sentence structures or lengths when using simple, compound and complex sentences, with a focus on achieving clarity and effect suited to text purpose | x | x | x | x |  |  | x |
| * Use a comma to separate a subordinate clause or a phrase from the main clause, or to separate information within a sentence, or to separate items in a list (CrT8, PuN6) | x | x | x | x |  |  | x |
| * Control modality related to probability, occurrence, obligation or inclination for precision | x | x |  |  | x | x |  |
| * Reflect on own writing by explaining and justifying authorial decisions regarding text-level features, sentence-level grammar, punctuation and word-level language |  | x |  | x |  | x |  |
| * Re-read, proofread and edit own and other’s writing, and use criteria and goals in response to feedback |  | x |  | x |  | x |  |
| **Spelling**  **EN3-SPELL-01** automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words |  |  |  |  |  |  |  |
| * Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | x |  | x | x | x | x | x |
| * Apply and explain graphemes identified by their etymology (SpG11) | x |  |  |  | x | x | x |
| * Recognise that the same grapheme can represent different phonemes (SpG10) | x |  | x | x |  |  | x |
| * Proofread written texts to correct misspellings, making use of spelling reference tools where required | x |  |  | x |  | x |  |
| * Explain and use spelling conventions for assimilated prefixes such as in-, ad-, com- (SpG10) | x |  |  |  | x | x |  |
| * Explain the etymology of taught roots and apply this knowledge when creating written texts (SpG10) | x |  | x | x |  |  | x |
| **Handwriting and digital transcription**  **EN3-HANDW-01** sustains a legible, fluent and automatic handwriting style  **EN3-HANDW-02** selects digital technologies to suit audience and purpose to create texts |  |  |  |  |  |  |  |
| * Sustain writing with a legible, fluent and personal handwriting style across a text (HwK8) | x |  | x | x |  |  | x |
| * Use handwriting efficiently in formal and informal situations (HwK8) (Year 5) | x |  | x | x |  |  | x |
| * Adjust handwriting style to suit writing purpose (HwK8) (Year 6) | x |  | x | x |  |  | x |
| * Reflect on and monitor typing accuracy and rate according to goals and given criteria (Year 5) | x |  |  | x |  |  | x |
| * Evaluate and select applications and tools to create text to suit audience and purpose | x |  |  |  | x | x |  |
| **Understanding and responding to literature**  **EN3-UARL-02** analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts |  |  |  |  |  |  |  |
| * Identify core social, personal and moral messages within and between texts |  | x |  |  | x |  | x |
| * Explore how perspective is influenced by personal, social and cultural contexts |  | x |  | x | x |  | x |
| * Understand the authority given to objectivity versus subjectivity in arguments |  | x |  |  | x | x |  |
| * Analyse and compare features within and between texts, that characterise an authoritative style (UnT7) |  | x | x | x | x |  |  |

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## Resources

The resources in the table below are referred to in this unit. Letters 'A' and 'B' in the header refer to Component A and B respectively, and the numbers 1 to 5 indicate weeks. The use of 'x' in these columns indicates whether the resources are required in Component A, B or both, and in which week.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Resource | A | B | 1 | 2 | 3 | 4 | 5 |
| Wild M (2011) *The Dream of the Thylacine* (Brooks R illus), Allen & Unwin Children’s, Australia. ISBN13: 9781742373836 | x | x | x | x | x |  | x |
| Wild M (2004) *Fox* (Brooks R illus), Allen & Unwin Children’s, Australia. ISBN13: 9781864489330 | x | x |  |  |  |  | x |
| Video: [One of the last thylacines (silent) (0:48)](https://digital-classroom.nma.gov.au/videos/thylacine-silent) |  | x | x |  |  |  |  |
| Webpage: [Thylacine – The Australian Museum](https://australian.museum/learn/australia-over-time/extinct-animals/the-thylacine/) |  | x | x | x |  |  |  |
| [Resource 1 – mental model](#_Resource_1_–) |  | x | x |  |  |  |  |
| Poster paper |  | x | x | x |  |  | x |
| Digital devices |  | x | x |  |  |  |  |
| Coloured markers |  | x | x | x | x |  |  |
| Video: [New Footage of a Thylacine – Behind the News (3.03)](https://www.youtube.com/watch?v=BI1FTYhTmrk) |  | x | x |  |  |  |  |
| [Resource 2 – writing process](#_Resource_2_–) |  | x | x | x |  | x |  |
| Website: [Extinction of thylacine – National Museum of Australia](https://digital-classroom.nma.gov.au/defining-moments/extinction-thylacine) |  | x | x | x |  |  |  |
| [Resource 3 – Kahoot! quiz](#_Resource_3_–) |  | x | x |  |  |  |  |
| [Resource 4 – timeline exemplar](#_Resource_4_) |  | x | x | x |  |  |  |
| [Resource 5 – historical account exemplar](#_Resource_5_–) | x | x |  | x |  |  |  |
| [Resource 6 – cause-and-effect statements](#_Resource_6_–) |  | x |  | x |  |  |  |
| Digital learning selector: [guided feedback chat](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) template |  | x |  | x |  |  |  |
| Video: [The Pros & Cons Of Zoos (5:03)](https://www.youtube.com/watch?v=RHBuAOp5upU) |  | x |  |  | x |  |  |
| [Resource 7 – persuasive script](#_Resource_7_–) | x | x |  |  | x |  |  |
| [Resource 8 – persuasive analysis](#_Resource_8_–) |  | x |  |  | x |  |  |
| Sticky notes |  | x |  |  | x | x |  |
| Video: [First Ever Look at Tasmanian Tiger in Colour (5:41)](https://www.abc.net.au/btn/newsbreak/btn-newsbreak-20210907/13530740) |  | x |  |  |  | x |  |
| [Resource 9 – persuasive planning template](#_Resource_9_–) |  | x |  |  |  | x |  |
| Website: [Wildlife – Australian Wildlife Conservancy](https://www.australianwildlife.org/wildlife/) |  | x |  |  |  | x |  |
| [Resource 10 – sequenced paragraphs](#_Resource_10_–) |  | x |  |  |  | x |  |
| Podcast: ‘[Threatened species back from brink](https://www.squizkids.com.au/podcast/monday-20-february-2023/)’ (up to 2:05) |  | x |  |  |  | x |  |
| Digital learning selector: [Question quadrants](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/552) template |  | x |  |  |  |  | x |

# Week 1

## Component A teaching and learning

Component A focuses on the development of foundational skills and knowledge through regular, systematic and repeated practice. The mentor and supporting texts used in Component B of this unit can support the effective implementation of Component A teaching and learning.

### Planning framework

To plan and document Component A teaching and learning, a [planning scaffold (DOCX 228 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/english/english-y3-y6-component-a-planning-scaffold.docx) is provided. To support you in your planning, a link to a detailed example of a one-week teaching and learning cycle is included in the scaffold. Additional resources to support teaching and learning in each focus area can be found at [Lesson advice guides](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides).

## Component B teaching and learning

The following teaching and learning sequence has been designed to address Component B outcomes and content and develops conceptual understandings of English through the study of quality texts. Adapt the sequence as required to best meet the needs of your students.

### Learning intentions and success criteria

Learning intentions and success criteria are best co-constructed with students. The table below contains a suggested learning intention and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Stage 2 | Stage 3 |
| Learning intention | Students are learning to identify the difference between authorship and authority and create informative texts with authority. | Students are learning to identify the features within and between texts that characterise an authoritative style and create informative texts with authority. |
| Success criteria | Students can:   * research and summarise information to build topic knowledge * identify how topic knowledge is used to build and adjust a mental model * sequence information to create an explanation * publish an explanation using digital technology * describe the difference between authorship and authority. | Students can:   * research and summarise information to build topic knowledge * analyse how topic knowledge and inferencing are used to build and adjust a mental model * use an informative text structure and language features to compose an explanation * publish an explanation using digital technology. |

## Lesson 1 – building topic knowledge

The following teaching and learning activities support multi-age settings.

### Whole

1. Watch [One of the last thylacines (silent) (0:48)](https://digital-classroom.nma.gov.au/videos/thylacine-silent). Pose the following questions to promote curiosity and activate students’ prior knowledge:

* Look closely at the footage, what do you notice?
* What do you wonder?

1. As a class, students share their responses. Encourage students to contribute to the discussion by expressing their own ideas and building on the ideas of others. Record wonderings to refer to at the end of the lesson.
2. Display the front cover of The Dream of the Thylacine by Margaret Wild and illustrated by Ron Brooks and explain that the story is a historical narrative. A historical narrative is an imagined story that explores real events from a specific time and place (McDonald 2023). Guide students to connect the illustration of the thylacine on the front cover to the video from activity 1.
3. Explain that students will research thylacines to build topic knowledge prior to reading the text. This research will help students to understand the historical context and the author’s perspective. Students will draw on this information to build a mental model and make connections to the text in [Lesson 2](#_Lesson_2_–_1).
4. In small groups, provide students with poster paper, markers and a digital device to research [thylacines](https://australian.museum/learn/australia-over-time/extinct-animals/the-thylacine/), using the Australian Museum website. Students take notes, summarising information about thylacines, including characteristics and any interesting facts.

**Note**:this webpage contains images of fossilised and specimen thylacines. View the webpage prior to determine the suitability for students in your context.

1. As a class, complete a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555) to explore the information recorded by each group. Ask students what information they found interesting. Provide time for groups to record additional ideas.
2. Explain that students will use the information to record a gist statement. Review that a gist statement is a short summary that captures the main idea or the most important points of something read or heard. Revise the process of creating a gist statement. For example:
3. Step 1: read the text carefully to understand the main points.
4. Step 2: identify the key information, including the who, what, where and why.
5. Step 3: condense the key information to capture the main idea (gist statement) of the text in less than 40 words.
6. Step 4: check the accuracy of the gist statement to ensure it captures the main idea (Stage 3).

**Note**: gist statements are succinct thoughts and information that capture the generalisations gleaned from what has been read, heard or viewed (NESA 2024).

1. Students use their information from activity 5 to create a gist statement about thylacines. In pairs, students share their gist statement. Encourage Stage 3 students to check the accuracy of their gist statement by comparing it to the information presented or with a partner’s work.

**Too hard?** Students work in a teacher-guided group to record the main idea (gist statement).

1. Students create a one-page summary using their research. Students include their gist statement, images, symbols and colours to demonstrate what they have learned. Stage 3 students include newly encountered words from their research and discussions.
2. In pairs, students share their one-page summary.
3. As a class, revise students’ wonderings from activity 1. Ask:

* How did researching thylacines build your topic knowledge?
* Are there any ‘wonderings’ you can now answer?
* How do you think building topic knowledge will enhance your understanding when reading The Dream of the Thylacinein [Lesson 2](#_Lesson_2_–_1)?

## Lesson 2 – building a mental model

The following teaching and learning activities support multi-age settings.

### Whole

1. Introduce ‘mental model’ as a mental representation of information created when reading or viewing a text. Explain that students’ background knowledge from [Lesson 1](#_Lesson_1_–_1), combined with information and illustrations from The Dream of the Thylacine*,* will help to build their mental model of the text.
2. Display an enlarged copy of [Resource 1 – mental model](#_Resource_1_–). Explain that throughout the lesson, students will record how their mental model develops before, during and after reading.
3. As a class, compare the images on the front and back cover of the text. Guide students to make connections between the images and their topic knowledge. For example, the image on the back cover is a real image of a thylacine and was seen in the video from [Lesson 1](#_Lesson_1_–_1).
4. Read the title and blurb. Ask students to share their thinking about how the concept of a ‘dream’ may be presented in the text.
5. Before reading, discuss predictions using topic knowledge and information presented on the front and back cover.
6. Before reading, students record their predictions on [Resource 1 – mental model](#_Resource_1_–). In pairs, students share their predictions.
7. Ask students to close their eyes. Without displaying the illustrations, read The Dream of the Thylacineand discuss the meaning of newly encountered words. Pose questions to promote deeper thinking about the language choices that helped students build their mental model. For example:

* What emotions did you feel when listening to the text? What made you feel that way?
* What words created images in your mind? (For example, trapped, prowl, rage.)
* What connections did you make between the text and your background knowledge?
* How did you adjust your mental model after reading the text?
* What questions do you still have about the text?

1. During reading, students record how Margaret Wild’s language choices influenced their mental model on [Resource 1 – mental model](#_Resource_1_–). For example, using words such as ‘trapped’ conveys a sense of helplessness and evokes feelings of anxiety or fear.
2. Re-read the text. While reading, pause to look at the illustrations. Pose open-ended questions to promote deeper thinking about how students' mental model was adjusted by viewing the images and illustrations. For example:

* How did the images work with the text to enhance your comprehension? Why do you think Ron Brooks used both illustrations and real images?
* How did the font style and text placement impact you as the reader?
* What connections did you make between the text and your background knowledge?
* What text features contributed to your enjoyment? (For example, wordless pages, engaging illustrations.)

**Note**:prompt Stage 3 students to respond with elaboration and detail.

1. During reading, students record how the illustrations and images influenced their mental model on [Resource 1 – mental model](#_Resource_1_–).
2. Review student's ideas about how the concept of a ‘dream’ could be presented in the text from activity 4. Display and re-read the pages starting with ‘Rest now ...’ and ‘Dreaming am I.’ Discuss the inferences students make about the phrase ‘Dreaming am I’. For example, ‘Dreaming am I’ may be referring to the death or extinction of thylacines.
3. Revise the process of creating gist statements from [Lesson 1](#_Lesson_1_–_1). Students record a gist statement to capture the main idea after reading on [Resource 1 – mental model](#_Resource_1_–).

**Too hard?** Students record who, what, where and why on a concept map. Using student ideas, jointly construct a gist statement.

1. In small groups, students share their completed [Resource 1 – mental model](#_Resource_1_–). Students reflect how their background knowledge, analysis of the text and illustrations helped to build their mental model.

## Lesson 3 – understanding authorship and authority

The following teaching and learning activities support multi-age settings.

### Whole

1. Display the following sentences without revealing if it is defining ‘authorship’ or ‘authority’:

* \_\_ is the act of creating and composing texts. An author uses their own ideas and creativity to compose texts and have ownership of the content (authorship)
* \_\_ of a text refers to how trustworthy, authentic or valid an audience may find the representation of ideas, experiences, perspectives and arguments in a text (NESA 2024). (authority)
* \_\_ over a text refers to the varying degrees to which the meaning of a text is controlled or constructed by its creator(s) and by its audience (NESA 2024). (authority)

1. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) to complete the sentences. As a class, discuss the definitions and differences between authorship and authority. For example, authorship refers to the act of using ideas to create texts. Authority refers to how trustworthy and accurate the representation of an idea is and the choices made by the author to control meaning.
2. Revise features within texts that characterise an authoritative style. For example:

* Text features: quotes, data and research from credible sources, authors’ expertise and experience in the area, references to true events
* Visual elements: photographs, statistics, graphs, timelines
* Language features: facts, objective language, Tier 3 vocabulary, correct grammar and spelling.

1. Revisit The Dream of the Thylacineand identify the features within the text that characterise an authoritative style. For example, referencing true events and including photographic stills of the last confirmed surviving thylacine. Discuss how combining narrative and factual representations impact the reader.
2. Watch [New Footage of a Thylacine – Behind the News (3.03)](https://www.youtube.com/watch?v=BI1FTYhTmrk). After viewing, discuss the purpose of the video and highlight the features that characterise an authoritative style. For example, real footage of a thylacine, interviews with experts in the field, dates and facts, objective language and Tier 3 vocabulary.
3. Explain that in [Week 2](#_Week_2_1), students will write a historical account about how thylacines became extinct. Discuss the purpose of a historical account. For example, to inform an audience by providing an accurate and detailed record of past events. Ask students what authority they have on the topic. For example, research conducted in [Lesson 1](#_Lesson_1_–_1).
4. Revise [Resource 2 – writing process](#_Resource_2_–). Explain that in this lesson, students will plan their historical account by conducting research about how thylacines became extinct. On a timeline, students will record significant events that led to the thylacine’s extinction using topic-specific Tier 2 and 3 vocabulary to demonstrate authority.
5. Explain that students will identify key dates using the [Extinction of thylacine – National Museum of Australia](https://digital-classroom.nma.gov.au/defining-moments/extinction-thylacine) webpage. They will then sequence the information on a timeline.

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (teacher guided/pairs) | Stage 3 (independent/pairs) |
| 1. Read the information on the [Extinction of thylacine – National Museum of Australia](https://digital-classroom.nma.gov.au/defining-moments/extinction-thylacine) webpage. Highlight the authorial choices that enhance the authority of the text. For example, objective language, Tier 3 vocabulary. 2. Jointly identify key dates from the webpage that explain how thylacines became extinct. Model recording key dates on a timeline. 3. Model orally paraphrasing information from the website using the dates on the timeline. Record information under the first date on the timeline. | 1. Students read the information on the [Extinction of thylacine – National Museum of Australia](https://digital-classroom.nma.gov.au/defining-moments/extinction-thylacine) webpage. In pairs, students identify and discuss the meaning of newly encountered words. 2. Students use information from the Australian Museum website and the video from activity 5 to create a draft timeline of events. Students record dates in sequential order and paraphrase information under each date.   **Note**:students’draft timelines will be used in [Lesson 4](#_Lesson_4_–_1).   1. In pairs, students share their timelines. |

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (independent/pairs) | Stage 3 (teacher guided/small groups) |
| 1. Students use the [Extinction of thylacine – National Museum of Australia](https://digital-classroom.nma.gov.au/defining-moments/extinction-thylacine) webpage to create a draft timeline of events. Students record dates in sequential order and paraphrase information under each date.   **Note**:students’ draft timelines will be used in [Lesson 4](#_Lesson_4_–_1).   1. In pairs, students share their timelines. | 1. Compare the similarities and differences between the video from activity 5 and the National Museum of Australia webpage from activity 13. For example, both texts informed the audience, the video used objective and subjective language, the webpage included detailed information about the extinction of the thylacine. 2. In small groups, students engage in a discussion to evaluate each text. Ask guiding questions, for example:  * Does the text have authority? How do you know? * How useful is the information in supporting the task of creating a timeline? * Does the text provide enough detail or do you require information from additional sources?  1. Share and reflect on students' ideas. Discuss which text students found most useful when completing their timeline and why. |

### Whole

1. Prepare a [Kahoot!](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/621) quiz to check student understanding of the events that led to the extinction of the thylacine. Students use their draft timeline to assist them when answering the questions.

**Note**:to prepare for the Kahoot! quiz, provide questions related to key events, along with answer options. Refer to [Resource 3 – Kahoot! quiz](#_Resource_3_–) for example questions and answers. Alternatively, students can complete this as an oral task.

**Stage 3 Assessment task 1** – observations from this lesson allows students to demonstrate achievement towards the following syllabus outcome and content point:

**EN3-RECOM-01** – fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

* compare and evaluate print and digital texts for their pertinence to a task, their authority and their level of detail.

## Lesson 4 – publishing a timeline

The following teaching and learning activities support multi-age settings.

### Whole

1. Display topic-specific Tier 2 and Tier 3 words connected to the thylacine. For example: extinct, species, habitat, marsupial, carnivore. To develop students’ understanding of words, play [What’s the question?](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/572) Students pose questions based on the Tier 2 and Tier 3 words. For example, the answer is ‘extinct’, the question is ‘What word can be used to describe a species that no longer has any living members?’
2. Display [Resource 4 – timeline exemplar](#_Resource_4_). Explain that students will examine the structure (Stage 2) and the features that characterise an authoritative style (Stage 3).

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (teacher guided) | Stage 3 (small groups) |
| 1. Display and read [Resource 4 – timeline exemplar](#_Resource_4_). Explore the structure of the exemplar text. For example, includes an opening statement and explanation of how the Pinta Island tortoise became extinct through a series of steps and a conclusion. 2. Examine the information presented in the text. Ask:  * What is included in the opening statement? For example, introduction to the topic with a description of the animal and its location. * How does the structure of the text support its purpose? For example, sequential steps with clear information about how the animal became extinct. * What is the purpose of the conclusion? For example, summarise information or provide future actions.  1. Explain that students will publish their timeline. Students will include an opening statement, an explanation through a series of steps and a conclusion. 2. Students re-read their draft timelines from [Lesson 3](#_Lesson_3_–_1). Discuss what information students could include in their opening statement and conclusion. | 1. Provide small groups of students with a copy of [Resource 4 – timeline exemplar](#_Resource_4_). Students highlight features that characterise an authoritative style. For example:  * Text features: data and research, references true events * Visual elements: photographs, statistics, graphs, timelines * Language features: facts, objective language, Tier 2 and 3 vocabulary, correct grammar and spelling.   **Too hard?** Provide students with a checklist for support.   1. Students check for consistency of understanding by sharing their observations with another group. Encourage students to ask questions to build on and evaluate shared information. |

### Whole

1. Share students’ observations. Discuss how the text structure, features and language work together to achieve the text's purpose (to inform).
2. Students draft an opening statement and conclusion for their timeline from [Lesson 3](#_Lesson_3_–_1).
3. Students publish their timeline using [Canva for Education](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/653).

**Note**: students’ timelines will be used in [Lesson 6](#_Lesson_6_–_1) as the plan for their historical account.

1. Students complete an [exit ticket](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543) to demonstrate their understanding of authority. Questions could include:

* What does authorship mean? Explain it in your own words (Stage 2)
* What is authority and how is it different to authorship? (Stage 2)
* What text features characterise an authoritative style? (Stage 3)

**Stage 2 Assessment task 1** –observations and work samples from this lesson allows students todemonstrate achievement towards the following syllabus outcomes and content points:

**EN2-CWT-02 –** plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience

* create written texts that explain how or why something happens through a series of steps, including an opening statement and a conclusion.

**EN2-UARL-01** – identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts

* describe the difference between authorship and authority.

**Stage 3 Assessment task 2** – work samples from this lesson allows students to demonstrate achievement towards the following syllabus outcome and content point:

**EN3-CWT-01** – plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language

* choose text formats with appropriate text structures, features and language to inform target audiences.

# Week 2

## Component A teaching and learning

Component A focuses on the development of foundational skills and knowledge through regular, systematic and repeated practice. The mentor and supporting texts used in Component B of this unit can support the effective implementation of Component A teaching and learning.

### Planning framework

To plan and document Component A teaching and learning, a [planning scaffold (DOCX 228 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/english/english-y3-y6-component-a-planning-scaffold.docx) is provided. To support you in your planning, a link to a detailed example of a one-week teaching and learning cycle is included in the scaffold. Additional resources to support teaching and learning in each focus area can be found at [Lesson advice guides](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides).

## Component B teaching and learning

The following teaching and learning sequence has been designed to address Component B outcomes and content and develops conceptual understandings of English through the study of quality texts. Adapt the sequence as required to best meet the needs of your students.

### Learning intentions and success criteria

Learning intentions and success criteria are best co-constructed with students. The table below contains a suggested learning intention and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Stage 2 | Stage 3 |
| Learning intention | Students are learning to use their understanding of informative text structure and language features to compose a historical account with authority. | Students are learning to apply structural and language features to compose a historical account with authority. |
| Success criteria | Students can:   * identify the purpose, structure and language features of a historical account * apply their understanding of text structure and language features to compose an introduction, sequence of events and conclusion * self-reflect and provide peer feedback using success criteria * identify and explain how text structure and language features work together to achieve a purpose. | Students can:   * identify the purpose, structure and language features of a historical account * compose a historical account that includes broader contextual information * justify authorial choices and provide peer feedback * analyse and explain why authors have structured texts in particular ways. |

## Lesson 5 – understanding the purpose and structure of a historical account

The following teaching and learning activities support multi-age settings.

### Whole

1. Pose the question ‘How and why have people’s perspective on the treatment of thylacines changed over time?’ Explain that students will reflect on the question using the [Here Now / There Then](https://pz.harvard.edu/resources/here-now-there-then) thinking routine.
2. In small groups, students discuss and record their current perspective (here now) on the treatment of thylacines between the 1800s and 1936. For example, ‘Thylacines should not have been hunted. Wild dogs were mainly responsible for preying on farm animals, not the thylacine.’
3. Invite students to share their thinking with the class. Encourage students to make connections to and build on the ideas of others.
4. Ask students to imagine that they have travelled back in time to when thylacines lived freely and thrived in the environment. In small groups, students discuss and record what perspectives (there then) people may have had in the past. For example, ‘Thylacines were seen as a pest to farmers and were hunted and killed for money.’ Students share their thinking with the class.
5. Guide groups to consider and compare the present and past perspectives recorded. Ask guiding questions, for example:

* How have perspectives changed over time?
* How is Margaret Wild’s perspective represented in The Dream of The Thylacine?
* How did Margaret Wild use context to inform the setting of The Dream of the Thylacine? For example, ‘Margaret Wild used the historical context (both time and place) of an event that occurred in the past as the setting for the text.’

1. As a class, discuss how historical narratives, such as *The Dream of the Thylacine*, and informative texts, such as [Thylacine](https://australian.museum/learn/australia-over-time/extinct-animals/the-thylacine/), are important in changing values, attitudes and perspectives.
2. Explain that over the next 3 lessons, students will use their published timeline from [Lesson 4](#_Lesson_4_–_2) to create a historical account about how thylacines became extinct.
3. Display and read [Resource 5 – historical account exemplar](#_Resource_5_–). In pairs, students discuss:

* What is the purpose of a historical account? (For example, to inform an audience by providing an accurate and detailed record of past events.)
* How is the text structured? (For example, includes who, what, when, where and why, a description of a series of events and a conclusion.)
* What broader contextual information is incorporated into the text? For example, the purpose of current conservation efforts in the Galapagos Islands.
* How is the purpose and structure similar and/or different to [Resource 4 – timeline exemplar](#_Resource_4_)?

1. Display [Resource 4 – timeline exemplar](#_Resource_4_) and [Resource 5 – historical account exemplar](#_Resource_5_–). Compare and discuss the different sentence forms used and how they support the purpose of the text. For example, the timeline relies on simple sentences to convey concise information while the historical account includes varied sentence forms. This includes compound and complex sentences to show the relationship between actions and extend ideas within paragraphs. **Note**: connect to learning about simple, compound and complex sentences and commas to separate clauses from Component A.

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (teacher guided) | Stage 3 (small groups) |
| 1. Revise how cause-and-effect statements explain the relationship between a cause (event) and effect (what happened because of the event) from Component A. Explain that cause-and-effect statements can occur within or between sentences. 2. Identify cause-and-effect statements from [Resource 5 – historical account exemplar](#_Resource_5_–) and highlight the use of causal conjunctions within sentences to show cause and effect. For example:  * ‘Because (causal conjunction) they were the top herbivores in the Galápagos (cause), they played a critical role in the natural pollination of crops (effect).’ * ‘Due to (causal conjunction) the continued hunting of these animals (cause), their numbers rapidly declined (effect).’   **Note**: some complex sentences use a comma to separate a dependent clause from a main clause. If the dependent clause comes before the independent clause, a comma is used to separate the dependent clause from the main clause.   1. Discuss that causal conjunctions can also be used as connectives to create links between sentences and longer sections of text. For example, ‘Their grazing habits also reduced the tortoises’ food source. As a result, the tortoises faced an increased risk of extinction’. 2. Identify the cause and effect and highlight the causal connective ‘as a result’. 3. Check for student understanding and, if required, continue identifying and exploring cause-and-effect statements in the modelled text. | 1. In small groups, provide students with a copy of [Resource 5 – historical account exemplar](#_Resource_5_–), poster paper and markers. 2. Students analyse the exemplar and [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) features that enhance its authority. Students record their thinking using examples from the text. For example:  * Text features: the text references true events, using dates to enhance the credibility * Visual elements: the text includes a photograph of the last pinta island tortoise * Language features * facts: ‘In 1959, invasive species were introduced to Pinta Island’ * objective language: ‘Uncontrolled hunting and the introduction of invasive species contributed to its extinction.’ * topic-specific Tier 2 and 3 vocabulary: ‘tortoise’, ‘species’, ‘ecosystem’, ‘extinction’ * compound and complex sentences to provide additional information about the topic.  1. Students share their responses with another group. |

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (pairs/independent) | Stage 3 (teacher guided/pairs) |
| 1. Provide students with [Resource 6 – cause-and-effect statements](#_Resource_6_–). In pairs, students identify the cause and effect. Students then highlight and discuss the use of causal conjunctions within the sentence or causal connectives across sentences. 2. Students record their own cause-and-effect statements about the thylacine.   **Too hard?** Provide students with sentence stems to write their cause-and-effect statements.   1. In pairs, students swap their sentences to identify the cause and effect in each statement. Students discuss the use of causal conjunctions and/or connectives to show cause and effect. | 1. Revise that nominalisation is the process of forming nouns from other parts of speech (word groups), as taught in Component A. Discuss how using nominalisation conveys abstract ideas and concepts succinctly and with authority. 2. Display the sentence ‘Uncontrolled hunting and the **introduction** of invasive species ...’ from [Resource 5 – historical account exemplar](#_Resource_5_–). Identify the nominalisation ‘introduction’ and explain how it makes the sentence more succinct and demonstrates authority. 3. Provide students with different nominalisations. For example: survival, resistance, importance, restoration. In pairs, students record sentences about thylacines using one of the nominalisations.   **Too hard?** Jointly construct sentences about thylacines using nominalisations.  **Too easy?** Students create their own sentences about thylacines using nominalisations.   1. Students share their sentences. Discuss how the text might differ if the author had used other parts of speech (verbs and adjectives), instead of including nominalisations. Consider the impact on both the clarity of writing and authority. |

### Whole

1. Revise how composing a historical account requires a more detailed explanation of events through varied sentence forms, cause-and-effect statements (Stage 2) and nominalisations (Stage 3).
2. Students re-read their timeline from [Lesson 4](#_Lesson_4_–_2).
3. As a class, identify additional information students may need to include in their historical account. For example, students may require additional information about how hunting by farmers in the 1800s contributed to the extinction of thylacines. Support Stage 3 students to consider what broader contextual information they would need to write their historical account. For example, ‘What impact did the extinction of thylacines have on the ecosystem?’
4. Provide students with websites to conduct research about the thylacine. For example, websites from [Lesson 1](#_Lesson_1_–_1) and [Lesson 3](#_Lesson_3_–_1).
5. Students research, summarise and record additional information about thylacines. This will support students to write their historical account in [Lesson 6](#_Lesson_6_–_1).

**Note**: research about the thylacine will also be used in [Lesson 13](#_Lesson_13_–_1).

**Stage 3 Assessment task 3** – observations from this lesson allows students to demonstrate achievement towards the following syllabus outcome and content point:

**EN3-RECOM-01** – fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

* compare purposes for different texts and consider why authors and illustrators have structured texts in particular ways.

## Lesson 6 – drafting and composing an introduction and series of events

The following teaching and learning activities support multi-age settings.

### Whole

1. Revise word associations from Component A. Explain that word association is a cohesive device that authors use to create cohesion and accentuate the importance of particular words across a text. Word repetition is one type of word association that involves repeating words, phrases, sounds or structural elements within a piece of writing or speech (McDonald 2023).
2. Provide small groups of students with access to the written text in The Dream of the Thylacine*.* Studentsidentify words that have been repeated across the text and record the number of times they are used. Students then add their words to a class [Mentimeter](https://www.mentimeter.com/). **Note**: if the word was used twice, students enter the word twice.
3. As a class, view the Mentimeter from activity 2 and discuss:

* Which words were repeated the most?
* Why do you think Margaret Wild chose to repeat those words?
* What impact does word repetition have on the reader? (For example, to emphasise the main idea or theme expressed.)

1. In small groups, students brainstorm words associated with the extinction of the thylacine and record them on an anchor chart.
2. Revise [Resource 2 – writing process](#_Resource_2_–) and explain that this lesson will focus on the drafting and composing phase of writing. Students will use their timeline from [Lesson 4](#_Lesson_4_–_2) and additional research from [Lesson 5](#_Lesson_5_–_1) to compose the introduction and series of events for their historical account.
3. Ask students to identify words from the anchor chart in activity 2 that they could use in their historical account. Encourage students to consider what words may require emphasis through word repetition. For example, repetition of the word ‘extinction’ places emphasis on the main topic.
4. Revise the text structure and language features of [Resource 4 – historical account exemplar](#_Resource_4_) from [Lesson 5](#_Lesson_5_–_1). As a class, use the exemplar to co-construct success criteria for writing a historical account.

The table below provides an example of success criteria for Stage 2 and Stage 3 students.

|  |  |
| --- | --- |
| Stage 2 success criteria | Stage 3 success criteria |
| Students can:   * create a factual historical text that includes an introduction to the who, what, when, where and why of an event, a description of a series of events and a conclusion * use simple, compound and complex sentences of varying lengths for variation and readability * create cause-and-effect statements using causal conjunctions and/or connectives * use topic-specific Tier 2 and Tier 3 vocabulary to demonstrate authority * use word associations, including word repetition, for emphasis. | Students can:   * create factual and historical accounts that incorporate broader contextual information * use varied simple, compound and complex sentence forms to achieve clarity and effect * use a comma to separate a subordinate clause or a phrase from the main clause, or to separate information within a sentence * use nominalisations to make complex ideas more concise and authoritative * use word repetition as a cohesive device. |

1. As a class, re-read the introduction of [Resource 5 – historical account exemplar](#_Resource_5_–). Discuss how the introduction of the text explains who, what, when, where and why. For example:

* Who: The Pinta Island tortoise
* What: became extinct
* When: 2012
* Where: Pinta Island, Ecuador
* Why: hunting and the introduction of invasive species.

1. In pairs, students plan ideas for their introduction by discussing information under the headings ‘Who’, ‘What’, ‘When’, ‘Where’ and ‘Why’. Students share their thinking with the class.
2. Students draft the introduction of their historical account using their timeline from [Lesson 4](#_Lesson_4_–_2) and research from [Lesson 5](#_Lesson_5_–_1). Encourage students to use the brainstormed words from activity 4 in their writing.

**Too hard?** Students record ideas on a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577) with the headings ‘Who’, ‘What’, ‘Where’, ‘When’ and ‘Why’. Using student ideas, jointly construct the introduction of the historical account.

1. In pairs, students share their introduction and explain how they have included who, what, when, where and why in their introductory paragraph.
2. Review the series of events paragraphs from [Resource 5 – historical account exemplar](#_Resource_5_–) and revise the language features that support the texts’ purpose. For example, cause-and-effect statements, varied sentence forms, connective vocabulary and objective language.
3. In pairs, students orally recount the events that led to the extinction of the thylacine. **Optional**: students recount events using temporal connectives.
4. Students begin composing their series of events paragraphs.

**Too hard?** Students work in a teacher-guided group.

**Note**: students will continue drafting their historical account in [Lesson 7](#_Lesson_7_–_1).

1. In small groups, students share their introduction and series of events paragraphs. While listening, encourage students to pose questions to clarify information.

## Lesson 7 – composing a conclusion and using effective feedback to enhance texts

The following teaching and learning activities support multi-age settings.

### Whole

1. Revise the purpose of a conclusion in a factual and historical account. For example, to provide a summary and reflection of the key events.
2. Display [Resource 5 – historical account exemplar](#_Resource_5_–) and re-read the conclusion. As a class, discuss the broader contextual information that is included. For example, ongoing conservation efforts to prevent other species from extinction. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) what broader contextual information they could include in their conclusion. For example, what specific measures are currently in place to protect Australian species.
3. Students use their introduction and series of events from [Lesson 6](#_Lesson_6_–_1) to write their conclusion. **Note**: provide additional time for students to continue composing their series of events if needed.
4. Revise [Resource 2 – writing process](#_Resource_2_–) and explain that students will provide feedback and edit their writing.
5. Display and define the term ‘empathy’. For example, empathy is the ability to understand and share the feelings, thoughts and experience of another. Invite students to share personal experiences where they have shown or received empathy. Ask:

* How did showing and/or receiving empathy make you feel?
* Why do you think it is important to show empathy?
* How can showing empathy to peers improve the classroom environment?

1. Record students’ names on separate pieces of paper. Provide each student with the piece of paper that includes the name of another student. Students record feedback on one of the following topics: a positive classroom behaviour, an area of learning or a personality trait. When recording their feedback, remind students to consider how the other person might feel when they receive it.

**Too hard?** Provide students with sentence stems to guide students’ feedback. For example, ‘One positive classroom behaviour you demonstrate is ... I think this because ...’.

1. Collect and distribute the feedback to the student it was written about. Students read their feedback.
2. As a class, discuss:

* How did it feel to receive positive feedback from a peer?
* Why is empathy important when providing feedback?
* How could empathy be used when providing constructive feedback?

1. As a class, jointly construct sentence stems students could use to provide constructive feedback on their peers’ writing. For example, ‘I can see you tried hard to include ...’, ‘One suggestion I have would be ...’, ‘Have you considered ...’. Display sentence stems for use again in [Lesson 16](#_Lesson_16_–).
2. Explain that students will participate in a [guided feedback chat](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) to reflect on their own writing and enhance the quality of their work. Record a short sequence of sentences about the Pinta Island tortoise. For example:

The Pinta Island tortoise was a large tortoise that lived on a remote island. It was important to the island’s ecosystem but was hunted by fisherman. Now there are no Pinta Island tortoises left.

1. Guide students through the [guided feedback chat](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) protocol, identifying specific language or structural feature(s) from the success criteria that feedback could be based on. Record ideas in the first box on the guided feedback chat template. For example, ‘I would like peer feedback on how I can expand on my ideas and enhance the authority of my text.’
2. Using the sentence stems from activity 9, identify possible feedback that could be provided. For example, ‘Have you considered including more Tier 2 and Tier 3 vocabulary and complex sentences to expand your ideas?’ Model recording ideas in the second box on the guided feedback chat template.
3. Using the feedback provided, identify the next steps and record these in the final box on the guided feedback chat template.
4. In pairs, students participate in a guided feedback chat. Provide time for students to revise their historical account using peer feedback.

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (pairs/independent) | Stage 3 (teacher guided) |
| 1. In pairs, students share their revised historical account. 2. Students complete a [self-assessment](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/peer-and-self-assessment-for-students/strategies-for-student-self-assessment) using guiding questions. For example:  * How have you met the success criteria? Provide examples. * Was there anything you found challenging when writing your historical account? If so, how did you overcome the challenge? | 1. Guide students to reflect on their writing by explaining and justifying authorial decisions. Ask guiding questions, for example:  * How does the structure of your text support its purpose? * What topic-specific Tier 2 and Tier 3 vocabulary are included? How do these words demonstrate authority? * How did you use nominalisations to convey information and demonstrate authority? * What other language choices did you use to enhance the authority of your text? |

### Whole

1. As a class, reflect on how using peer feedback and self-assessment improved the quality of students’ historical accounts.

**Stage 2 Assessment task 2** – work samples from this lesson allows students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN2-CWT-02** – plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience

* create written factual and historical accounts that include an introduction with the who, what, when, where and why of an experience or event, a description of a series of events and a conclusion
* use subordinating conjunctions in complex sentences to signal sequence, reason or cause and effect
* create cause-and-effect statements
* use simple, compound and complex sentences of varying lengths for variation and readability
* use a comma to separate a dependent clause before a main clause
* use topic-specific Tier 2 and Tier 3 vocabulary to demonstrate authority.

**EN2-UARL-01** – identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts

* understand how context informs the setting within a text, and experiment with setting for different contexts when creating texts.

**Stage 3 Assessment task 4** – observations and work samples from this lesson allows students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN3-VOCAB-01** – extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts

* identify and use words that convey informative and objective meanings in texts.

**EN3-CWT-01** – plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language

* create factual and historical accounts that incorporate broader contextual information
* create nominalisations to convey abstract ideas and concepts succinctly and authoritatively
* vary sentence structures or lengths when using simple, compound and complex sentences, with a focus on achieving clarity and effect suited to text purpose
* use a comma to separate a subordinate clause or a phrase from the main clause, or to separate information within a sentence, or to separate items in a list.

**EN3-UARL-02** – analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts

* analyse and compare features within and between texts, that characterise an authoritative style.

## Lesson 8 – publishing and sharing a historical account

The following teaching and learning activities support multi-age settings.

### Whole

1. As a class, brainstorm different digital tools students could use to publish their historical account. For example, [Canva for Education](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/653) or [Microsoft PowerPoint Online](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/116). Provide students with access to the required technology and time to publish their writing.
2. Display students’ historical accounts around the classroom next to a large piece of paper with the question ‘What structural and language features have been used to achieve the text’s purpose?’
3. In pairs, allocate students a starting point for a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555). Students review one historical account at a time and record at least one response to the question on the paper. Encourage students to include supporting examples from the text. After an allocated time, students rotate to review a different historical account. Students continue until they have reviewed at least 4 historical accounts.
4. Students read the feedback provided on their historical account. In small groups, students share 3 things they did well in their historical account from the peer feedback provided.
5. As a class, reflect on how the structure, features and language of a text work together to achieve its purpose.

**Stage 2 Assessment task 3** – observations from this lesson allows students to demonstrate achievement towards the following syllabus outcome and content point:

**EN2-RECOM-01** – reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension

* identify and describe how text structure, features and language work together to achieve a text’s purpose.

# Week 3

## Component A teaching and learning

Component A focuses on the development of foundational skills and knowledge through regular, systematic and repeated practice. The mentor and supporting texts used in Component B of this unit can support the effective implementation of Component A teaching and learning.

### Planning framework

To plan and document Component A teaching and learning, a [planning scaffold (DOCX 228 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/english/english-y3-y6-component-a-planning-scaffold.docx) is provided. To support you in your planning, a link to a detailed example of a one-week teaching and learning cycle is included in the scaffold. Additional resources to support teaching and learning in each focus area can be found at [Lesson advice guides](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides).

## Component B teaching and learning

The following teaching and learning sequence has been designed to address Component B outcomes and content and develops conceptual understandings of English through the study of quality texts. Adapt the sequence as required to best meet the needs of your students.

### Learning intentions and success criteria

Learning intentions and success criteria are best co-constructed with students. The table below contains a suggested learning intention and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Stage 2 | Stage 3 |
| Learning intention | Students are learning to identify how perspective and theme are represented in texts and use research to develop objective and subjective arguments. | Students are learning to analyse how perspective and theme are represented in texts and compose arguments with authority. |
| Success criteria | Students can:   * identify and describe themes presented in a text * experiment with using objectivity and subjectivity to persuade an audience * identify persuasive language features * present and expand on a persuasive argument. | Students can:   * identify core messages within texts * present points of view with authority * analyse how language features are used for persuasive effect * present and expand on a persuasive argument. |

## Lesson 9 – exploring themes in The Dream of the Thylacine

**Note**: students will need a copy of the text or selected pages to analyse words, images and colours in the text.

The following teaching and learning activities support multi-age settings.

### Whole

1. Re-read The Dream of the Thylacine by Margaret Wild and illustrated by Ron Brooks. Explain that students will respond to the text using the [4 C’s](https://pz.harvard.edu/resources/the-4-cs) thinking routine. Guide students through the process by posing open-ended questions. For example:

* What connections did you draw between the text and previous learning? (connections)
* What ideas, positions, or assumptions do you want to challenge or argue within the text? (challenge)
* What key topics or ideas do you think are important and worth holding on to? (concepts)
* What changes in attitudes, thinking or actions are suggested by the text, either for you or others? (changes)

1. In small groups, students analyse the text using the guiding questions from activity 1. Students record responses on sticky notes.
2. Display the headings ‘Connections’, ‘Challenge’, ‘Concepts’ and ‘Changes’ on large pieces of paper. Invite one member of each group to share their responses and place their sticky notes under each heading. **Note**: these responses will be referred to during the lesson.
3. Revise the textual concept of ‘theme’ and explain that texts can convey a combination of themes or messages. Readers often interpret themes differently based on their own perspectives and contexts. There may be social, personal and/or moral messages in a text.

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (teacher guided/small groups) | Stage 3 (small groups) |
| 1. Revise how themes are different to topics or ideas explored in a text. 2. In small groups, students discuss and record their answers to the following questions:  * What is the story about? (topic) * What is the significant message presented? (theme)  1. Encourage students to use their knowledge of the text and information under the ‘Concepts’ heading from activity 3. 2. Invite groups to share their responses to each question. Ask questions to clarify information, for example:  * What is the difference between the topics and themes presented in the text? * How does understanding topics and themes deepen your understanding of the text? | 1. In small groups, students discuss the significant message(s) presented in the text. 2. On poster paper, students record the 2 messages they believe are the most important in The Dream of the Thylacine. For example, ‘animals should not be isolated’ and ‘living creatures deserve to be treated fairly’. 3. Using the text, students analyse how Margaret Wild and Ron Brooks used words, images and colours to convey messages in the text. **Note**: provide students with a copy of the text or selected pages to analyse. 4. Students record evidence from the text. For example, emotive language such as ‘trapped’ and ‘yearn’ highlight the impact of isolation. The contrast in colours highlight the negative emotions felt by the thylacine in captivity and the freedom it felt in its natural habitat. 5. Students share their ideas with another group. |

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (small groups) | Stage 3 (teacher guided) |
| 1. In small groups, provide students with poster paper and a copy of The Dream of the Thylacine. **Note**: if the text is not available for all students to access, provide students with selected pages to analyse. 2. Students choose one theme from activity 6 and record it in the centre of their poster paper. For example, ‘Animals should not be held in captivity’. 3. Using the text, students analyse how Margaret Wild and Ron Brooks have used words, images and colours to convey the theme. 4. Students record evidence from the text on the poster paper. For example, emotive words such as ‘trapped’, ‘mourn’ and/or ‘ailing’, dark colours used on text pages to enhance a reader's emotive response. | 1. Review students’ understanding of personal, social and moral messages (from previous learning). For example:  * personal messages: about individual thoughts, feelings and growth * social messages: about interactions, norms and societal values * moral messages: about ethics, right versus wrong and values.  1. Guide students to categorise the ideas recorded on the anchor charts from activity 3 into ‘personal’, ‘social’ and ‘moral’ messages. For example:  * Personal messages: isolation can lead to self-reflection and appreciation for what is important in our lives * Social messages: animals should not be isolated * Moral messages: living creatures deserve to be treated fairly.  1. Reflect on the impact that personal, social and moral messages can have within a text. For example:  * Personal messages: help readers connect with the text * Social messages: highlight issues or encourage the reader to think critically about society * Moral messages: may challenge the reader and influence their perspective. |

### Whole

1. Invite groups to share their analysis of the authorial choices Margaret Wild and Ron Brooks made to convey the text’s themes and messages from activity 17 (Stage 2) and activity 12 (Stage 3). Discuss how authorial choices can evoke an emotional response from the reader and enhance the author’s messaging.
2. As a class, co-construct a theme statement(s) to summarise the main message(s) from the text. For example, ‘Animals should be free to live in their natural habitat’.
3. Explain that students will represent a theme expressed in the text using the [Colour, Symbol, Image](https://pz.harvard.edu/resources/color-symbol-image) routine. As a class, discuss:

* What colours best represent the theme from the text? (For example, ‘green’ to represent the natural environment animals should roam free in or ‘grey’ as a reminder of the cold concrete cell animals in captivity are forced to live in.)
* What symbols best represent the theme from the text? (For example, a series of straight lines to represent the cage animals are held in.)
* What images best represent the theme from the text? (**Note**: the image may be a visual image or metaphor that is more complex and fully developed.)

1. Students record a colour, symbol and image to represent the identified theme from the text.
2. In small groups, students share their colour, symbol and image and explain their reasoning.

## Lesson 10 – analysing different perspectives

The following teaching and learning activities support multi-age settings.

### Whole

1. Revise the textual concept of ‘argument’ by reading true or false statements. Students place their hands on their head if they believe the statement is true or on their hips if they believe the statement is false. For example:

* argument can be a single perspective that is presented or defended (true)
* arguments can only be subjectively presented (false)
* an argument is a stated position about an idea (true).

**Note**: argument can be seen as the way in which various dimensions of a text (such as theme, perspective and style) can be understood to represent a particular position on an issue (NESA 2024). An argument may provide an informed assessment of a range of opinions and can be presented using different modes (visual, audio, gestural, spatial).

1. Check for student understanding and, if required, co-construct a definition for ‘argument’.
2. Pose the question ‘Should animals be kept in captivity?’. Ask students to consider Margaret Wild’s position on the topic. Encourage students to use their knowledge of the themes, perspective and style from The Dream of the Thylacineto inform their response*.* As a class, share ideas.
3. Explain that students will explore the different perspectives on the issue of animals being kept in captivity. Students will present arguments orally by responding to, and building on, the ideas of others.
4. As a class, revise or develop communication protocols for respectful interactions. For example, active listening, building on each other's ideas and using respectful language that acknowledges the perspectives of others.
5. Create and record sentence stems using connectives to support students to build on others’ ideas or signal a change in perspective. Display these in the classroom for use in this lesson and in [Lesson 20](#_Lesson_20_–). For example:

* build on others' ideas: ‘I agree because ...’, ‘I also thought ...’
* signal a change in perspective: ‘I can see what you are saying; however, …’, ‘That’s an interesting point. On the other hand, have you considered ...’, ‘Although you think ... I think ...’.

1. Revisit the question from activity 3 ‘Should animals be kept in captivity?’. Explain that students will respond to this question using a fishbowl discussion.

**Note**: a fishbowl is a structured discussion in which learners either participate actively in a discussion or observe the discussion. Learners exercise their communication skills and practice active listening.

1. Divide the class into 2 groups: a discussion group and an observation group. The discussion group forms the inner circle and the observation group forms the outer circle.
2. Students in the inner circle discuss whether animals should be kept in captivity. Students provide arguments ‘for’ and ‘against’ using their topic knowledge from prior learning. Encourage students to use the sentence stems from activity 6 to build on ideas and/or signal a change in perspective. Students in the outer circle observe the discussion and take notes on the arguments presented.
3. Invite the observation group to share their notes. Record ideas under the headings ‘For’ and ‘Against’ on an anchor chart. Pose and discuss the following questions:

* What arguments did you connect with more? Why?
* What arguments or opinions did you find most persuasive? Why?
* How did considering multiple viewpoints impact your perspective of the topic?
* What challenged you when engaging in this process?

1. Revise authority of a text from [Lesson 3](#_Lesson_3_–_1) as how trustworthy, authentic or valid an audience may find the representation of ideas, experiences, perspectives and arguments in a text (NESA 2024). Reflect on the fishbowl discussion from activity 9 and ask students how the authority of the arguments presented could be enhanced. For example, using researched facts to provide an extended response.
2. Watch [The Pros & Cons Of Zoos (5:03)](https://www.youtube.com/watch?v=RHBuAOp5upU). Model note-taking and paraphrasing arguments presented from each perspective. Record ideas on the anchor chart from activity 10. For example:

* pro: zoos provide a great educational experience
* con: traditional zoo environments didn’t provide animals with an opportunity to interact with their surroundings which was detrimental to their health.

1. Revise subjective and objective language from Component A. Highlight that the video used a combination of subjective and objective language when presenting arguments. Identify examples of subjective and objective language. For example:

* subjective language: ‘I love the zoo. You get to see lions and tigers and bears.’ expresses a personal preference or positive emotional response, which may not be shared by everyone.
* objective language: ‘In 2008, they lost 19 stingrays.’ states a fact without bias.

1. As a class, discuss:

* Do you think objective or subjective language contributes to the authority of arguments presented? What makes you say that?
* Why do you think authors create texts using both objective and subjective arguments? (For example, the use of objective language adds credibility and authority to the arguments while the use of subjective language appeals to the emotions of the viewer.)

1. Explain that students will conduct research about whether animals should be kept in captivity to enhance their authority on the topic. Provide small groups of students with websites and/or videos about the topic to conduct their research. For example:

* Website: [Are Zoos Ethical? Arguments for and Against Keeping Animals in Zoos](https://www.treehugger.com/arguments-for-and-against-zoos-127639)
* Video: [Should zoos exist? | BBC Ideas (6:28)](https://www.youtube.com/watch?v=aQDYxTCIVRE&t=5s)
* Website: [Zoo Prisons: Here’s Why Animals Should Not Be Kept in Zoos](https://www.sciencetimes.com/articles/50709/20240616/zoo-prisons-here-s-why-animals-kept-zoos.htm)
* Video: [The Importance of Zoos (3:16)](https://www.youtube.com/watch?v=ebml1mJKTOY).

1. Students note-take and paraphrase information presented. Encourage students to compare the information presented on each website and/or video to deepen their understanding of the topic.
2. Students review their notes and synthesise the information recorded for each argument. Provide time for students to ask questions to clarify their thinking.
3. Groups of students share their research with the class. Record additional ideas on the ‘For’ and ‘Against’ anchor chart from activity 10.
4. Review the ideas from the anchor chart and identify subjective and objective arguments. Remind students that subjectivity and objectivity can be used together in a persuasive text.
5. As a class, engage in a second fishbowl discussion, swapping the roles of the ‘discussion group’ and ‘observation group’. Encourage students to present both objective and subjective arguments during the discussion. Remind students to use the sentence stems from activity 6 to build on each other's ideas and signal a change in perspective.
6. Reflect on the fishbowl discussion. Ask guiding questions, for example:

* Which side (for or against) presented the most persuasive arguments? What makes you say that?
* What impact did the use of both objective and subjective language have on the arguments presented?
* What connections can you make to Maragaret Wild’s perspective of animals in captivity? (For example, The Dream of the Thylacine reflects her perspective on the negative impact of captivity in zoos.)

**Stage 2 Assessment task 4** – observations from this lesson allows students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN2-OLC-01** – communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting

* pose and respond to specific questions to clarify or follow up on information
* paraphrase portions of a spoken text or information that is presented through media.

**EN2-UARL-01** – identifies and describes how ideas are represented in literature and strategically uses similar representations when creating text

* identify and describe ways in which perspective is represented in literature.

**Stage 3 Assessment task 5** – observations and work samples from this lesson allows students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN3-OLC-01** – communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding

* initiate and contribute to sustained discussions, through questioning, building on and evaluating shared information
* analyse key ideas and perspectives expressed by others through paraphrasing and note-taking.

**EN3-RECOM-01** – fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

* use and compare different texts on similar themes or topics to synthesise ideas or information
* ask questions to clarify thinking, and to provide reasons or evidence.

## Lesson 11 – language features in spoken texts

The following teaching and learning activities support multi-age settings.

### Whole

1. Model reading [Resource 7 – persuasive script](#_Resource_7_–), using varying tone, volume, pitch and gesture to affect the audience. For example, emphasise rhetorical questions by increasing volume and use a pointing gesture to signal importance and engage the audience.
2. Explore the features of the spoken text by asking guiding questions. For example:

* What is the purpose of the text and who is the intended audience?
* What argument was expressed and what evidence was provided to support the speaker’s point of view?
* What techniques and language features were used to support the text’s purpose? For example, rhetorical devices, objective and subjective language, modal words and imperative sentences.
* What impact did the language choices have on the listener?
* How did the use of tone, volume, pitch and gesture affect the audience?

1. Revise rhetorical devices from previous learning as strategies authors use for intentional effect. They can enhance writing by making it more powerful, persuasive or interesting. Emphasise that rhetorical devices are used for different purposes when writing, not just to persuade.
2. Brainstorm types of rhetorical devices. For example: rhetorical question, emotive language, repetition, metaphor, simile, alliteration, hyperbole.
3. Display [Resource 7 – persuasive script](#_Resource_7_–). As a class, deconstruct the script to locate examples of rhetorical devices and discuss their impact. For example:

* rhetorical questions: ‘Do we want future generations to view animals as objects for our amusement, or as living things that deserve respect and freedom?’ engages the reader directly and encourages self-reflection
* emotive language: ‘anguish’, ‘frustration’, ‘loneliness’ evokes strong feelings of empathy and creates an emotional response in the reader
* word repetition: the word ‘we’ repeated in ‘we can, and we must’ emphasises the urgency and necessity for action
* alliteration: repetition of the ‘e’ sound highlights the contrast between ‘empathy’ and ‘exploitation’.

1. In pairs, provide students with a copy of [Resource 7 – persuasive script](#_Resource_7_–). Students highlight additional examples of rhetorical devices using a coloured marker. Students share their ideas with the class.
2. Revise types of modality from Component A and discuss how modal words can be used to strengthen arguments.

**Note**: modality refers to aspects of language that suggest a particular perspective on subjects and/or events. Modality forms a continuum from high modality (always, must) to low modality (might, could) (NESA 2024). Modal words can indicate degrees of probability, occurrence, obligation and inclination.

1. Re-read [Resource 7 – persuasive script](#_Resource_7_–) and analyse the types of modal words used and the impact they have on the reader. As a class, locate a modal word that indicates probability, occurrence, obligation and inclination. For example:

* probability: ‘Together, we **can** make a difference ...’conveys a sense of empowerment and capability
* occurrence: ‘They are **often** confined to tiny enclosures ...’ suggests that animals are commonly confined to tiny enclosures
* obligation: ‘... we **must** do better’ conveys a strong recommendation for the reader
* inclination: ‘We **want** your help’ conveys the author’s intention.

1. In pairs, students highlight further examples of modal words on their copy of [Resource 7 – persuasive script](#_Resource_7_–) using a different marker. Share student ideas and discuss the impact modality has on the reader.

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (teacher guided/pairs) | Stage 3 (pairs) |
| 1. Explain that prepositional, adverbial and adjectival phrases can be used in spoken texts to add detail and make them easier to understand. Revise the purpose of prepositional, adverbial and adjectival phrases from prior learning.   **Note**: a phrase is a series of words that does not contain a finite verb and does not make sense by itself (Winch 2013).   1. Review [Resource 7 – persuasive script](#_Resource_7_–). Identify examples of prepositional, adverbial and adjectival phrases and discuss how they have been used to enhance descriptions and provide specific details. For example:  * prepositional phrase: ‘**In captivity**, animals are denied ...’ provides context * adverbial phrase: ‘It is not acceptable to confine and exploit animals **for our pleasure**’ provides a reason why * adjectival phrase: ‘This is the reality for countless animals **held in captivity**’ describes the condition of the animals.   **Note**: adjectival phrases do the work of adjectives.   1. Guide students to locate and highlight further examples of prepositional, adverbial and/or adjectival phrases on their copy of [Resource 7 – persuasive script](#_Resource_7_–).   **Too easy?** Students create their own prepositional, adverbial and adjectival phrases. | 1. In pairs, students select sentences from [Resource 7 – persuasive script](#_Resource_7_–) that contain modal words. Students experiment with substituting the modal words for alternative words that reflect different levels of modality. For example:  * original sentence: ‘Together we **can** make a difference.’ * alternate sentence: ‘Together we **might** make a difference.’  1. Students reflect on how changing the modal word in each sentence alters its strength and persuasiveness. For example, ‘can’ conveys a strong sense of probability while ‘might’ conveys uncertainty and reduces the persuasive impact. |

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (independent/pairs) | Stage 3 (teacher guided/independent) |
| 1. Provide students with simple sentences about the thylacine. For example:  * Thylacines became extinct. * Thylacines were hunted. * Thylacines lived.  1. Students experiment using prepositional, adverbial and adjectival phrases to add detail and description. For example, ‘Thylacines were hunted **by humans.**’ (adverbial phrase of manner or how)   **Too hard?** Students work with a peer mentor.   1. In pairs, students share their sentences and discuss how prepositional, adverbial and adjectival phrases enhance clarity and add detail. Encourage students to consider how the additional information presented affects the audience’s understanding and engagement. | 1. Explain that expanded noun and verbs groups can be used in spoken texts to create detailed descriptions.   **Note**: an expanded noun group is an extended group of words that provide rich or detailed information about the noun. An expanded verb group includes a main verb that is preceded by one or more auxiliary or modal verbs to provide detail or precision (NESA 2024).   1. Review [Resource 7 – persuasive script](#_Resource_7_–). Identify examples of expanded noun and verb groups. For example:  * expanded noun group: ‘There is a **strong, growing** **movement** (noun) towards conservation ...’ * expanded verb group: ‘They **are often kept** in enclosures ...’  1. Provide students with simple sentences about the thylacine. For example:  * Thylacines became extinct. * Thylacines were hunted. * Thylacines lived.  1. Students experiment using expanded noun and verb groups to create detailed descriptions. |

### Whole

1. Students complete an [exit ticket](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543) to identify one example of an intentional language choice used to create a detailed description in a spoken text.

## Lesson 12 – expressing a point of view

The following teaching and learning activities support multi-age settings.

### Whole

1. Label one side of the classroom ‘Yes’ and the other side ‘No’. Read a series of ‘Is it fair’ questions and instruct students to move to the side that best represents their viewpoint. For example:

* Is it fair that students get homework?
* Is it fair that the canteen only sells healthy options?
* Is it fair for children to wait until they are 16 to access social media?
* Is it fair that children have to attend school 5 days a week?

**Note**: ‘Is it fair’ questions can be contextualised to address current school or broader local and global issues.

1. Provide time for students to share their reasons. Discuss how students’ personal, social and/or cultural contexts influence their perspective.
2. Display the question ‘Is it fair that the last thylacine was kept in captivity?’ Discuss student responses to the question and encourage them to use their topic knowledge and research to justify their responses. Prompt Stage 3 students to respond with elaboration and detail.
3. As a class, identify and record 4 to 5 reasons for the argument ‘The thylacine should have been kept in captivity’ (for). For example, to protect the last of its kind, learn more about thylacines, enable controlled breeding, allow people to view this unique creature.
4. As a class, identify and record 4 to 5 reasons for the argument ‘The thylacine should not have been kept in captivity’ (against). For example, the environment was harmful to the thylacine, animals need to be in their natural environment, there was a limited chance of finding a female mate, it was cruel to keep the thylacine for human entertainment.
5. Explain that students will present arguments ‘for’ or ‘against’ the topic in a structured discussion called a ‘guided debate’. Students will work in a group to present a sequence of prepared arguments. Remind students that an argument is not a dispute but can be a single perspective that is presented or defended.
6. Revise persuasive language features from [Lesson 11](#_Lesson_11_–_1) and co-construct success criteria for presenting arguments in a guided debate. For example:

* use rhetorical devices such as rhetorical questions, emotive language, repetition and alliteration
* experiment with modality for persuasive effect
* use objective and subjective language
* use prepositional, adverbial and adjectival phrases in spoken texts to extend communication (Stage 2)
* use expanded noun and verb groups in spoken texts to create detailed descriptions (Stage 3).

1. Organise students into groups of 4 or 5. Assign each group with either ‘for keeping the thylacine in captivity’ or ‘against keeping the thylacine in captivity’.

**Note**: an equal amount of ‘for’ and ‘against’ groups are needed to ensure every student can participate in the guided debate.

1. Explain that each group member will be assigned one of the reasons from activity 4 or activity 5. Students will independently expand on their reason to create a persuasive paragraph. Groups will then collate their reasons to form their presentation.
2. Model writing a paragraph for one of the reasons from activity 4 or activity 5. For example, ‘to protect the last of its kind’. Use think-alouds to explain the additional information included and language features that support the text's purpose. For example:

How would you feel if you knew you had not done everything possible to protect an endangered animal from extinction? Imagine knowing the thylacine was the last of its kind and that this animal faced serious threats in the wild. Would you simply let it roam free, exposing it to hunting, disease and invasive species? Absolutely not! You would provide protection and security in a safe, controlled environment like Beaumaris Zoo in Hobart. Here, the thylacine’s daily needs were met. It was provided with food, water and healthcare. There really wasn't any other alternative. Of course, the last thylacine should have been kept in captivity!

1. Assign each group member one of the reasons recorded in activity 4 and activity 5. Students use the success criteria to independently write a paragraph expanding on their reason. Encourage students to use their background knowledge of thylacines to support their ideas.

**Too hard?** Students work in a teacher-guided group to expand their reason.

**Too easy?** Students include additional arguments to support their perspective.

1. Revise that students will present their argument as a group in a guided debate. Explain that each group will collate their 4 to 5 reasons to form a cohesive and logical text to present.
2. Revise that temporal connectives can be used across a text for cohesion. **Note**: connect to learning about types of connectives from Component A (Stage 2).
3. Students return to their group from activity 8 and share their paragraphs. Students collate their reasons and use cohesive devices such as temporal connectives to form their presentation.

**Too hard?** Provide students with a list of temporal connectives to include in their text.

**Too easy?** Students experiment using a variety of cohesive devices such as word associations, including repetition.

1. As a class, revise how gesture, volume and tone can be used to add emphasis and engage the audience. Model reading the paragraph from activity 10. Adjust the tone, pace, pitch and volume and use gesture to enhance the presentation. Discuss how these elements impact the audience’s engagement and influence the literal or inferred meaning of the text.
2. In small groups, students practise presenting their argument. Encourage students to adjust their tone, pace, pitch and volume and use gesture to enhance their presentation.
3. Provide students with [Resource 8 – persuasive analysis](#_Resource_8_–). Explain that while groups are presenting their arguments, students will analyse the presentations using the guiding questions.
4. Invite the first ‘for’ and ‘against’ groups to engage in a guided debate. Choose one group to begin the debate by presenting their first argument. Then, the opposing group presents their first argument. Students continue taking turns to present their arguments. While groups present, students record their ideas on [Resource 8 – persuasive analysis](#_Resource_8_–).
5. As a class, analyse the arguments presented using students’ recorded ideas from activity 18. Discuss which group presented the most persuasive arguments and explain why.
6. Continue until all groups have presented their arguments.
7. As a class, reflect on students’ presentations. Discuss the importance of using voice and gesture to strengthen arguments and evaluate its role in spoken presentations.

**Stage 2 Assessment task 5** – observations from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN2-OLC-01** – communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting

* identify how inferred or literal meaning is impacted by tone, pace, pitch and volume, gesture and posture communication, and how these affect the audience.

**EN2-UARL-01** – identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts

* recognise that an argument is not a dispute but can be a single perspective that is presented or defended.

**Stage 3 Assessment task 6** – observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN3-OLC-01** – communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding

* evaluate the role of gesture during social and learning interactions and describe its impact on the audience
* respond to questions with elaboration and detail.

**EN3-VOCAB-01 –** extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts

* identify and use words that convey subjective, emotive and persuasive meanings in texts.

# Week 4

## Component A teaching and learning

Component A focuses on the development of foundational skills and knowledge through regular, systematic and repeated practice. The mentor and supporting texts used in Component B of this unit can support the effective implementation of Component A teaching and learning.

### Planning framework

To plan and document Component A teaching and learning, a [planning scaffold (DOCX 228 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/english/english-y3-y6-component-a-planning-scaffold.docx) is provided. To support you in your planning, a link to a detailed example of a one-week teaching and learning cycle is included in the scaffold. Additional resources to support teaching and learning in each focus area can be found at [Lesson advice guides](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides).

## Component B teaching and learning

The following teaching and learning sequence has been designed to address Component B outcomes and content and develops conceptual understandings of English through the study of quality texts. Adapt the sequence as required to best meet the needs of your students.

### Learning intentions and success criteria

Learning intentions and success criteria are best co-constructed with students. The table below contains a suggested learning intention and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Stage 2 | Stage 3 |
| Learning intention | Students are learning to analyse and apply structural and language features to compose a persuasive text. | Students are learning to analyse and apply structural and language features to compose a persuasive text. |
| Success criteria | Students can:   * locate and record topic-related ideas when researching to plan for writing * identify and use objective and subjective language when composing a persuasive text * use cohesive devices when composing a persuasive text * reflect on own texts using criteria and respond to feedback from others. | Students can:   * plan for writing using information from reliable sources to add authority to texts * use objective and subjective language when composing a text and understand the authority given to objectivity * analyse and apply cohesive devices when composing a persuasive text * reflect on own writing by explaining and justifying authorial decisions. |

## Lesson 13 – planning a persuasive text with authority

The following teaching and learning activities support multi-age settings.

### Whole

1. Watch [First Ever Look at Tasmanian Tiger in Colour (5:41)](https://www.abc.net.au/btn/newsbreak/btn-newsbreak-20210907/13530740) up to 2:11. Ask questions to clarify information. For example:

* What is the purpose of the video? What theme is expressed?
* What are some of the primary threats to endangered species?
* What are some of the strategies mentioned for protecting endangered species?
* Why is it important to act before a species is almost extinct?

1. Revise the themes expressed in The Dream of the Thylacine. For example, animals should not be isolated, living creatures deserve to be treated fairly and protected. Encourage students to make connections to the theme(s) expressed in the video from activity 1.
2. Explain that students will write a persuasive text about the importance of protecting endangered species from extinction. Remind students that persuasive texts include objective language to enhance the text’s authority and subjective language to create an emotional connection with the audience.
3. Review [Resource 2 – writing process](#_Resource_2_–) and explain that students will begin planning their text.
4. Display an enlarged copy of [Resource 9 – persuasive planning template](#_Resource_9_–). Explain that each section will form the arguments (body paragraphs) for their persuasive text. As a class, read and discuss the guiding questions under the heading ‘Environmental impact of animal extinction’. Ask students what authority they have on the topic. For example, the research used to compose their historical account.
5. Provide students with their own copy of [Resource 9 – persuasive planning template](#_Resource_9_–). Students use the information from their historical account to plan for their first argument. **Note**:if required, provide time for additional research.
6. Read the guiding questions under the headings ‘Current animals facing extinction’ and ‘Conservation efforts’ on [Resource 9 – persuasive planning template](#_Resource_9_–). Explain that students will research information about animals currently facing extinction and the relevant conservation efforts. Students will use objective language to enhance the authority of their persuasive text.
7. Use the [Wildlife – Australian Wildlife Conservancy](https://www.australianwildlife.org/wildlife/) to explore current critically endangered animals. For example, the Central Rock-rat, Plains-wanderer, Northern Hairy-nosed Wombat and the Kangaroo Island Dunnart.
8. Select one of the animals. For example, the Plains-wanderer. Model navigating the website to identify information about its national conservation status, threats the animals face, the impact their extinction would have on ecosystems and the actions the Australian Wildlife Conservancy are taking to protect them. While reading information, identify and discuss the meaning of newly encountered words that students could use in their writing.
9. Students select a critically endangered animal to research. They use the guiding questions on [Resource 9 – persuasive planning template](#_Resource_9_–) to research, summarise and list key ideas under the headings ‘Current animals facing extinction’ and ‘Conservation efforts’.

**Too hard?** Students work in a teacher-guided group to plan each argument.

1. In small groups, students share their planned ideas. As required, support students to stay on topic during their discussion.
2. As a class, reflect on how using research and objective language in a persuasive text enhances the authority of the text. Explain that students will use their research and planned ideas to compose their persuasive text in [Lesson 14](#_Lesson_14_–_1) and [Lesson 15](#_Lesson_15_–_1).

**Stage 2 Assessment task 6 –** observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content point:

**EN2-CWT-03** – plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience

* research, summarise and list topic-related ideas when planning.

**Stage 3 Assessment task 7 –** observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content point:

**EN3-VOCAB-01** **–** extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts

* identify newly encountered words from interactions and wide reading, and use them in writing, discussions and presentations.

## Lesson 14 – composing the opening statement of a persuasive text

The following teaching and learning activities support multi-age settings.

### Whole

1. Display images of thylacines. Ask students why it is important to spread awareness about the extinction of the thylacine with a wider audience. For example, educate others on the negative impact humans can have on the environment and the need to protect animals from extinction in the future.
2. Revise the purpose for writing from [Lesson 13](#_Lesson_13_–_1) (to write a persuasive text about the importance of protecting endangered species from extinction).
3. Provide students with sticky notes. Students record features of persuasive texts (structure and language choices). For example: statement of position, sequenced body paragraphs, conclusion to sum up the author’s position, rhetorical devices, modality. Encourage students to use their prior learning about persuasive features from [Lesson 10](#_Lesson_10_–), [Lesson 11](#_Lesson_11_–_1) and [Lesson 12](#_Lesson_12_–).
4. Share student ideas to check for understanding.
5. Using students’ ideas from activity 3 and success criteria from Lesson 12, co-construct success criteria for writing a persuasive text.

The table below provides an example of success criteria for Stage 2 and Stage 3 students.

|  |  |
| --- | --- |
| Stage 2 success criteria | Stage 3 success criteria |
| Students can:   * include a statement of position, sequenced paragraphs and a conclusion * experiment with modality for persuasive effect * include rhetorical devices such as rhetorical questions, emotive language, repetition, alliteration to argue a viewpoint * use conjunctions within sentences and connectives to link ideas across sentences for cohesion * use cause-and-effect statements * use a variety of sentence forms (simple, compound complex) and functions (imperative) * use topic-specific Tier 2 and Tier 3 vocabulary to demonstrate authority. | Students can:   * include a statement of position, logical arguments and a rhetorically effective conclusion * combine personal and objective arguments using subjective and objective language * control modality for precision * create nominalisations to convey concepts succinctly and with authority * vary sentence structures or length when using simple, compound and complex sentences for effect. |

1. Model writing an opening statement beginning with a clear statement of position followed by 2 or 3 key arguments that will be developed in the subsequent body paragraphs. Ensure the opening statement effectively engages the reader and sets a strong foundation for the persuasive text. For example:

The extinction of the Pinta Island tortoise is a tragic reminder of the negative impact human activities can have on wildlife. This unique tortoise was native to Ecuador's Pinta Island and became extinct in 2012. To stop this from happening again, we need to examine environmental impacts, understand ongoing threats to wildlife and implement effective conservation strategies.

**Note**: display modelled writing in the classroom to use in [Lesson 15](#_Lesson_15_–_1).

1. As a class, discuss the structure and intentional language choices used for effect. For example:

* structure: topic sentence, supporting examples or elaboration and concluding statement that foreshadows future arguments.
* language features: modality to indicate probability and obligation, rhetorical devices to engage the audience, emotive and subjective language, tiered vocabulary to enhance authority, variety of sentence forms.

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (independent/pairs) | Stage 3 (pairs/teacher guided) |
| 1. Students draft their opening statement, including a statement of position and foreshadowing of 2 or 3 key arguments about the importance of protecting endangered species from extinction.   **Too easy?** Students include a hook such as an interesting fact or statistic.   1. In pairs, students share their writing. | 1. In pairs, students compare and evaluate subjective and objective language in the modelled paragraph from activity 6. Students respond to guiding questions with elaboration and detail. Ask:  * What impact does objectivity have on the text? (For example, ‘... became extinct in 2012’ enhances the text’s authority) * What impact does subjectivity have on the text? (For example, ‘tragic reminder’ creates emotional response but may also create bias.)  1. Discuss the importance of balancing objectivity and subjectivity in a persuasive text. 2. Revise non-finite verbs from Component A.   **Note**: a non-finite verb cannot stand alone as the main verb in a sentence. It needs another verb to make sense (Winch 2013).   1. Review and deconstruct the modelled paragraph from activity 6. Identify the non-finite verb in the adverbial clause and highlight how a comma is used to separate a dependent clause that comes before a main clause. For example, ‘**To stop** this from happening again (dependent clause), we need to examine environmental impacts, understand ongoing threats to wildlife and implement effective conservation strategies (main clause)’; non-finite verb: ‘to stop’. 2. Brainstorm a variety of non-finite verbs for students to use in their writing. For example:  * infinitives: ‘To save ...’, ‘To protect ...’ * participles: ‘Protecting endangered animals ...’  1. Review and update the success criteria to include ‘experiment with the use of non-finite verbs in adverbial clauses’. |

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (teacher guided/pairs) | Stage 3 (independent/pairs) |
| 1. Ask students to explain the difference between objective and subjective language is. For example, subjective language is based on personal opinions and objective language is based on facts and evidence. 2. Review the modelled introduction from activity 6 and identify the use of subjective and objective language. 3. In pairs, students swap their writing and identify the use of subjective and objective language and discuss the impact on the reader. 4. Discuss the importance of using objective and subjective language in a persuasive text. | 1. Students draft their opening statement, including a statement of position and foreshadowing 2 or 3 key arguments about the importance of protecting endangered species from extinction.   **Too easy?** Students include a hook such as a thought-provoking rhetorical question or a contradictory statement.   1. In pairs, students share their writing. |

### Whole

1. Display [Resource 10 – sequenced paragraphs](#_Resource_10_–). Analyse the structure of the first sequenced paragraph. For example:

* Topic sentence: ‘The extinction of species such as the Pinta Island tortoise has significant environmental impacts.’
* Supporting examples or elaborations: ‘Biodiversity is the backbone of our planet's health. When a species disappears, it disrupts food chains and can cause overpopulation or decline in other species. For example, the Pinta Island tortoise was the largest herbivore in the Galapagos Islands and played a vital role in seed dispersal. Consequently, its loss altered vegetation growth and affected other animals who were dependent on those plants.’
* Concluding statement: ‘Therefore, protecting endangered species from extinction is vital for maintaining a balanced ecosystem.’

1. Revise rhetorical devices from [Lesson 11](#_Lesson_11_–_1). For example, rhetorical questions, emotive language and word repetition. Explain that metaphor and hyperbole are other examples of rhetorical devices. Identify examples in the text. For example:

* metaphor: ‘Biodiversity is the backbone of our planet's health.’
* hyperbole: ‘At this rate, the Plains-wanderer will vanish before our eyes and leave a deafening silence on the natural world.’

1. Review and update the success criteria from activity 5 to include metaphor and hyperbole as examples of rhetorical devices.
2. Provide small groups of students with [Resource 10 – sequenced paragraphs](#_Resource_10_–). Students highlight the topic sentence, supporting examples or elaborations and concluding statement in each paragraph. Students then analyse the language choices against the success criteria. Encourage students to annotate and highlight the resource.
3. Invite one student from each group to share their annotations about the language choices used in the sequenced paragraphs. Discuss how text structure, features and language work together to achieve a text’s purpose

**Note**: students will draft and compose their sequenced paragraphs in [Lesson 15](#_Lesson_15_–_1).

**Stage 2 Assessment task 7** – observations from this lesson allows students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN2-VOCAB-01** – builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words

* describe how modal words indicate degrees of probability, occurrence, obligation and inclination.

**EN2-RECOM-01** – reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension

* identify and describe the difference between subjective and objective language in texts.

**Stage 3 Assessment task 8** – observations from this lesson allows students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN3-RECOM-01** – fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

* compare and evaluate subjective and objective language to identify bias.

**EN3-UARL-02** – analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts

* understand the authority given to objectivity versus subjectivity in arguments.

## Lesson 15 – composing sequenced paragraphs and conclusion of a persuasive text

The following teaching and learning activities support multi-age settings.

### Whole

1. Review the structure and language features of [Resource 10 – sequenced paragraphs](#_Resource_10_–) and success criteria from [Lesson 14](#_Lesson_14_–_1). Discuss how cohesion across a text can be achieved using language features such as temporal connectives, subject-verb agreement, definite or indefinite articles, all-purpose words and word associations. **Note**: connect to learning from Component A.
2. Identify examples of cohesive devices. For example:

* subject–verb agreement: ‘Many species (subject) are (verb) ...’, ‘When a species (subject) disappears (verb) ...’
* definite articles and indefinite articles: ‘**The** Pinta Island tortoise’ (particular things), ‘When **a** species disappears ...’ (general things)
* temporal connectives: ‘Next’, ‘Finally’
* all-purpose words: ‘This unique **animal** ...’, (the all-purpose word ‘animal’ replaces the noun group ‘The Pinta Island tortoise’), ‘These **actions** are essential ...’ (the all-purpose word ‘actions’ replaces the clause ‘control and eradicate invasive species that threaten native wildlife’)
* word associations: ‘extinction’ (repetition), ‘wildlife or species’ (synonyms).

1. Review and update the success criteria to include the cohesive devices from activity 2.
2. Students review their planned ideas from [Lesson 13](#_Lesson_13_–_1) and compose their sequenced paragraphs.

**Too hard?** Students work in a teacher-guided group.

**Too easy?** Students include credible sources and statistics to enhance the authority of their persuasive text.

1. Revise the purpose and features of a conclusion. For example, summarise the main arguments, restate the authors position, engage the audience with a call to action and include rhetorical devices.
2. Model writing a conclusion. For example:

The extinction of the Pinta Island tortoise is a stark reminder of the devastating impact of human activities on wildlife and the environment. To prevent further extinctions, we must examine environmental consequences, recognise the ongoing decline in animal populations and implement effective conservation strategies. Learn from past mistakes and commit to protecting our planet's unique wildlife for future generations. What can you do today to ensure that tragedies like the extinction of the Pinta Island tortoise never happen again?

1. Highlight the imperative sentence ‘Learn from past mistakes and commit to protecting our planet's unique wildlife for future generations’ and discuss the impact on the reader. For example, the sentence directly addresses the reader and urges them to take action. Discuss how using imperative sentences and rhetorical devices such as a rhetorical question emphasises the author’s viewpoint and effectively engages the audience.
2. Students write their conclusion. Encourage Stage 3 students to consider how they will structure their conclusion in a rhetorically effective way.

**Too hard?** Provide students with sentence stems to support their writing. For example, ‘In conclusion, protecting endangered species from extinction is important because ...’

1. In pairs, students share their conclusion. Students identify the imperative sentence and rhetorical devices used to persuade the audience.

## Lesson 16 – providing and applying peer feedback

The following teaching and learning activities support multi-age settings.

### Whole

1. Select a [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) protocol for students to use. In pairs, students review each other’s writing and provide feedback using the co-constructed success criteria. Encourage students to use the sentence stems to provide constructive feedback from [Lesson 7](#_Lesson_7_–_1).
2. Provide time for students to re-read their writing and apply feedback.

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (independent) | Stage 3 (teacher guided) |
| 1. Students complete a [self-assessment](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/peer-and-self-assessment-for-students/strategies-for-student-self-assessment) using guiding questions. For example:  * How did you use modality and what impact did it have? * What rhetorical devices did you include and what impact did they have? * What other language choices did you make that support the purpose of the text? | 1. Students re-read their writing. Guide students to reflect on their writing by explaining and justifying authorial decisions. Ask guiding questions, for example:  * How does the structure of your text support its purpose? * What features did you include in your conclusion to make it rhetorically effective? * What was the purpose of using subjective and emotive words in your writing? * What other language choices did you make that support the purpose of the text? |

### Whole

1. Explain that students will present their persuasive text to a wider audience.
2. Listen to the Squiz Kids podcast episode ‘[Threatened species back from brink](https://www.squizkids.com.au/podcast/monday-20-february-2023/)’ (up to 2:05). Ask:

* What is the purpose of this text and who is the intended audience? How do you know?
* What structure and language choices are used?
* How did the use of tone, pace, pitch and volume influence the meaning of the text?

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (pairs/small groups) | Stage 3 (teacher guided) |
| 1. In pairs, students discuss the importance of conveying clear messages when presenting information in audio form. Students then construct success criteria for presenting a podcast. For example:  * present information clearly * maintain a steady pace * adjust volume to add meaning and to engage the audience * include prepositional, adverbial and adjectival phrases to extend communication.  1. In small groups, students share their success criteria and refine their ideas. | 1. Revise multimodal presentations as texts that combine 2 or more expressive modes to communicate (NESA 2024). These may include combinations of linguistic, audio, visual, gestural and spatial features to engage the audience and enhance meaning. 2. Explain that students will publish their persuasive text as a multimodal presentation. Discuss:  * What presentation mode is used in a podcast? (audio) * What other expressive modes(s) could be added to a podcast to make it multimodal? (For example, adding visual elements such as displaying text and images to enhance the voice over.)  1. Co-construct success criteria for presenting multimodal arguments. For example:  * present multimodal arguments that include research and references, topic-specific vocabulary and the selection of persuasive techniques appropriate to the audience * use a variety of sentence lengths, and expanded noun and/or verb groups to provide detailed descriptions * include at least 2 expressive modes (linguistic, audio, visual, gestural, spatial). |

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (teacher guided/independent) | Stage 3 (pairs/independent) |
| 1. Using student ideas from activity 16, co-construct success criteria for presenting a podcast. 2. Provide time for students to practise their persuasive text as a podcast presentation. | 1. In pairs, students brainstorm what modes they will use to present their persuasive text. 2. Students use devices to explore what learning tools they could use to publish their multimodal presentation. For example, [Apple iMovie](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/617), [Canva for Education](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/653) or [Google Slides](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/70). |

### Whole

1. Explain that students will publish their persuasive text as a podcast (Stage 2) or multimodal presentation (Stage 3) in [Lesson 17](#_Lesson_17_–_1).

**Stage 2 Assessment task 8 –** observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content points:

**EN2-CWT-03** – plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience

* create written texts that argue a viewpoint using rhetorical devices to persuade an audience
* use a structure that includes a statement of position, has sequenced paragraphs and a conclusion
* use facts or opinions to reinforce a viewpoint
* use temporal, conditional and causal conjunctions within sentences, and as connectives to link ideas across sentences for cohesion
* maintain correct subject–verb agreement throughout a text
* use definite articles for particular things and indefinite articles for general things for cohesion
* use imperative sentences to advise, provide instructions, express a request or a command
* experiment with modality to indicate probability, occurrence, obligation or inclination
* reflect on and monitor texts according to given criteria, and respond to feedback from others.

**Stage 3 Assessment task 9 –** observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content points:

**EN3-CWT-01** – plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language

* group ideas to develop a statement of position, and clear, logical lines of argument that synthesise points, and structure a rhetorically effective conclusion
* combine personal and objective arguments for persuasive effect
* present arguments from one or multiple viewpoints to persuade target audiences
* use word repetition and word associations as cohesive devices across texts
* substitute specific nouns with all-purpose words as a cohesive device to replace verb groups, noun groups or whole clauses
* experiment with the use of non-finite verbs in adverbial clauses
* control modality related to probability, occurrence, obligation or inclination for precision
* reflect on own writing by explaining and justifying authorial decisions regarding text-level features, sentence-level grammar, punctuation and word-level language
* re-read, proofread and edit own and other’s writing, and use criteria and goals in response to feedback.

# Week 5

## Component A teaching and learning

Component A focuses on the development of foundational skills and knowledge through regular, systematic and repeated practice. The mentor and supporting texts used in Component B of this unit can support the effective implementation of Component A teaching and learning.

### Planning framework

To plan and document Component A teaching and learning, a [planning scaffold (DOCX 228 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/english/english-y3-y6-component-a-planning-scaffold.docx) is provided. To support you in your planning, a link to a detailed example of a one-week teaching and learning cycle is included in the scaffold. Additional resources to support teaching and learning in each focus area can be found at [Lesson advice guides](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides).

## Component B teaching and learning

The following teaching and learning sequence has been designed to address Component B outcomes and content and develops conceptual understandings of English through the study of quality texts. Adapt the sequence as required to best meet the needs of your students.

### Learning intentions and success criteria

Learning intentions and success criteria are best co-constructed with students. The table below contains a suggested learning intention and success criteria.

|  |  |  |
| --- | --- | --- |
| Element | Stage 2 | Stage 3 |
| Learning intention | Students are learning to understand how authors build comprehension and express themes and perspectives in texts. | Students are learning to analyse how authors compose narratives to convey messages and perspective in texts. |
| Success criteria | Students can:   * publish and present spoken presentations * use information in a text and background knowledge to build and adjust a mental model * use a gist statement to summarise the themes within a text * understand that context influences perspective. | Students can:   * publish and present a multimodal text * explain how information in a text, background knowledge and inferencing support understanding * summarise a text’s main themes and ideas using a gist statement * identify factors that influence perspective such as personal, social and cultural context. |

## Lesson 17 – recording, presenting and reflecting

The following teaching and learning activities support multi-age settings.

### Whole

1. Revise that students will publish their persuasive text as a podcast (Stage 2) or multimodal presentation (Stage 3) from [Lesson 16](#_Lesson_16_–).

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (independent) | Stage 3 (teacher guided/independent) |
| 1. Students practise their podcast presentation, referring to the success criteria from [Lesson 16](#_Lesson_16_–). 2. Using a recording device, students record their podcast. | 1. Review the learning tools students selected to publish their multimodal presentation from [Lesson 16](#_Lesson_16_–). For example, [Apple iMovie](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/617), [Canva for Education](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/653) or [Google Slides](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/70). 2. Students create their multimodal presentations using their chosen learning tool. Encourage students to incorporate text, images, videos and other multimedia elements to enhance their persuasive message. |

### Whole

1. Share students’ presentations using [QRCode Monkey](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/637), [Microsoft Teams](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/117) or [Google Classroom](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/27).
2. In stage groups, students listen and/or view 2 to 3 different presentations. After each presentation, students respond to the following questions:

* What argument(s) was expressed?
* What supporting examples did the presenter provide to enhance their argument(s)?

**Stage 2 Assessment task 9 –** observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content points:

**EN2-OLC-01** **–** communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting

* identify the evidence a speaker provides to support a particular point of view
* select and use prepositional, adverbial and adjectival phrases to extend communication and to suit the intended purpose of a planned and delivered spoken presentation
* state a reasoned argument in a presentation about learning area content, to a familiar audience.

**Stage 3 Assessment task 10** – observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content points:

**EN3-OLC-01** – communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding

* select and use a variety of sentence lengths to suit the purpose of planned spoken texts
* use expanded noun and verb groups to present planned, detailed descriptions
* present multimodal arguments that include research and references, topic-specific vocabulary and the selection of persuasive techniques appropriate to audience.

## Lesson 18 – building a mental model in Fox

The following teaching and learning activities support multi-age settings.

### Whole

1. Revise how a mental model is built by exploring information in a text, making connections to background knowledge and developing an understanding of inferred messages. Discuss ways Margaret Wild and Ron Brooks used language choices and illustrations to support comprehension in The Dream of the Thylacine. For example, photographs of the thylacine, word associations and repetition.
2. Display the front cover of Fox by Margaret Wild and illustrated by Ron Brooks. Discuss how the title and illustration on the cover depict a fox, inferring that a fox might be a main character in the story.
3. Activate students’ background knowledge by brainstorming what students know about foxes. Encourage students to make text-to-text connections and consider how foxes are represented in other well-known texts such as The Tale of Peter Rabbit by Beatrix Potter. For example, foxes are described as sly and cunning, foxes generally represent the villain in the story.
4. As a class, discuss:

* How has context influenced your perception of foxes?
* How could your background knowledge influence your mental model ‘before reading’ the text?

1. Read Fox aloud, pausing to view the illustrations. While reading, pose guiding questions to deepen students' understanding of the text. For example:

* What do you learn about each character from the text?
* How do the illustrations support the text and enhance your mental model?
* What language choices does Margaret Wild use to help develop your mental model?

1. After reading, record the character names ‘Dog’ and ‘Magpie’ on poster paper. As a class, discuss what is inferred about these characters in the text Fox. For example, it is inferred that Dog is kind, caring and patient. Encourage students to use evidence from the text to explain their reasoning.
2. Revise how word associations are often used in texts for cohesion and to accentuate meaning. Explain that authors often include word associations such as word patterns in their writing. Word patterns are groups of words that are connected because they belong to the same category or group. When word patterns are used, their combined meaning is more powerful than each word on its own (McDonald 2023).
3. Provide small groups of students with pages or excerpts from the text. Students analyse the language choices Margaret Wild used to describe the character ‘Fox’. For example, ‘haunted eyes’, ‘rich red coat’, ‘flickers’, ‘tongue of fire’. Students record their ideas.
4. As a class, review students’ ideas to determine categories or groups that could connect the words or phrases that describe Fox. For example, words to describe his appearance and how he moves are words associated with fire. For example, ‘flicker’, ‘tongue of fire’.
5. Students review their ideas from activity 7 and highlight words and/or phrases associated with fire. As a class discuss:

* Why do you think Maragaret Wild used words associated with fire to describe Fox? (For example, fire can symbolise danger, highlighting conflict between the characters.)
* What other words or phrases associated with fire did Margaret Wild include in the text? (For example, ‘charred forest’, ‘hot ash’, ‘melting into blackness’.)
* What impact do word associations have on your mental model? (For example, using words associated with fire such as ‘flicker’, ‘tongue of fire’ help shape how the reader perceives the character.)
* Reflect on how Margaret Wild and Ron Brooks used similar techniques in The Dream of the Thylacine and Fox to create a powerful emotional response in readers. (For example, word associations and multimodal features, including text placement and illustrations.)

**Stage 2 Assessment task 10** – observations from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN2-VOCAB-01** – builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words

* use word associations to build word knowledge.

**EN2-RECOM-01** – reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension

* build topic knowledge, including key vocabulary, and activate background knowledge prior to and during reading
* identify how their background knowledge is used to actively build and adjust a mental model prior to and during reading.

**Stage 3 Assessment task 11** – observations from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content point:

**EN3-RECOM-01** – fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

* analyse how language, background and vocabulary knowledge, and inferencing are used together to effectively build and adjust a mental model prior to and during reading.

## Lesson 19 – summarising themes using gist statements

The following teaching and learning activities support multi-age settings.

### Whole

1. Display the [Question quadrants](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/552) template. Revise the difference between ‘closed questions’ and ‘open questions’. For example:

* closed questions can be answered with a ‘yes’ or ‘no’ response
* open questions require an extended response.

1. Model recording a question about Fox by Margaret Wild and illustrated by Ron Brooks in each section of the quadrants. For example:

* closed question: What are the names of the characters in the story?
* open question: Why do you think Magpie chose to go with Fox?

1. Provide students with a [Question quadrants](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/552) template. Students record a question about the text in each of the quadrants.

**Too hard?** Students work in a teacher-guided group.

1. In pairs, student pose their questions. Encourage Stage 3 students to respond with elaboration and detail.
2. As a class, discuss:

* How did posing and responding to open and closed questions deepen your understanding of the text?
* What type of questions promoted deeper thinking? Why do you think that?
* How did posing and responding to questions enhance your enjoyment of the text?

1. Revise the concept of ‘theme’. In pairs, students develop their own definition of theme. For example, the overarching or recurring idea that describes attitudes or values in a text (NESA 2024). Share ideas with the class.
2. Discuss how themes are different from topics or ideas in texts. For example, The Dream of the Thylacine is about extinction, and the main theme or message expressed is that animals should be free to live in their natural habitat.
3. In small groups, students write the title of the text, Fox in the centre of a large piece of paper. Students identify and write the main ideas of the story around the [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577). For example, trust, friendship, loyalty, betrayal.
4. As a class, share students’ ideas.
5. Discuss how the themes from the text develop from the characters’ actions, feelings and events. For example, the idea of trust is explored through Dog and Magpie’s relationship. Dog earns Magpie’s trust by helping her when she needs it.
6. Jointly construct a theme statement about the idea of trust related to the text. For example, trust is not given freely but must be earned.
7. Students review their concept map and discuss how the ideas in the text develop through the characters’ actions, feelings and events. Students use their ideas to record theme statements about the text.
8. As a class, share the main themes explored in the text.

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (independently/pairs) | Stage 3 (teacher guided) |
| 1. Students use the process of creating gist statements from [Lesson 1](#_Lesson_1_–_1) to summarise the Foxand write a gist statement to capture the main themes.   **Too hard?** Students record who, what, where, and why on a concept map.   1. In pairs, students share their gist statement. | 1. Revise social, personal and moral messages from [Lesson 9](#_Lesson_9_–_1). 2. Guide students to categorise themes from the text under the headings ‘Personal’, ‘Social’ and ‘Moral’ messages. 3. Facilitate a discussion identifying how familiar texts explore messages in similar and/or different ways.  * similar: The Little Wave also explores friendship through the characters accepting each other’s differences. * different: Deltora Quest explores friendship through the characters’ willingness to risk their own lives to protect each other. |

### Part

The table below details the differentiated teaching and learning activities for each stage.

|  |  |
| --- | --- |
| Stage 2 (teacher guided/pairs) | Stage 3 (independent/pairs) |
| 1. Select students to share their gist statement and discuss how it captures the main themes of the text. 2. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) text-to-self, text-to-text, text-to-world connections they make to the themes explored in the text. Ask guiding questions, for example:  * Do the themes in the text remind you of anything in your own life? * How are the theme(s) similar and/or different from other texts you have read? * What connections can you make between the themes and the real world? | 1. Students record a gist statement to summarise the text’s main themes, ideas or concepts. 2. In pairs, students check the accuracy of their gist statement by comparing the key information, including who, what, where and why. |

### Whole

1. Students share their gist statements with a peer from a different stage. As a class, reflect on the process of making gist statements about a text. Ask guiding questions, for example:

* How does creating a gist statement help deepen your understanding of the themes within a text?
* Where can you apply the skill of making gist statements in the future? How do you think it will enhance your learning?

**Stage 2 Assessment task 11** – observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN2-OLC-01** – communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting

* pose and respond to open-ended questions about literature that contribute to own or others’ enjoyment.

**EN2-RECOM-01** – reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension

* identify similarities and compare differences within and between texts by making text-to-self, text-to-text and text-to-world connections.
* make gist statements and record them to monitor understanding
* use information from paragraphs or chapters to group related ideas and support summarisation of the whole text.

**EN2-UARL-01** – identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts

* describe the difference between themes and topics in literature.

**Stage 3 Assessment task 12** – observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN3-RECOM-01** – fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

* check the accuracy of own recorded gist statements made during reading, before summarising information to determine a text’s main themes, ideas or concepts.

**EN3-UARL-02** – analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts

* identify core social, personal and moral messages within and between texts.

## Lesson 20 – exploring theme and perspective in Fox

The following teaching and learning activities support multi-age settings.

### Whole

1. In pairs, students participate in a ‘trust walk’. One student is blindfolded while the other guides them around a safe area. Students then swap roles.
2. In pairs, students reflect and discuss how they felt during the ‘trust walk’. Ask guiding questions, for example:

* How did it feel to trust your partner while you were blindfolded?
* In what ways did you build trust with your partner during the ‘trust walk’?

1. Revisit Foxby Margaret Wild and illustrated by Ron Brooks and recall specific moments where the idea of trust was explored through characters’ actions, feelings and events. Encourage students to use their ideas from [Lesson 19](#_Lesson_19_–).
2. Read aloud the text from the double page spread starting with ‘And when at dawn Fox whispers to her for the third time, she whispers back. I am ready’.
3. Reflect on how the feelings of trust or lack of trust affect the characters’ choices and relationships. Discuss how these moments of trust or distrust contribute to the overall themes expressed in the text.
4. Present the dilemma ‘If you were Dog, would you choose to trust Magpie again?’ Explain that students will consider their perspective on the dilemma using the [Take a Stand](https://pz.harvard.edu/resources/take-a-stand) thinking routine.
5. Students independently record their own thoughts on the dilemma (take a stand).
6. In small groups, students share their perspectives (stand back). Encourage students to use the sentence stems from [Lesson 10](#_Lesson_10_–) to build on each other's ideas or signal a change in perspective. Students analyse the perspectives expressed and take notes to use in activity 9.
7. Students re-evaluate their initial response about the dilemma and record new ideas from their discussion (look again). Ask:

* What had you not considered that other people brought up?
* Have you changed your perspective, and if so, what changed?

1. As a class, discuss how the dilemma could relate to broader themes and personal experiences (look beyond). Ask: How does the dilemma remind you of other situations explored in class or that you have seen, heard about or experienced?
2. Display the texts The Dream of the Thylacine and Fox by Margaret Wild and illustrated by Ron Brooks. Revise how both narratives explore themes that influence the reader to analyse and challenge their own attitudes and values. Ask guiding questions, for example:

* How have the themes and messages expressed in the texts extended your thinking? Provide examples.
* How did your perspective and context (background and experiences) shape your engagement and understanding of the themes explored in the texts?

**Stage 2 Assessment task 12** – observations from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content point:

**EN2-OLC-01** – communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting

* contribute to discussions with peers and stay on topic, build on others' ideas and express own ideas.

**Stage 3 Assessment task 13** – observations from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN3-OLC-01** –communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding

* use connectives to signal a change in perspective or to show causal relationships when speaking.

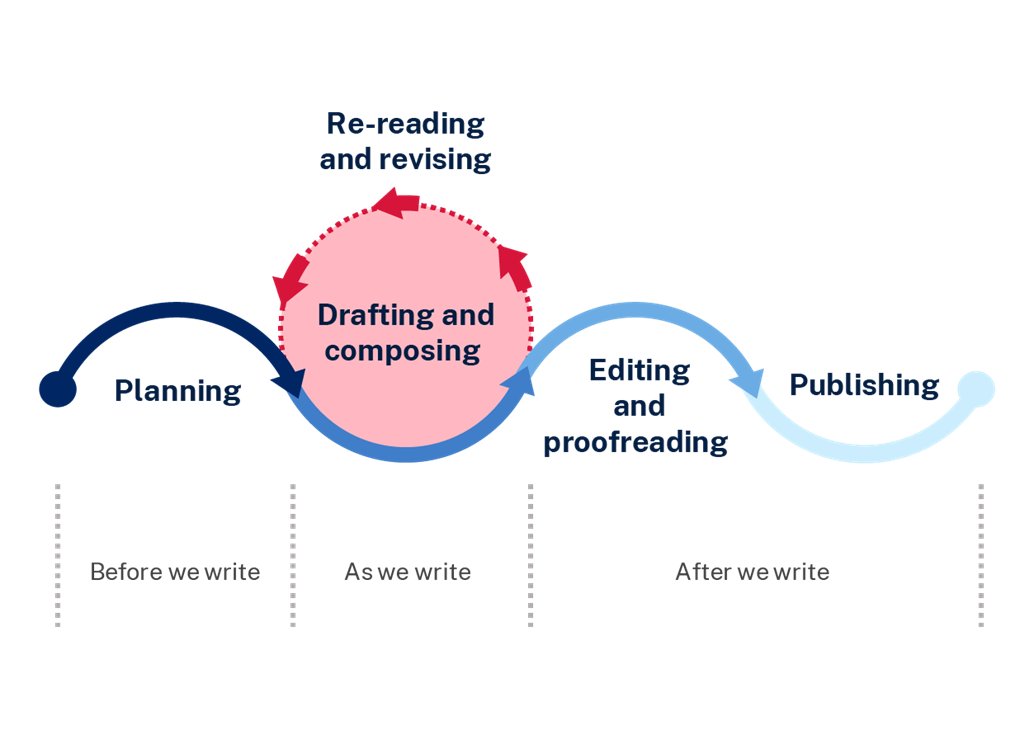
**EN3-UARL-02** –analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts

* explore how perspective is influenced by personal, social and cultural contexts.

# Resource 1 – mental model

|  |  |
| --- | --- |
| **Before reading**  Record your prediction using topic knowledge and information from the front and back cover. |  |
| **During reading**  How did the language choices influence your mental model? Provide examples from the text to justify your response. |  |
| **During reading**  How did the illustrations and images build and refine your mental model? |  |
| **After reading**  Record a gist statement to summarise the text. |  |

# Resource 2 – writing process



# Resource 3 – Kahoot! quiz

**Question 1: What date did the last thylacine die in captivity?**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. 7 September 1935 | 1. 17 September 1936 | 1. **7 September 1936** | 1. 17 November 1936 |

**Question 2: What contributed to the extinction of the thylacine?**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. over hunting | 1. habitat destruction | 1. **introduction of disease** | 1. **all of the above** |

**Question 3: In what year did the Tasmanian government begin paying people to kill thylacines?**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **1888** | 1. 1800 | 1. **1907** | 1. none of the above |

**Question 4: How many thylacines were killed by hunters between 1830 and the 1920s?**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. around 3000 | 1. around 50 000 | 1. **around 3500** | 1. around 200 |

**Question 5: What year was the thylacine officially listed as extinct?**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **1986** | 1. 1956 | 1. **1992** | 1. 2002 |

# Resource 4 – timeline exemplar

Infographic titled 'Pinta Island Tortoise' describing the extinction of the species. The infographic features a timeline with key dates:

Late 1700s: Pinta Island tortoises lived freely on Pinta Island, Ecuador. They played a crucial role in the island's ecosystem.

Early 1800s: Whalers and fishermen began hunting Pinta Island tortoises for food. This led to a decline in populations.

1959: Invasive species, including goats and rats, were introduced to Pinta Island. This threatened tortoise populations.

1971: The last surviving Pinta Island tortoise was discovered. This tortoise was later named Lonesome George.

1996: Lonesome George was taken into captivity at the Charles Darwin Research Station on Santa Cruz Island.

2012: Lonesome George passed away on 24 June. The Pinta Island tortoise is now considered extinct.

The infographic also notes that conservation efforts in the Galápagos Islands continue to protect and restore populations of other endangered tortoise species. Habitat restoration and captive breeding programs aim to reduce threats to these animals.

# Resource 5 – historical account exemplar

Newspaper-style article titled 'The Extinction of the Pinta Island Tortoise,' published in July 2024. 

The article discusses the extinction of the Pinta Island tortoise, a species known for its large size and saddleback shell, which inhabited Pinta Island in Ecuador’s Galápagos archipelago.

The article outlines the history of the tortoise, including its role in the ecosystem, the impact of uncontrolled hunting in the early 1800s and the introduction of invasive species in 1959 that led to habitat destruction.

The last known Pinta Island tortoise, Lonesome George, was discovered in 1971. He was moved to the Charles Darwin Research Station on Santa Cruz Island in 1996 in an effort to preserve the species. 

Despite efforts to find him a mate, Lonesome George remained the only surviving Pinta Island tortoise until his death on 24 June 2012, marking the species' extinction.

The article emphasises the impact of human activities on natural ecosystems and highlights ongoing conservation efforts in the Galápagos Islands to protect other endangered tortoise species.

Accompanying the text is a photo of Lonesome George, labeled 'Lonesome George, the last surviving Pinta Island tortoise.'

# Resource 6 – cause-and-effect statements

Match the cause-and-effect statements.

|  |  |
| --- | --- |
| The thylacine became extinct | **therefore,** it was protected from hunters. |
| The last thylacine was taken into captivity; | their numbers fell significantly. |
| Farmers believed thylacines were preying on farm animals. | **due to** over hunting, habitat destruction and the introduction of disease. |
| **Since** thylacines were exposed to new diseases and had to compete for food, | **As a result**, they paid hunters to kill them. |

# Resource 7 – persuasive script

**Say no to captivity!**

Let us take a moment to imagine a life confined to a small space where you are unable to roam free and are deprived of natural behaviours. This is the reality for countless animals held in captivity. It is important to ask ourselves if this is fair.

In captivity, animals are denied the simple joys of roaming, exploring and socialising. Elephants, for example, are highly social animals. They are often kept in tiny enclosures with limited social interaction. The sadness, the isolation and the monotony they experience is heart-wrenching.

It is not acceptable to confine and exploit animals for our pleasure. Animals, who are harshly treated by humans, are often forced to perform tricks and behave in certain ways. They endure hard training and suffer from significant stress. Do we want future generations to view animals as objects for our amusement, or as living things that deserve respect and freedom?

We can, and we must, do better to keep animals in their natural environment. There is a strong, growing movement towards conservation and the protection of animals from captivity. We must advocate for stronger laws and support sanctuaries and wildlife reserves. This will ensure animals live free and are not trapped behind bars.

Let us stand together and make a change. We want your help. Together, we can make a difference and ensure a future where all animals live free and are not exploited for entertainment. Supporting conservation efforts and educating others about the realities these animals face will create a world where animals thrive in the wild. Let us choose empathy over exploitation and compassion over captivity.

# Resource 8 – persuasive analysis

|  |  |  |
| --- | --- | --- |
| ****Arguments**** | ****Language features**** | ****Presentation**** |
| What argument was presented and what supporting examples were provided? | What techniques and language features were used to support the text’s purpose?  For example, rhetorical devices, modality, prepositional/adverbial/adjectival phrases (Stage 2), expanded noun/verb groups (Stage 3) | Did the presenter use tone, pace, pitch, volume and/or gesture? How did they impact the audience? |
|  |  |  |

# Resource 9 – persuasive planning template

|  |  |
| --- | --- |
| ****Guiding questions**** | ****Notes**** |
| **Environmental impact of animal extinction**  What impact does the extinction of a species, like the thylacine, have on the ecosystem?  What are the consequences of not protecting endangered species?  What can we learn from the extinction of the thylacine? |  |
| **Current animals facing extinction**  What other Australian animal is currently facing extinction?  What specific threats do they face?  What might happen to ecosystems if the animal population continues to decline? |  |
| **Conservation efforts**  What are some effective conservation strategies that can prevent further extinctions?  What actions are currently being taken to protect endangered species in Australia?  How effective are these actions? |  |

# Resource 10 – sequenced paragraphs

The extinction of species such as the Pinta Island tortoise has significant environmental impacts. Biodiversity is the backbone of our planet's health. When a species disappears, it disrupts food chains and can cause overpopulation or decline in other species. For example, the Pinta Island tortoise was the largest herbivore in the Galápagos Islands and played a vital role in seed dispersal. Consequently, its loss altered vegetation growth and affected other animals who were dependent on those plants. Therefore, protecting endangered species from extinction is vital for maintaining a balanced ecosystem.

The current decline in animal populations is alarming. Many species are facing similar threats to those that led to the extinction of the Pinta Island tortoise. The Plains-wanderer is a prime example. This small Australian native bird is critically endangered with only a few hundred left in the wild. At this rate, the Plains-wanderer will vanish before our eyes and leave a deafening silence on the natural world. Habitat destruction due to human activities and invasive species has drastically reduced its numbers. If this continues, we will risk losing this species forever.

To prevent further extinctions, we must implement effective conservation strategies. The first step is to support wildlife conservation organisations such as the Australian Wildlife Conservancy. They work tirelessly to protect endangered species through research, habitat preservation and breeding programs. Next, we should promote sustainable land-use practices to protect and restore natural habitats. Finally, we need to control and eradicate invasive species that threaten native wildlife. These actions are essential to create a safer and more sustainable future for endangered species.

# References

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