English Stage 2 First year – Unit 3

Argument and authority *– Wandi*

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# Unit overview and instructions for use

In this 5-week unit, students will gain a deeper understanding of the textual concepts of ‘argument and authority’ and ‘genre’. Through the study of the text Wandi, students will explore how an argument may be a single perspective that is presented or defended. The difference between authorship and authority is explored and how they can enhance an argument presented. Students will develop texts using language choices for persuasive effect. Students will also plan and deliver a spoken presentation.

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 * 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. Argument and authority is the mentor concept of this unit, explored using the text *Wandi* by Favel Parrett.
2. Argument is a stated position about an idea. It is 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 Glossary](https://curriculum.nsw.edu.au/resources/glossary)).
3. Authority **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. 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 Glossary)](https://curriculum.nsw.edu.au/resources/glossary).
4. Understanding of argument can be supported through watching the department’s video: [Understanding argument (3:17)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset1).
5. Understanding of authority can be supported through watching the department’s video: [Understanding authority (2:39)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset12).
6. While ‘argument and authority’ is the mentor concept for the conceptual component of this unit, the supporting concept of ‘genre’ is also explored. Additional textual concepts may be included based on individual school context and student needs.
7. For information on authorship, interrogative sentences and modality refer to the [NESA Glossary](https://curriculum.nsw.edu.au/curriculum-support/glossary).
8. 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’.
9. Consider prior student knowledge of genre.
10. [Lesson 10](#_Lesson_10:_Reflecting) 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**.
11. 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.
12. In NSW classrooms there is a diverse range of students including Aboriginal and 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.
13. 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 11 September 2023) and was not modified. See references for more information.

## Outcomes and content

The table 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.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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 |
| * Identify the evidence a speaker provides to support a particular point of view |  | x | x |  | x |  |  |
| * Plan and deliver spoken presentations using language and structure to suit purpose and audience (SpK5) |  | x |  |  |  | x | x |
| * Reflect on and monitor own presentations according to given criteria |  | 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 |  |  |  |  |  |  |  |
| * Apply morphemic knowledge to change word meanings by adding different prefixes and suffixes to a base word or root (SpG9) | x |  |  |  | x | x | x |
| * Describe how modal words indicate degrees of probability, occurrence, obligation and inclination (UnT7) | 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 |  |  |  |  |  |  |  |
| * Syllabify, blend grapheme–phoneme correspondences and use morphemic knowledge as strategies for reading words accurately (PKW8) | x |  |  | x | x |  |  |
| * Read multisyllabic words, phrases and continuous texts with accuracy and appropriate rate suited to reading purpose (FlY5, PKW8) | x |  |  | x | x |  | x |
| * Adjust voice, tone, volume and pitch reflected by the punctuation in a text, to enhance reading fluency and support comprehension (FlY5) | 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 | x |
| * Identify different structures and features of persuasive, informative and imaginative texts | x | x | x | x | x | x | x |
| * Understand that literal information can be sourced directly from a text and that inferences can be made by using multiple sources of information | x | x | x | x | x | x |  |
| * Identify different types of verbs that control meaning | x |  |  |  | x | x | x |
| **Creating written texts**  **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 |  |  |  |  |  |  |  |
| * Use a structure that includes a statement of position, has sequenced paragraphs and a conclusion (CrT8) |  | x |  |  |  | x |  |
| * Experiment with modality to modulate an argument for persuasive effect (CrT8) |  | x |  | x |  | x |  |
| * Use facts or opinions to reinforce a viewpoint (CrT8) |  | x |  | x |  | x |  |
| * Use adverbial phrases or clauses to add information to the verb or verb group of the main or other clauses, to provide reasons for or circumstance | x | x | x | x | x | x | x |
| * Use coordinating conjunctions in compound sentences to compare and contrast, or for addition (GrA4) | x | x | 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 | x | x |
| * Use declarative sentences to provide facts or state a viewpoint | x | x | x | x | x | x |  |
| * Use imperative sentences to advise, provide instructions, express a request or a command | x | x | x | x |  |  |  |
| * Use exclamatory sentences to emphasise a point or express a strong emotion | x | x | x | x |  |  |  |
| * Use interrogative sentences to ask a direct question, or for rhetorical effect to engage the reader with a viewpoint | x | x | x |  | x | x |  |
| * Plan structures and language to suit the purpose of a text (CrT7) |  | x |  | 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 |  |  |  |  |  |  |  |
| * Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling (SpG7) | x |  | x |  |  |  |  |
| * Identify differences in vowel phonemes (short, long, diphthong and schwa vowels) (SpG9) | x |  | x | x | x | x |  |
| * Understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling | x |  | x | x | x | x |  |
| * Proofread, identify and correct misspellings when creating written texts (SpG9) | x |  |  | 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 | 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) | x |  | x | x | x | x | x |
| * Position a chosen device in a way that facilitates efficient and sustained text creation | 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 |  |  |  |  |  |  |  |
| * 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 |  |  |  | x |
| * Understand that genre refers to texts that are grouped according to purpose, subject matter, form, structure and language choices, and that a type of text can differ in mode and medium |  | 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 indicate whether the resources are required in Component A, B or both, and in which week.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Resource | A | B | 1 | 2 | 3 | 4 | 5 |
| Parrett F (2021) Wandi, Lothian Children's Books, Australia. ISBN13: 9780734420633. | x | x | x | x | x | x | x |
| [Resource 1 – dingo statements](#_Resource_1:_Dingo_1) |  | x | x |  |  |  |  |
| [Resource 2 – authorship and authority](#_Resource_2:_Authorship) |  | x | x |  |  |  |  |
| [Resource 3 – lion poster](#_Resource_3:_Lion) |  | x |  | x |  |  |  |
| [Resource 4 – writing process](#_Resource_4:_Writing) |  | x |  | x |  | x |  |
| [Resource 5 – poster planning template](#_Resource_5:_Poster) |  | x |  | x |  |  |  |
| [Resource 6 – genre analysis](#_Resource_6:_Genre) |  | x |  |  | x |  |  |
| [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) |  | x |  |  | x |  |  |
| [Resource 7 – Q&A planning template](#_Resource_7:_Q&A) |  | x |  |  | x |  |  |
| [Resource 8 – scenario cards](#_Resource_8:_Scenario) |  | x |  |  |  | x |  |
| [Resource 9 – argument, authorship and authority](#_Resource_9:_Argument,_1) |  | 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.

#### Learning intention

Students are learning to understand the concept of argument and authority and how authors use their knowledge and experiences to influence a reader.

#### Success criteria

Students can:

* identify arguments presented in texts and understand that it can be a single perspective
* identify language features authors use to create informative descriptions
* form an argument from a single perspective
* describe the difference between authority and authorship.

## Lesson 1 – exploring argument as a single perspective

1. Display [Resource 1 – dingo statements](#_Resource_1:_Dingo_1) focusing on the photograph of the dingo. Activate prior knowledge by asking guiding questions. For example:

* What is this animal?
* Where would you find one?
* What do you know about this animal?

1. Place a piece of string or masking tape in the middle of the classroom. Create an opinion cline by placing the labels ‘strongly agree’, ‘agree’, ‘neither’, ‘disagree’, ‘strongly disagree’ along the cline. Explain that students will consider a statement about dingoes and move to the label that best describes their opinion. Read each statement on [Resource 1 – dingo statements](#_Resource_1:_Dingo_1), allowing time for students to physically move along the continuum. Encourage students to interact with their peers to decide where they stand relative to other’s opinions.
2. Display the word ‘argument’ and revise its meaning (a stated position about an idea). Explain that an argument is not a dispute but can be a single perspective that is presented or defended. Co-construct a definition for argument and display in the classroom.
3. Display the text, Wandiby Favel Parrett. Ask:

* What do you notice about the cover?
* What type of text could this be and how do you know?
* What similarities and/or differences are there between the dingo on the front cover and the dingo from activity 1?

1. Read the text on page iii. Make connections to the title of the book and explore who is telling the story. Re-read ‘I could hear my mama’s heartbeat – strong and constant’ and ‘...Mama’s heartbeat changed. I heard it skip and race and scream.’ Ask:

* What is the strong heartbeat conveying to the reader?
* How did the heartbeat change? Why do you think it changed?

1. Read Chapter 1. Pause and allow students to make inferences using background knowledge and key words from the text. For example:

* ‘His heart quickened, his eyes widened’ (p 5). Students infer how the dingo was feeling.
* ‘Maybe he was thinking about a time long ago. About his parents, his grandparents, the family that was no longer here’ (p 7). Students infer that humans are a threat to dingo survival.

1. After reading the text on page iii and Chapter 1, record words or phrases on an anchor chart that highlight the main ideas or themes explored. For example, threats to dingoes, heartbeat and connection, safe.

**Note:** this anchor chart will be added to after reading each chapter across the unit. It will be used in [Lesson 10](#_Lesson_10:_Reflecting) to explore the key themes and messages in the text.

1. Read Chapters 2 and 3. Pause and allow students to make inferences using background knowledge and key words from the text. For example:

* ‘The beat of giant wings. Mama’s heartbeat raced, her howl cut through the sky’ (p 17). Students make inferences about why Mama reacted to the eagle approaching.
* ‘Pain slicing his back’ (p 17). Students make inferences about what caused the pain (the eagle).

1. After reading Chapter 2 and 3, record words or phrases that highlight the main ideas or themes explored. For example, threats, safe, family connection, loneliness, fear. Add words to the anchor chart from activity 7.
2. Revise the term ‘argument’ from activity 3. Re-read sentences to explore the perspective presented in the text. For example:

* ‘The most dangerous thing of all is the Human’ (p 6).
* ‘They poison us. They shoot us and they hang us from trees. They don’t even eat us; they just kill us. They just kill’ (p 7).

1. Students record their definition of ‘argument’ and provide examples from the text to explain how an argument can be a single perspective. For example:

An argument is when someone states their position about an idea or topic. An argument is not always a disagreement but can be a single perspective presented or defended. In the book Wandi, the author presents the perspective that humans are a threat to dingoes. The reader understands this because Papa warns the baby dingoes that humans are the most dangerous thing as they poison and shoot dingoes.

**Too hard?** Students orally share their definition of ‘argument’ and provide examples from the text.

**Too easy?** Students provide examples of how an argument can be a single perspective and examine the factors that could contribute to the author’s perspective.

1. In small groups, students share their responses.

## Lesson 2 – identifying and creating informative descriptions

1. Read Chapters 4 and 5 of Wandi. Pause and allow students to make inferences using background knowledge and key words from the text. For example:

* 'Too many smells. Too many heartbeats in his ears’ (p 45). Students infer that the human and dingo arrived at the vet.
* ‘Probably a wedge-tailed’ (p 46). Students infer that a wedge-tailed eagle was the type of animal that attacked the dingo.

1. Read ‘What do dingoes look like?’ and ‘Where do dingoes live?’ on pages 124–127.
2. Introduce and define the term ‘authorship’ as the act of creating and composing texts. Explain that an author uses their own ideas and creativity to create texts and have ownership of the content.

**Note:** authorship is the origin as to author, composer, or compiler. For example, the authorship of a book (NESA 2023).

1. Explore examples of how Favel Parrett has used authorship to create the text. Ask:

* Why do you think Favel Parrett included this information at the back of the book?
* How does this support the purpose of the text?
* How does the structure of the text help you as a reader? For example, direct questions with informative answers.

1. Make connections between the information presented on pages 124–127 and the descriptions of dingoes in Chapter 4 and 5. Revise declarative sentences from Component A and explain that Favel Parrett used declarative sentences to provide facts about dingoes. Explore how Favel Parrett used her authorship to include accurate descriptions of dingoes and discuss the language features used.
2. In pairs, students use information from the text to recall the descriptive characteristics of a dingo. For example:

* Dingoes are described as good climbers, strong, intelligent, social (p 47)
* Dingoes can hear a human heartbeat from 25 metres away (p 48 and p 125)
* Dingoes are a native Australian species (p 123)
* Dingoes play an important role in our environment (p 124)
* Dingoes help control the population size of other animals and also help control invasive species (p 124).

1. Explain that students will write a description about dingoes using the information from the text. Revise the purpose of a paragraph. For example, paragraphs are used to break up large blocks of text so that the reader can easily follow and process the information or ideas contained in persuasive, informative and imaginative texts. Revise the structure of a paragraph (topic sentence, supporting examples or elaborations and a concluding statement).
2. Revise types of coordinating conjunctions from Component A. Using the characteristics identified in activity 5, model writing a description of a dingo. For example:

Dingoes are native Australian animals, and they have a distinctive appearance with unique characteristics. Their eyes are almond-shaped and sit at an angle. Dingoes are carnivores and use their powerful jaw to eat meat. Their ears are fully furred inside so they can hear sounds from a great distance such as the human heartbeat. They have white socks on their paws which contrast with the colour of their fur. There are three main kinds of dingoes, and they all help control invasive species like rabbits and foxes. Dingoes are Australia’s largest land predator, but they all play an important role in our environment.

1. As a class, deconstruct the paragraph identifying the types of coordinating conjunctions and how they are used in the sentence. For example:

* To show contrast: ‘Dingoes are Australia’s largest land predator, **but** they all play an important role in our environment.’
* For addition: ‘Their eyes are almond-shaped **and** sit at an angle.’
* To show cause and effect: ‘Their ears are fully furred inside **so** they can hear sounds from a great distance like the human heartbeat.’

1. Students write a description about dingoes using declarative sentences to provide facts, incorporating a variety of coordinating conjunctions.

**Too hard?** Students draw and label a dingo using information from the text.

1. In pairs, students share their writing. Using different coloured pencils, students deconstruct their paragraph by identifying their topic sentence, supporting examples or elaborations and concluding statement.

## Lesson 3 – forming an argument from a single perspective

1. Read Chapter 6 of Wandi*.* Pause and allow students to make inferences using background knowledge and key words from the text. For example:

* ‘It gently picked up the cage and held it carefully’ (p 54). Students infer that the human is kind and caring towards dingoes.
* ‘But the Human didn’t let him go. Just held him right against his chest’ (p 57). Students infer that the human’s actions reflect their view of dingoes, that they aren’t a threat but need to be protected.

1. Revise how declarative sentences are used to provide facts or state a viewpoint. In pairs, students explain the different viewpoints presented about dingoes using examples of declarative sentences from the text. For example:

* ‘This is a dingo, not a wild dog’ (p 54)
* ‘The only good dingo is a dead dingo...’ (p 54)
* ‘They didn’t need anything from any Human. Not ever.’ (p 54)

1. Watch [Dingo Heroes (2:48)](https://www.abc.net.au/btn/classroom/dingo-heroes/10521778). Explore the information presented and if the speaker presents a particular perspective. Ask:

* What is the purpose of this video? How do you know?
* What viewpoints are explored? What different arguments were presented?
* Are dingoes considered pests? Why or why not?
* Why are dingoes considered by some to be ‘guardians’ or ‘heroes’?
* What evidence does the speaker provide to support their perspective? For example, the title of the video, language choices that have a positive connotation (favourite, iconic, unique).

1. Re-watch the video and provide time for students to record information (declarative sentences) from the text that supports the speakers point of view. For example:

* Dingoes are one of Australia’s favourite animals
* They are one of Australia’s most iconic creatures
* Dingoes are special and unique to Australia
* Dingoes are classed as a vulnerable species
* A new study has found that dingoes are important guardians for the environment
* Feral cats and foxes are the threat and dingoes are needed to support the ecosystem.

1. Share student responses.
2. Read ‘Why should we cherish and celebrate dingoes as we do koalas and kangaroos?’ on page 134 of *Wandi.* Explore the similarities between the information presented in the text and the information presented in the video. For example, dingoes are important to the ecosystem as they hunt feral cats and foxes.
3. As a class, use the information from [Dingo Heroes (2:48)](https://www.abc.net.au/btn/classroom/dingo-heroes/10521778) and the information on page 134 of *Wandi* to complete the following sentence stems:

* Dingoes are heroes, yet ...
* Dingoes are a vulnerable species, so ...
* Dingoes are unique to Australia, but ...
* Dingoes are important to the ecosystem because ...

1. Revise the definition of an argument from [Lesson 1](#_Lesson_1_–) and emphasise that an argument can be a single perspective presented. Explain that students will use the information explored in the video and Wandito write an argument about dingoes from a single perspective. Revise the structure of a paragraph. For example:

* Topic sentence: introduces the topic and shares the author's opinion
* Supporting examples or elaborations: justify and strengthen an opinion expressed
* Concluding statement: restates the author's opinion.

1. Model writing a paragraph using the sentences from activity 7. For example:

Dingoes are heroes yet some people consider them pests. They are considered one of Australia’s most iconic creatures and play a significant role in our ecosystem. Dingoes help control the population of animals like feral cats and foxes so the smaller native species can survive. They are classed as a vulnerable species because of the decreasing number of purebred dingoes. It is important to protect dingoes for future generations.

1. Revise types of coordinating conjunctions from Component A and explore how they are used in the paragraph. For example:

* To show contrast: ‘Dingoes are heroes **yet** some people consider them pests.’
* To show cause and effect: ‘Dingoes help control the population of animals like feral cats and foxes **so** the smaller native species can survive.’

1. Revise types of adverbial phrases from Component A and explore how they are used in the paragraph. For example:

* Adverbial phrase of place (where): ‘They are considered one of Australia’s most iconic creatures and play a significant role **in our ecosystem**.’
* Adverbial phrase of reason (why): ‘It is important to protect dingoes **for future generations**.’

1. Students write an argument about dingoes from a single perspective using coordinating conjunctions and adverbial phrases.

**Too hard?** Provide students with topic sentences to complete their writing. For example, ‘Dingoes need to be protected …’, ‘Dingoes are important...’.

**Too easy?** Students research dingoes and explore the different perspectives. For example, environmentalist studies, farmer’s concerns or Indigenous perspectives. Students write an argument presenting information about dingoes from one of the researched perspectives.

1. In pairs, students swap their writing and identify the topic sentence, supporting examples or elaborations and concluding statement.

**Assessment task 1 –** observations from this lesson allow students todemonstrate 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

* identify the evidence a speaker provides to support a particular point of view.

## Lesson 4 – exploring authorship and authority

1. Read Chapter 7 of Wandi. Pause and allow students to make inferences using background knowledge and key words from the text. For example:

* ‘He did not belong here and would never fit in’ (p 68). Students infer that Wandi is a different breed of dingo.

1. Explain that Favel Parrett included a ‘Q&A with the author’ at the back of the book. In pairs, students discuss why they think she chose to include this in the book. For example, to share her personal experiences, explain why she wrote the book, to help the reader develop a deeper understanding of the book.
2. Revise the definition of authorship from [Lesson 1](#_Lesson_1:_Exploring) and introduce the term ‘authority’. Explain that authority is the credibility of a text and how trustworthy an audience may find the ideas, experiences, perspectives and arguments.

**Note**:authority is the credibility of a text. It is how trustworthy, authentic or valid an audience may find the representation of ideas, experiences, perspectives and arguments in a text (NESA 2023).

1. Read ‘When did you first hear about Wandi?’ and ‘How often do you volunteer with the dingoes and why is the sanctuary so important?’ on pages 131 and 132. Ask:

* What did you learn about Favel Parrett?
* Why do you think she wrote the novel Wandi?
* How does this section of the book contribute to Favel Parrett’s authorship?
* How does Favel Parrett’s experiences at the sanctuary enhance her authority of the text?

1. In small groups, students explore ways Favel Parrett increased her authority in the text Wandi. For example:

* including information about dingoes through the narrative
* using the true story of Wandi, rather than a fictional character
* including information from Kevin Newman, supervisor of the Dingo Discovery Sanctuary and Research Centre
* working at the sanctuary and training to be an employee rather than a volunteer.

1. Provide pairs of students with a copy of [Resource 2 – authorship and authority](#_Resource_2:_Authorship). Students cut out each card and match the title of the text to its author. For example, Discover Dinosaurs matched with Dr. E Jones, palaeontologist. Encourage students to consider the expertise of each author to assist them.
2. As a class, share students' responses. Explore how the author’s authority enhances the credibility and reliability of the information presented in a text.
3. Students write a reflection of their understanding of authority and authorship. Ask guiding questions, for example:

* What does authorship mean? Explain it in your own words.
* What is authority and how is it different to authorship?
* Why is it important to know who the author is and their background?
* If you were to write a text, what would it be about? What authority do you have on the topic?

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

**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.

# 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.

#### Learning intention

Students are learning to use structure and language choices to suit the purpose of a text.

#### Success criteria

Students can:

* identify and describe how modal words are used to indicate degrees of probability, occurrence, obligation and inclination
* use modality for persuasive effect
* use written language and images to create a multimodal text
* apply feedback to revise and edit writing.

## Lesson 5 – exploring types of modality

1. Display a significant word from the text, such as ‘belonging’. In pairs, students explain the word’s significance in the text. Read Chapter 8 of Wandiand explore the relationship between dingoes and humans. For example:

* The passage starting from ‘They (humans at the sanctuary) know what we need, they know how smart we are…’ (pp 78–79)
* ‘Most Humans do not understand us. It seems like Humans often kill things they don’t understand – things they are frightened of’ (p 79).

1. In pairs, students explain how Favell Parrett has used her authority and authorship to reinforce her perspective. For example, she has included facts about dingoes and used dialogue between the dingoes to reveal the threats they face. Encourage students to make connections to other sources explaining the same information. For example, the Dingo Heroes video and information from Kevin Newman at the back of the book.
2. Display an enlarged copy of [Resource 3 – lion poster](#_Resource_3:_Lion). Revise the concept of genre and how texts can be grouped according to their purpose, subject matter, form, structure and language choices and how they can differ in mode and medium. After reading the poster, ask:

* What is the purpose and subject matter? (to inform and persuade)
* How is the text presented (form)? (Poster)
* How is the text communicated (mode)? (Written language with visuals)
* How is the conveyed (medium)? (Digital or printed)

1. Provide pairs of students with [Resource 3 – lion poster](#_Resource_3:_Lion). In pairs, students analyse and deconstruct the structure and information presented in the poster that supports the text’s purpose. For example:

* Heading: emotive language
* Topic sentence: introduce the main idea
* Paragraph 1: information about lions and explaining the problem
* Paragraph 2: information about the importance of lions and their threats
* Paragraph 3: practical ways the reader can support the author’s message
* Concluding statement: call to action.

1. Share ideas as a class and explore the argument presented by the author. Discuss how the inclusion of facts about the lion population enhances the authority of the text.
2. Revise the purpose of imperative sentences and exclamatory sentences from Component A. Explore how they are used to enhance the author’s message and influence the reader’s emotion and engagement. For example:

* Imperative sentence (express a request): ‘We want your help to protect these majestic creatures, or we will never see them again.’
* Imperative sentence (command): ‘Get involved: You must reach out to your local community or conservation group, and they will help you make a difference.’
* Exclamatory sentence (emphasise a point): ‘Only 20,000 remain in the wild today!’.

1. Revise types of modal words from Component A and how they are used to indicate degrees of probability, occurrence, obligation and inclination. For example:

* Probability: helps convey the level of certainty or possibility associated with a particular statement (certainly, definitely, surely)
* Occurrence: indicates the occurrence or non-occurrence of an event (always, never, consistently)
* Obligation: expresses a sense of duty or something that is required (must, have to, ought to, should)
* Inclination: expresses a personal preference or willingness to do something (want, wish, would like to)

**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). Modal words can indicate degrees of probability, occurrence, obligation and inclination (NESA Glossary).

1. Create a class display of different types of modal words to support students’ writing.
2. Re-read [Resource 3 – lion poster](#_Resource_3:_Lion) and analyse the types of modal words the author used and the impact they have on the reader. For example:

* Probability: ‘Your money **will** go directly to support lion conservation.’ The word ‘will’ indicates certainty to the reader.
* Obligation: ‘You **have to** share this important message...’ The words ‘have to’ suggests the reader is required to do something.
* Occurrence: ‘...**never** see them again.’ The word ‘never’ emphasises the severity of the situation.
* Inclination: ‘We **want** your help...’ The word ‘want’ conveys the author’s intention.

1. Read ‘How can I help the dingoes?’ on pages 129 and 130 of Wandi. Provide time for students to make connections between the ideas presented in the text and ways the reader can support lions from the Lion poster. For example, spread awareness.
2. In pairs, students use the information from pages 129 and 130 of Wandito record imperative sentences using different types of modality. For example, ‘You must make it a priority to do a special presentation about Wandi to share his incredible story.’
3. In small groups, students share their writing and identify the types of modality used and describe the impact it has on a reader.

**Assessment task 3** – observations and work samples 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

* 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 different structures and features of persuasive, informative and imaginative texts.

## Lesson 6 – using modality for persuasive effect

1. Read Chapters 9 and 10 of Wandi. Pause and allow students to make inferences using background knowledge and key words from the text. For example:

* ‘She was born here; her parents were here. She was accepted’ (p 87). Students infer that Wandi feels isolated because he was not born there, his parents weren't there, and he wasn’t accepted.
* ‘He was no longer the Little One. The smallest’ (p 98). Students infer that a long time has passed and Wandi has been away from his family for a significant amount of time.

1. Re-read page 96 from ‘Lyn always told him how important he was...’ to ‘You can show them how intelligent and gentle dingoes are.’ Ask:

* How has the author used modality?
* Why do you think the author used modality of possibility rather than obligation? For example, to acknowledge the positive impact Wandi could make to a larger group of alpine dingoes. Lyn is encouraging him to take action rather than forcing him.

1. Display [Resource 3 – lion poster](#_Resource_3:_Lion) and revise types of modality from Component A and [Lesson 5](#_Lesson_5_–). Explain that students will create a poster that informs an audience about the threats dingoes face and persuades the reader to support and protect them.
2. Revise adverbial phrases, coordinating and subordinating conjunctions from learning in Component A. As a class, deconstruct the language choices used in the poster. For example:

* Adverbial phrases: ‘...by 2050’ (when/time), ‘...in the wild today’ (where/place), ‘...due to habitat destruction...’ (why/reason)
* Coordinating conjunction: ‘The African lion is in grave danger **and** faces the threat of extinction by 2050’ (for addition)
* Subordinating conjunction in a complex sentence: ‘**While** preying on herbivores(dependent clause), they control populations of other animals and prevent overgrazing’ (independent clause).

1. As a class, use the Lion poster as an exemplar to co-construct [success criteria](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622) for writing, drawing on learning from Component A. For example:

* use different types of modality to influence an audience
* use declarative sentences to provide facts or to reinforce a viewpoint
* use imperative sentences to express a request or a command
* use exclamatory sentences to emphasise a point or express emotion
* use coordinating conjunctions to compare and contrast, or for addition
* use subordinating conjunctions in complex sentences to provide reason or for cause and effect.

Display in the classroom to use in [Lesson 7](#_Lesson_7:_Composing).

1. Display [Resource 4 – writing process](#_Resource_4:_Writing) and explore how writers move through the different phases to produce quality texts. Explain that this lesson will focus on the planning phase.
2. Students use the guiding questions on [Resource 5 – poster planning template](#_Resource_5:_Poster) to plan their ideas for a dingo poster.
3. Explain that students will continue moving through the writing cycle in [Lesson 7](#_Lesson_7:_Composing) and [Lesson 8](#_Lesson_8:_Publishing).

## Lesson 7 – composing a persuasive poster

1. Review previously read chapters of Wandi. In small groups, students create a freeze frame to show Wandi’s emotional journey throughout the text. Each student in the group will use their whole body to create a physical, still image depicting Wandi’s emotions from one part of the text.
2. Review the purpose for writing from [Lesson 6](#_Lesson_6_–), to inform an audience about the threats dingoes face and persuade the reader to support and protect dingoes.
3. Revise students' ideas from [Resource 5 – poster planning template](#_Resource_5:_Poster). Review [Resource 4 – writing process](#_Resource_4:_Writing) and explain that this lesson will focus on the ‘as we write’ stage. Discuss the cyclical process of drafting and composing and the importance of re-reading and revising during this phase.
4. Students begin drafting and composing their text using structure and language choices to suit the text’s purpose. Encourage students to use the success criteria from [Lesson 6](#_Lesson_6:_Using) to re-read and revise their writing.
5. Select a [peer feedback](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-peer-assessment) protocol for students to use. In pairs, students provide peer feedback, using the co-constructed success criteria.
6. Revise learning about proofreading from Component A. Provide time for students to apply feedback to proofread and edit to improve their writing.

## Lesson 8 – publishing a persuasive poster

1. Revisit [Resource 4 – writing process](#_Resource_4:_Writing) and reflect on how the students, as writers, have moved through the planning, drafting, composing, revising and editing phase. Explain that the next step is publishing.
2. Display [Resource 3 – lion poster](#_Resource_3:_Lion). Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) how the poster engages the reader. For example, photograph using greyscale for emotive effect, headings/subheadings, bullet points with underlined statements, clipart to support written language.
3. Students publish their poster on A3 paper or on a digital platform such as [Canva for Education](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/653?clearCache=21ee6cfe-ffe6-9b16-d292-822776ff94a).
4. Display students’ completed posters. In pairs, students explain how the structure and language choices of their poster suit the purpose of the text. **Optional:** students participate in a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555?clearCache=25e2bcdc-b3a2-3c95-f5e2-ca4a9707e795).

**Assessment** **task 4** – 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

* use declarative sentences to provide facts or state a viewpoint
* use imperative sentences to advise, provide instructions, express a request or a command
* use exclamatory sentences to emphasise a point or express a strong emotion.

# 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.

#### Learning intention

Students are learning to use their understanding of genre to analyse a text and select language choices that support a text’s purpose.

#### Success criteria

Students can:

* analyse a text and identify specific genre components
* reflect on the authority of an author
* write answers to interrogative sentences to present information to an audience
* use researched information to plan and draft an audio recording.

## Lesson 9 – analysing a text to understand genre and authority

1. Place significant words from the text around the classroom. For example, belonging, safety, family, heartbeat. In pairs, students participate in a scavenger hunt by explaining the significance of the word in the text. Share student responses.
2. Read Chapters 11, 12 and 13 of *Wandi*. Pause and allow students to make inferences using background knowledge and key words from the text.
3. Revise how analysing a text can help a reader to group texts and understand its genre. Display [Resource 6 – genre analysis](#_Resource_6:_Genre) and facilitate a discussion using the guiding questions on the resource. For example:

* What is the purpose of the text? Multipurpose text
* What is the subject matter or main message? Saving dingoes and their importance to the ecosystem
* How is the text presented (form)? Novel, chapter book
* What structure and language choices are used? Linear narrative, text broken into chapters and paragraphs, interrogative sentences, rhetorical questions, declarative sentences, emotive language
* How is the text communicated (mode)? Linguistic (written words), visual (illustrations)
* How is the text conveyed (medium)? As a published text.

1. Students use [Resource 6 – genre analysis](#_Resource_6:_Genre) to analyse *Wandi,* including the 2 additional sections at the back of the book.
2. Share student responses and discuss how the purpose and intended audience of a text influences its genre.
3. As a class, read through Wandi’s profile on [The Australian Dingo Foundation.](https://dingofoundation.org/our-dingoes/) Explore Ebony and Hermione’s profiles and discuss how using real dingoes at the sanctuary enhances Favel Parrett’s authority.
4. Students use [exit tickets](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Index?=) to demonstrate their understanding of authority. Ask:

* What qualifications or experiences does Favel Parrett have that increases her authority on the topic of dingoes?
* How does her background or experiences contribute to the credibility of the text?
* What examples from the text demonstrate her authority on the topic?

## Lesson 10 – reflecting on the authority of the author

1. Read ‘Why did you decide to write Wandi’s story for children?’ and ‘What do you hope telling Wandi’s story will achieve?’ on pages 133 and 134 of *Wandi*.
2. Review the anchor chart from [Lesson 1](#_Lesson_1:_Exploring) with words and phrases that highlight the main ideas or message in each chapter of *Wandi*. Explore the main idea or message in the text. Ask:

* What words or phrases are repeated?
* How has this helped highlight the main ideas or message the text?
* How do these words or phrases support Favel Parrett’s overall message and target her intended audience?

1. Students use the information from the anchor chart to create a word cloud using [Mentimeter](https://www.mentimeter.com/) that captures the main ideas or messages in the whole text. (See [Teacher notes](#_Teacher_notes) for access to word cloud).
2. Revise Favel Parrett’s purpose for writing *Wandi* and her intended audience. Re-read the sentence, ‘I am hoping that this book reaches a new audience that will fall in love with Australian dingoes, and will want to save and protect them’ (p 134).
3. Pose the questions:

* Did Favel Parrett achieve her purpose and make you fall in love with dingoes?
* How did she target her audience?
* What language choices, as an author, did she use to achieve her purpose?
* Did Favel Parrett’s authority enhance the text? What makes you say that?

1. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) if Favel Parrett achieved her purpose and if she was successful in persuading a new audience who wants to save and protect dingoes.
2. Students write a reflection about the text using the guiding questions from activity 5. Encourage students to consider their thoughts and feelings about dingoes before and after reading the book.

**Too hard?** Students orally share their ideas. Co-construct a written reflection using student ideas.

1. In pairs, students share their reflections.

## Lesson 11 – using interrogative sentences to present information

1. Watch [Dingo Den | Sydney Weekender (3:56)](https://www.youtube.com/watch?v=_imYnb2xc3M&embeds_referring_euri=https%3A%2F%2Fsydneyweekender.com.au%2F&source_ve_path=OTY3MTQ&feature=emb_imp_woyt). Ask:

* What is the purpose of the video and who is the intended audience?
* What is the subject matter or main message? How do you know?
* How is the text presented (form)? Factual text form: video
* What structure and language choices are used? Interview style, interrogative sentence followed by declarative sentences, emotive language, information presented
* How is the text conveyed (mode)? Multimodal text: spoken language, audio (sounds), visuals
* How is the text communicated (medium)? Broadcasting on the internet/television.

1. Listen to [ANZAC Day and Wandi the dingo (13:03)](https://www.abc.net.au/kidslisten/programs/news-time/anzac-day/12181736). Listen to ‘Wandi the dingo’, starting the video at (10:55). Ask:

* What is the purpose of the video and who is the intended audience? How do you know?
* What is the subject matter or main message?
* How is the text presented (form)? Factual text form: audio text
* What structure and language choices are used? Interrogative sentences, declarative sentences, facts and definitions
* How is the text conveyed (mode)? Audio (sounds/spoken language)
* How is the text communicated (medium)? Podcast/audio recording

1. As a class, complete a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) identifying the similarities and differences between the structure and presentation of the video recording and audio recording. For example, similarities include interrogative sentences followed by declarative sentences, and differences include the video using visuals to support information while the audio recording relied on voice and explanations to convey the message.
2. Explore the importance of conveying clear messages when presenting information in audio form. Using the video from activity 1 and audio recording from activity 2 as an exemplar, co-construct success criteria for presenting information orally to an audience. For example:

* present information clearly
* maintain a steady pace
* adjust volume to add meaning and to engage the audience.

1. Explain that students will research one sanctuary in NSW from the [Australian Wildlife Conservancy](https://www.australianwildlife.org/where-we-work/) website. Students will compose their information in a question and answer (Q&A) style format and present their information as an audio recording in [Lesson 13](#_Lesson_13:_Creating).
2. Model navigating and reading the information about [Gorton Forest Sanctuary](https://www.australianwildlife.org/where-we-work/gorton-forest-sanctuary/) and revise how literal information can be sourced directly from a text.
3. After reading the information, revise learning in Component A on interrogative questions. Generate 3 interrogative sentences (direct questions) that could be used to present the information in the Q&A. For example:

* Where is the sanctuary located?
* What wildlife is protected and why are they protected at the sanctuary?
* What potential threats do wildlife face at the sanctuary?

1. Using the first question generated in activity 7, model writing sentences using the information from the website. Remind students that the information written will be conveyed in an audio format and needs to be clear and easy to understand. For example:

Where is the sanctuary located? Gorton Forest Sanctuary is located on the Mid North Coast of NSW. The sanctuary covers large areas of land of up to 3,932 hectares. It protects threatened or endangered wildlife as it is surrounded by native forest.

1. Display the modelled writing in the classroom to use in activity 11.
2. Using the information from the website, jointly construct an informative paragraph answering the second question from activity 7. For example:

What wildlife is protected and why are they protected at the sanctuary? At Gorton Forest Sanctuary, sugar gliders and koalas are protected. Sugar gliders are small possums that glide from tree to tree. Habitat destruction through bushfires is decreasing the number of hollows sugar gliders can live in. Feral animals like cats and foxes are also impacting the number of sugar gliders. The sanctuary also protects koalas. Koalas are threatened by a loss of habitat caused by bushfires and forests being cut down. Koalas are also vulnerable because they can be run over by cars or attacked by dogs on the ground.

1. Display the jointly constructed informative paragraph in the classroom to use in activity 11.
2. In pairs, students use the information from the website to write an informative paragraph that answers the third question. For example:

What are the threats to wildlife?At Gorton Forest Sanctuary, an invasive weed called Blackberry covers the ground killing other plants. Blackberry also invades large areas of bushland consequently providing a habitat for rabbits and foxes. Feral cats, foxes, rabbits and wild dogs have also been seen at the sanctuary and are a potential threat to the native environment.

**Too hard?** Jointly construct an informative paragraph using the information from the website.

**Too easy?** Students use the information from the website to construct their own paragraphs to answer the 3 questions generated in activity 7.

1. In pairs, students use the 3 paragraphs to practise presenting the information orally. One student asks the question while the other answers. Students continue taking turns until they have completed all 3 paragraphs. Encourage students to provide feedback using the co-constructed success criteria in activity 4. **Optional**: students record themselves on an electronic device such as an iPad. Students listen to their recording and self-assess using the success criteria.

## Lesson 12 – planning and drafting an audio recording

1. Display the modelled and jointly constructed paragraphs from [Lesson 11](#_Lesson_11:_Using). After revising learning from Component A, create a co-constructed success criteria for writing. For example:

* use adverbial clauses to provide reasons or for circumstance
* use interrogative sentences
* use a variety of sentences (simple, compound complex)
* use coordinating conjunctions to compare and contrast, or for addition
* use subordinating conjunctions to signal sequence, reason or cause and effect.

1. Explain that students will research one of the NSW sanctuaries from the [Australian Wildlife Conservancy](https://www.australianwildlife.org/where-we-work/). Display the questions generated from [Lesson 11](#_Lesson_11:_Using). For example:

* Where is the sanctuary located?
* What wildlife is protected and why are they protected at the sanctuary?
* What potential threats do wildlife face at the sanctuary?

1. Display [Resource 4 – writing process](#_Resource_4:_Writing). Revise the different phases of writing. Explain that students will plan their ideas before writing.
2. In pairs, students explore one of the sanctuaries from the [Australian Wildlife Conservancy](https://www.australianwildlife.org/where-we-work/). Provide students with a copy of [Resource 7 – Q&A planning template](#_Resource_7:_Q&A). Students record their 3 interrogative sentences. Encourage students to source literal information from the website and record ideas in their own words using bullet points.
3. Explore the cyclical process of the drafting and composing phase of writing. Highlight the importance of rereading and revising during this phase.
4. Using the ideas on their planning template, students begin drafting and composing written responses. Encourage students to reread and revise their writing throughout this phase of writing.

**Too hard?** Students use the information about Gorton Forest Sanctuary from [Lesson 11](#_Lesson_11:_Using) to draft their paragraph.

1. Explain that students will publish and present their ‘Q&A’ as an audio recording in [Lesson 12](#_Lesson_12:_Planning).

**Assessment task 5 –** observations and work samples from this lesson allow students todemonstrate achievement towards the following syllabus outcomes and content points:

**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
* understand that literal information can be sourced directly from a text and that inferences can be made by using multiple sources of information.

**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

* use coordinating conjunctions in compound sentences to compare and contrast, or for addition
* use adverbial phrases or clauses to add information to the verb or verb group of the main or other clauses, to provide reasons for or circumstance
* use subordinating conjunctions in complex sentences to signal sequence, reason or cause and effect
* use interrogative sentences to ask a direct question, or for rhetorical effect to engage the reader with a viewpoint.

# 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.

#### Learning intention

Students are learning to present an argument using language choices to suit the text’s purpose.

#### Success criteria

Students can:

* use the form of an audio recording to present information
* apply their understanding of authority to create a text
* apply their knowledge of paragraph structure to create a text
* plan, draft and revise a text.

## Lesson 13 – creating an audio recording as a genre form

1. Display images from [Gorton Forest Sanctuary.](https://www.australianwildlife.org/where-we-work/gorton-forest-sanctuary/) Ask students why it is important to share information about these sanctuaries with a wider audience. Revise students writing from [Lesson 12](#_Lesson_12:_Planning). In pairs, students identify the purpose for writing (to inform) and the intended audience. Display the co-constructed success criteria for writing from [Lesson 12](#_Lesson_12:_Planning).
2. Select a [peer feedback](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-peer-assessment) protocol for students to use. In pairs, students review their writing from [Lesson 12](#_Lesson_12:_Planning) and provide feedback using the success criteria. Encourage students to ask clarifying questions if necessary. For example:

* How have adverbial phrases or clauses been used to enhance the information in your text?
* Have you used interrogative sentences to ask direct questions and/or for rhetorical effect? How do they impact the reader differently?
* Can you share examples of how coordinating conjunctions have been used to compare or contrast and/or add information?
* Can you share examples of how subordinating conjunctions have been used in in complex sentences to signal sequence, reason or to show cause and effect?

1. Display and review the co-constructed success criteria for presenting information from [Lesson 11](#_Lesson_11:_Using). Remind students that texts can be presented in different forms to support its genre. Explain that students will record their Q&A presentation as an audio recording. Provide time for students to practise their Q&A presentation.
2. Using a recording device, such as an iPad, students record their Q&A presentation.
3. As a class, reflect on the process of creating an audio recording. Ask:

* How does the audio format enhance the presentation of information? For example, the use of sounds and spoken language to convey information
* How does the audio format limit the ability to express some details about the sanctuary? For example, the use of visuals such as maps
* What other ways could the information be communicated (mode) or conveyed (medium)?
* How could you describe the genre of this text? What structure and language choices support the genre of this text?

1. Provide time for students to listen to the audio recordings. **Optional:** share audio recordings with the other classes or the wider school community.

## Lesson 14 – using authority to plan a persuasive text

1. Display [Resource 8 – scenario cards](#_Resource_8:_Scenario). Read each scenario and ask:

* Which scenario do you relate to most and why?
* How are their arguments or perspectives on koalas similar or different?
* Which scenario has more authority? What makes you say that?
* How does the expert’s authority in Scenario 2 influence the credibility of the information presented?
* How does the authorship of each scenario differ? For example, Scenario 1 shares a personal experience and Scenario 2 presents information based on research.
* How could hearing personal stories impact your motivation to get involved and help protect koalas? Do you think hearing expert knowledge motivates you more or less? What makes you say that?

1. Revise the purpose of *Wandi* from [Lesson 10](#_Lesson_10:_Reflecting) and the ways Favel Parrett spreads her message about the role sanctuaries play in protecting dingoes.
2. Explain that students will present a speech about the importance of sanctuaries. Identify the purpose and intended audience for writing. Ask students what authority they have on the topic. For example, reading Wandi and understanding dingo sanctuaries as well as the research conducted in [Lesson 11](#_Lesson_11:_Using). Ask students what perspective, they as authors, will bring to their writing. For example, students' vocabulary choices may reflect their personal experience.
3. Review [Resource 4 – writing process](#_Resource_4:_Writing) and explain that students will begin planning their text. Display an enlarged [brainstorming template](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=d1ead359-f241-7f3b-9dc1-f3bec1ba5673). As a class, brainstorm and record reasons why sanctuaries are important. Ask guiding questions, such as:

* What is the purpose of a sanctuary?
* How do they protect vulnerable or engendered wildlife?
* What impact do they have on maintaining and balancing ecosystems?
* What types of sanctuaries do you know about and what impact have they had on wildlife?
* What might happen if sanctuaries did not exist?

1. Students plan and record their ideas about the importance of sanctuaries on a brainstorming template.
2. Display an enlarged persuasive [writing scaffold](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625?clearCache=608ba017-5c3d-1586-a090-d8c1b26b5d20). Explore the structure of the writing scaffold (statement of position, sequenced body paragraphs, conclusion). Revise language choices used for persuasive effect. For example, modality, interrogative sentences (rhetorical questions), emotive language.
3. Co-construct success criteria for writing. For example:

* include a statement of position, body paragraphs and conclusion
* use declarative sentences to provide facts to reinforce a viewpoint
* use different types of modality for persuasive effect
* use interrogative sentences for rhetorical effect to engage the audience
* use adverbial clauses to provide reasons
* use coordinating conjunctions to compare and contrast, or for addition
* use subordinating conjunctions to signal sequence, reason or cause and effect.

1. Revise the purpose of a statement of position (to inform the audience of the author’s position on a topic). It may also foreshadow or preview the line of argument to follow. Model writing an introduction that includes a statement of position and foreshadows 2 arguments that will be expanded in the body paragraphs. For example:

Sanctuaries are vital for the survival of Australia’s unique wildlife. They not only protect vulnerable and endangered species, but significantly contribute to maintaining a balanced ecosystem. Sanctuaries offer a valuable opportunity to learn about native species and their role in the ecosystem which will improve our understanding of their importance.

1. Display modelled writing in the classroom to use in [Lesson 15](#_Lesson_15:_Drafting).
2. Provide time for students to draft their introduction that includes a statement of position and foreshadowing of at least 2 arguments.

**Too hard?** Provide students with headings to support writing. Headings may include position on the topic, argument 1, argument 2.

**Too easy?** Students include a hook such as an interesting fact, thought provoking question or a contradictory statement.

1. Explain that students will continue drafting and composing their text in [Lesson 15](#_Lesson_15:_Drafting).

## Lesson 15 – drafting and revising body paragraphs of a persuasive text

1. Review the modelled introduction and co-constructed success criteria from [Lesson 14](#_Lesson_14:_Using).
2. Revise the structure of a persuasive paragraph. For example:

* Topic sentence: introduces the topic and shares the author's opinion
* Supporting examples or elaborations: to justify and strengthen an opinion expressed
* Concluding statement: restates the author’s opinion.

1. Model using the enlarged writing scaffold from [Lesson 14](#_Lesson_14:_Planning) to write the first body paragraph. Use think-alouds to highlight how interrogative sentences can be used for rhetorical effect to engage the reader. For example:

Sanctuaries are safe havens that protect Australia’s endangered native species. Koalas are considered an endangered species in NSW due to their declining numbers. Unfortunately, human activities and habitat destruction are having a significant impact on their survival. Sanctuaries are the only way to safely protect these species. Sanctuaries, such as the Gorton Forest Sanctuary in NSW, provide koalas with a protected habitat where they can live, feed and breed. Koalas are able to successfully fulfill their role in the ecosystem therefore maintaining balance in the environment. All species are interconnected and without sanctuaries the ecosystem would suffer.

1. Display modelled writing in the classroom to use in [Lesson 16](#_Lesson_16:_Drafting).
2. Deconstruct the paragraph against the success criteria and highlight the language choices that support the text’s purpose.
3. Students re-read their introduction and begin drafting and composing their body paragraphs. Encourage students to re-read and revise throughout the writing process.

**Too hard?** Students write sequenced sentences about the importance of the dingo sanctuary.

1. Explain that students will continue drafting and composing their text in [Lesson 16](#_Lesson_16:_Drafting).

## Lesson 16 – drafting and revising the conclusion of a persuasive text

1. Review [Resource 4 – writing process](#_Resource_4:_Writing) and ask students to explain where they are up to in the writing cycle.
2. Students review their writing and continue drafting and composing their body paragraphs. Encourage students to use the co-constructed success criteria to continually re-read and revise their writing.
3. Revise the purpose of a conclusion (to sum up the author’s position). Using the enlarged writing scaffold with the introduction from [Lesson 14](#_Lesson_14:_Planning) and body paragraphs [Lesson 15](#_Lesson_15:_Drafting), model writing a conclusion. For example:

In conclusion, sanctuaries are essential for the survival of Australia’s unique wildlife. They are the only hope in protecting and ensuring the survival of our vulnerable and endangered species. Without sanctuaries, we would not have the opportunity to learn about Australia’s native species and the important role they play in the ecosystem. It is our responsibility to develop more sanctuaries and protect Australia’s native wildlife for future generations.

1. Deconstruct the paragraph against the success criteria and highlight the language choices that support the text’s purpose.
2. Students use their writing from [Lesson 14](#_Lesson_14:_Planning) and [Lesson 15](#_Lesson_15:_Drafting) to write their conclusion.

**Too hard?** Provide students with sentence stems to support their writing. For example, ‘In conclusion, sanctuaries are important because...’

# 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.

#### Learning intention

Students are learning to plan and deliver spoken presentations using their understanding of argument and authority.

#### Success criteria

Students can:

* apply feedback to revise and edit writing
* deliver spoken presentations to an audience
* reflect on own presentations using success criteria and feedback
* analyse ways authors use authorship and authority to develop arguments.

## Lesson 17 – using feedback to edit and improve writing

1. Revise the difference between revising and editing. For example, editing involves making changes to spelling and punctuation while revising involves looking over the writing as a whole and reworking the organisation and details. Grammatical features, text structure and language choices are also considered during the revising stage.
2. Select a [peer feedback](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-peer-assessment) protocol for students to use. In pairs, students provide feedback on their writing, using the co-constructed success criteria from [Lesson 14](#_Lesson_14:_Planning). Revise learning from Component A to support students to reflect on the success criteria. For example:

* How has modality been used for persuasive effect?
* Does my work include adverbial phrases to provide reasons for and/or circumstance?
* Does my work include subordinating conjunctions to signal sequence, reason and/or cause and effect?

1. Revisit learning from Component A about proofreading. Provide time for students to apply feedback to proofread and edit to improve their writing.
2. Explain that students will deliver their spoken presentation in [Lesson 18](#_Lesson_18:_Delivering) or [Lesson 19](#_Lesson_19:_Delivering). Ask students to share their experiences when presenting their audio recording in [Lesson 13](#_Lesson_13:_Creating). For example, a positive of the experience was that the audio recording was not live, therefore, could be re-recorded if mistakes were made. A challenge faced was that it was harder to engage with the audience without eye contact.
3. Co-construct success criteria for presenting and listening to spoken presentations to an audience. As each point is recorded, discuss the impact each has on an audience as an argument is presented. For example:

* speak clearly using appropriate volume and pronunciation
* maintain eye contact to engage the audience
* use appropriate facial expressions, gestures and body language
* use appropriate pace and stay within the time limit
* listen actively to the presenter.

1. Provide time for students to practise and time themselves before presenting.

**Assessment task 6** – collecting work samples from this lesson allows 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

* use a structure that includes a statement of position, has sequenced paragraphs and a conclusion
* experiment with modality to modulate an argument for persuasive effect
* use facts or opinions to reinforce a viewpoint
* use interrogative sentences to ask a direct question, or for rhetorical effect to engage the reader with a viewpoint
* plan structures and language to suit the purpose of a text.

## Lesson 18 – delivering spoken presentations (Part 1)

1. Explain that students will, one at a time, deliver their spoken presentation over the next 2 lessons. Explain that as each argument is presented, students will listen carefully to provide feedback.
2. After each presentation, students provide written feedback using the co-constructed success criteria from [Lesson 14](#_Lesson_14:_Planning) (content) and/or [Lesson 17](#_Lesson_17:_Using) (presentation). Encourage students to provide examples from the presentation to support their feedback. **Optional:** the success criteria could be used as a checklist to assess students.
3. Students collect peer feedback to support their self-assessment in [Lesson 19](#_Lesson_19:_Delivering).
4. Students continue delivering their spoken presentations.

## Lesson 19 – delivering spoken presentations (Part 2)

1. Students continue delivering their spoken presentations. After each presentation, students provide written feedback using the co-constructed success criteria from [Lesson 14](#_Lesson_14:_Planning) (content) and/or [Lesson 17](#_Lesson_17:_Using) (presentation). Encourage students to provide examples from the presentation to support their feedback.
2. After all presentations are complete, provide time for students to read the feedback.
3. Students complete a self-assessment to reflect on their learning. Ask:

* What are some things you did successfully?
* What are some things you could improve upon?

1. Encourage students to use peer feedback and success criteria to reflect on their presentation.
2. As a class, identify strategies to improve future presentations based on feedback and students’ self-assessments.

**Assessment task 7** – observations 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

* plan and deliver spoken presentations using language and structure to suit purpose and audience
* reflect on and monitor own presentations according to given criteria.

## Lesson 20 – reflecting on textual concepts

1. Explain that students will use their understanding of the textual concept ‘argument and authority’, to analyse a range of familiar books. Revise the co-constructed definitions of argument, authorship and authority. For example:

* Argument: a stated position about an idea. It is not a dispute but can be a single perspective that is presented and defended.
* Authorship: the act of creating and composing a written text. The author uses their own ideas, creativity and decides what happens in the story.
* Authority: the credibility of a text and how trustworthy an audience may find the ideas, experiences, perspectives and arguments.

1. Place a range of familiar books around the classroom. For example, *Iceberg* by Claire Saxby, *Earth’s Incredible Oceans* by Jess French, *Great White Shark* by Claire Saxby, *The Gentle Genius of Trees* by Phillip Bunting, *Koala Ark* by Stephen Michael King, *I Talk Like a River* by Jordan Scott.
2. In small groups, students explore the text and record their ideas on [Resource 9 – argument, authorship and authority](#_Resource_9:_Argument,_1). Use the guiding questions on the resource to support student thinking. If needed, provide students with electronic devices to research the author and why they wrote the book.
3. Share group responses. Facilitate a discussion using the guiding questions:

* How does the author’s background knowledge and experiences influence the argument presented?
* How does the author’s authority impact the credibility of the text?

1. Discuss the importance of analysing and evaluating a text to understand its credibility and the influence it may have on an audience.
2. Students use [exit tickets](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Index?=) to reflect on the textual concepts and demonstrate their understanding of argument and authority.

**Assessment task 8** – 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

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

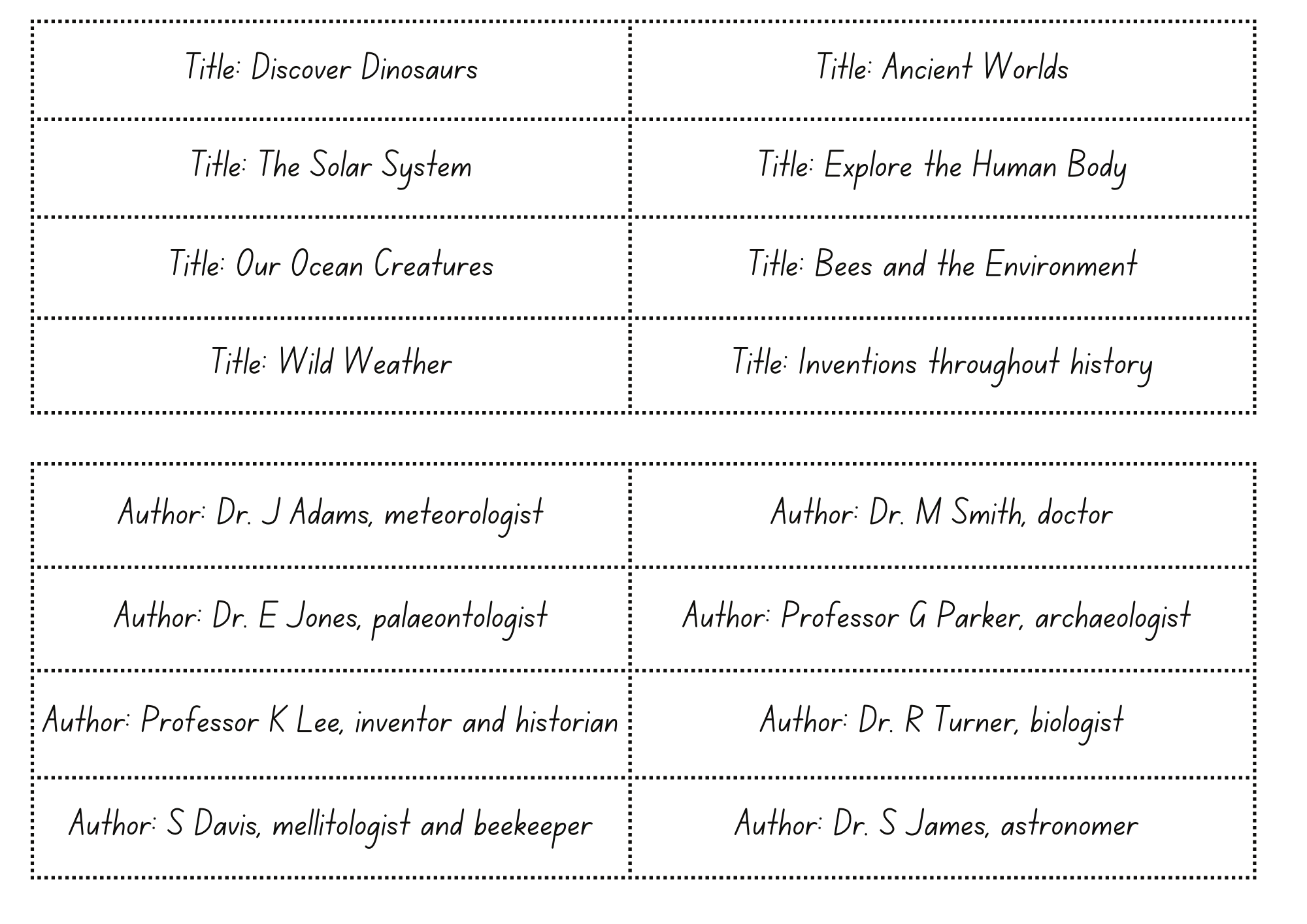
**EN2-UARL-01** – identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts

* recognise that an argument is not a dispute but can be a single perspective that is presented or defended
* describe the difference between authorship and authority
* understand that genre refers to texts that are grouped according to purpose, subject matter, form, structure and language choices, and that a type of text can differ in mode and medium.

# Resource 1 – dingo statements

A poster about dingoes with the title What do you think?
Statements about dingoes include: 
Dingoes are wild dogs.
Dingoes are apex predators that can help control feral species.
Dingoes protect small, native wildlife.
Dingoes need protection from becoming extinct.
The Australian ecosystem cannot survive without dingoes.

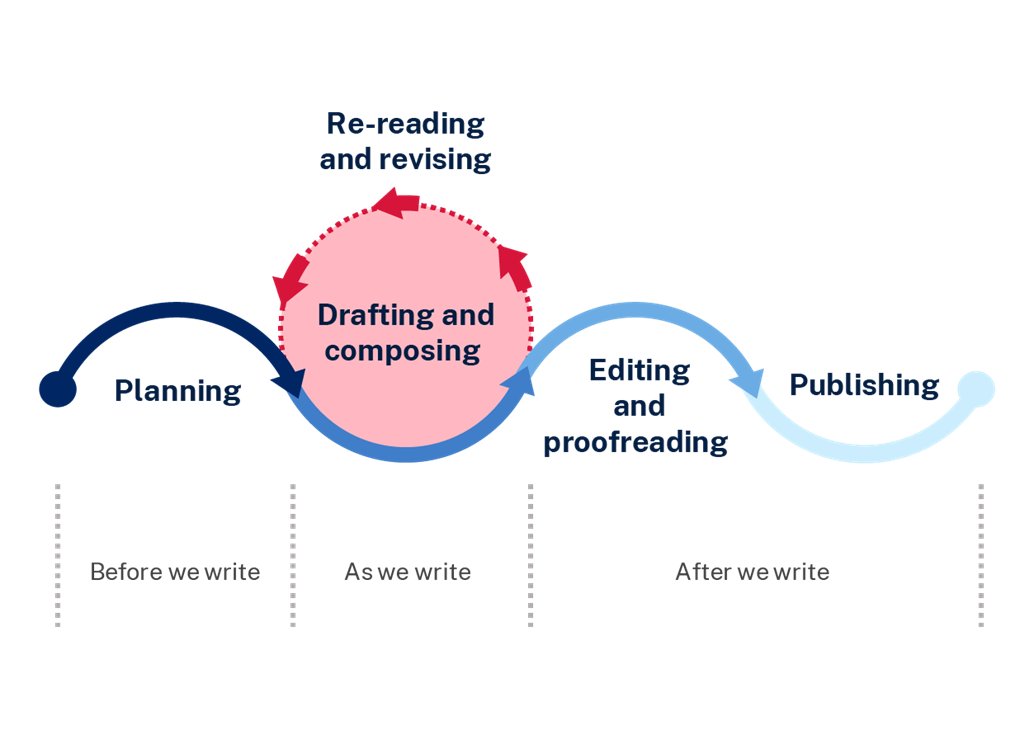
# Resource 2 – authorship and authority



# Resource 3 – lion poster

Save the King of the Jungle poster.
The African lion is in grave danger and faces the threat of extinction by 2050. Only 20,000 remain in the wild today!
Lions are important in maintaining balance in the ecosystem as they are apex predators. While preying on herbivores, they control populations of other animals and prevent overgrazing. Unfortunately, lions are at risk of becoming extinct due to habitat destruction, human conflict, climate change and poaching.
What can you do?
Donate now:  Your money will go directly to support lion conservation, funding research and protect lion habitats. 
Spread awareness:  You have to share this important message with friends and family. 
Get involved:  You must reach out to your local community or conservation group and they will help you make a difference.
We want your help to protect these majestic creatures or we will never see them again. 

# Resource 4 – writing process



# Resource 5 – poster planning template

|  |  |
| --- | --- |
| Question | Information |
| What problems or threats are dingoes facing? |  |
| Why is it important to protect dingoes? |  |
| What can be done to help protect dingoes? |  |

# Resource 6 – genre analysis

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Purpose of text | Subject matter | Form | Structure | Language choices | Mode | Medium |
| Examples: to persuade, inform, entertain, multiple purposes | What is the topic of the text? What is the message? | How is the text presented? Examples: picture book, poem, letter, podcast, video | What structural features are used? | What language choices did the author use? | How is the text communicated? Examples: sounds, music, spoken or written language, images | How is the text conveyed? Examples: print, digital, audio, visual |
|  |  |  |  |  |  |  |

# Resource 7 – Q&A planning template

**Name of sanctuary:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| Question | Information |
|  |  |
|  |  |
|  |  |

# Resource 8 – scenario cards

|  |  |
| --- | --- |
| Scenario 1 | Scenario 2 |
| Your friend tells you a story about a time they drove through bushland and saw thousands of burnt trees. They were distressed about the impact this devastation had on the survival of koalas and are now looking into ways they can help their survival. | You listen to a presentation by a wildlife expert, who has dedicated their life to studying and protecting koalas. They present information about the important role koala's play in the ecosystem and their role in the food chain. They also explain how koalas are now classified as endangered and why they are in need of protection. |

# Resource 9 – argument, authorship and authority

**Title and author:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| Element | Response |
| **Argument:**  What is the main argument or message presented? |  |
| **Authorship:**  Who is the author? How does their background or experience influence the text? |  |
| **Authority:**  What makes the author credible? What examples from the text support their authority? |  |

# References

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