English Stage 3 First year – Unit 3

Argument and authority – *One Small Island*

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# Unit overview and instructions for use

In this 5-week unit, students will use the mentor text One Small Island to analyse representations of ideas in literature through genre that reflect argument and authority. Students will adapt these representations when creating a persuasive text and a hybrid text that does not follow the form and function of a single genre.

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 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

Aboriginal and Torres Strait Islander people should be aware that this resource may contain images, voices or names of deceased persons in photographs, film, audio recordings or printed material.

At the NSW Department of Education, we recognise the traditional custodians of the lands and waterways where we work and live. We celebrate Aboriginal and Torres Strait Islander Peoples' unique cultural and spiritual relationship to Country and acknowledge the significance of their cultures in Australia. We pay respect to Ancestors and Elders past, present and future.

The department recognises that by acknowledging our past, we are laying the groundwork for a future that embraces all Australians; a future based on mutual respect and shared responsibility.

1. Argument – a stated position about an idea. 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 2023).
2. Authority – authorityofa text: how trustworthy, authentic or valid an audience may find the representation of ideas, experiences, perspectives and arguments in a text. Authority over a text: the varying degrees to which the meaning of a text is controlled or constructed by its creator(s) and by its audience (NESA 2023).
3. Understanding of argument and authority can be supported through watching the department’s videos: [Argument (3:17)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset1) and [Authority (2:39)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset12).
4. While ‘argument and authority’ is the mentor concept for the conceptual component of this unit, the supporting concept ‘genre’ can also be explored. Additional textual concepts may be included based on individual school context and student needs.
5. For information on modality, nominalisation, rhetorical devices and questions, refer to the [NESA Glossary](https://curriculum.nsw.edu.au/curriculum-support/glossary).
6. 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’.
7. This unit could enhance student learning towards the achievement of history and geography outcomes.
8. Consider prior student knowledge about persuasive writing, argument and authority and genre.
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. For information, definitions and terminology related to Aboriginal education, refer to the [NSW Aboriginal Education Consultative Group (AECG)](https://www.aecg.nsw.edu.au/), [Aboriginal Outcomes and Partnerships](https://education.nsw.gov.au/teaching-and-learning/aec) and [Diversity of learners](https://curriculum.nsw.edu.au/teaching-and-learning/diversity-of-learners) resources, and the [Australian Government’s Style Manual](https://www.stylemanual.gov.au/accessible-and-inclusive-content/inclusive-language/aboriginal-and-torres-strait-islander-peoples).
11. 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.
12. 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 1 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**  **EN3-OLC-01** communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding |  |  |  |  |  |  |  |
| * Follow agreed-upon protocols and define individual roles as needed for in-person or online interactions, establishing specific goals, criteria or timeframes (InT6) |  | x | x |  | x |  | x |
| * Respond to questions with elaboration and detail (InT5) |  | x | x | x |  | x |  |
| * Deliver presentations suited to purpose and audience (SpK6) |  | x |  |  | x |  | x |
| * Select multimedia components, visual displays or use gestural features to enhance and bring clarity to presentations (SpK6) |  | x |  |  | 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 | x |
| * Evaluate the effectiveness of modal words used in texts to intensify or soften emotional responses | 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 |  |  |  |  |  |  |  |
| * Syllabify, blend grapheme–phoneme correspondences and use morphemic knowledge as strategies for reading words accurately (SpG10, PKW9, FlY6) | x |  | x | x | x | x | x |
| * Bring subject vocabulary, technical vocabulary, background knowledge and conceptual knowledge to new reading tasks (UnT8) |  | x | x | x | x | x | x |
| * Analyse use of multimodal features to enhance meaning within texts | 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 |  | x |  |
| * Understand that sentence openers signal what the sentence will be about, and that the rest of the sentence can provide new information |  | 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 |  |  |  |  |  |  |  |
| * 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 | x |  |  |
| * Use rhetorical devices targeted to the audience (CrT9) | x | x |  | x | x |  | x |
| * Use modality to qualify or strengthen arguments | x | x |  | x |  | x | x |
| * Make choices about verbs and verb groups to achieve precision and add detail (GrA6) | x | x |  | x | x | x |  |
| * Experiment with the placement of adverbial clauses, to modify the meaning or to add detail to a verb or verb group (GrA6) | x | x |  | x | x | x |  |
| * Create nominalisations to convey abstract ideas and concepts succinctly and authoritatively (GrA7) | x | x |  | x |  | x |  |
| * Use capital letters at the beginning of a sentence, to indicate proper nouns, for headings and subheadings, to indicate the beginning of a poetry line, for emphasis, and when using acronyms (PuN7) |  | 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 |  | x |  | x | x | x |  |
| * Use topic-specific Tier 2 and Tier 3 vocabulary intentionally to add credibility and enhance authority (CrT9) | x | x | x | x |  | x |  |
| * Control modality related to probability, occurrence, obligation or inclination for precision | x | 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 (SpG10) | x |  | x | x | x | x | x |
| * Recognise that the same grapheme can represent different phonemes (SpG10) | x |  | x | x | x | x | x |
| * Explain and use spelling conventions to add derivational suffixes such as -ion, -ian, -ence, -ous to base words or roots (SpG10) | x |  |  |  | x | x | x |
| * Explain and use spelling conventions for assimilated prefixes such as in-, ad-, com- (SpG10) | x |  | x | 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 | x |
| * Adjust handwriting style to suit writing purpose (HwK8) | x |  | x |  | x |  | x |
| * Navigate the keyboard with efficiency and accuracy when typing words, numerals, punctuation and other symbols (HwK8) | 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 |  |  |  |  |  |  |  |
| * 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 |  |
| * Examine and experiment with elements in literature that do not follow the form and function of a single genre |  | 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 |
| Lester A & Tulloch C (2011) One Small Island, Penguin, Australia. ISBN13: 9780143789253 | x | x | x | x | x | x | x |
| [Resource 1 – SEEC template](#_Resource_1:_SEEC) |  | x | x |  |  |  |  |
| Video: [Macquarie Island (3:40)](https://www.abc.net.au/btn/classroom/macquarie-island/10534316) |  | x | x |  | x |  |  |
| Video: [A Children’s Book With A Message (4:42)](https://www.youtube.com/watch?v=91r4CY2ZtSI) |  | x | x |  |  |  |  |
| Chart paper |  | x | x | x | x | x | x |
| [Resource 2 – authoritative text features](#_Resource_2_–) |  | x | x |  |  | x |  |
| [Resource 3 – writing process](#_Resource_3_–) |  | x |  | x |  |  |  |
| A short picture book without words |  | x |  | x |  |  |  |
| A short picture book with words |  | x |  | x |  |  |  |
| [Resource 4 – planning template](#_Resource_4_–) |  | x |  |  |  | x | x |
| [Resource 5 – hybrid text exemplar – geography](#_Resource_5:_Hybrid) |  | 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 analyse how authors use an authoritative style to create texts.

### Success criteria

Students can:

* build background knowledge to improve comprehension
* identify and explain arguments presented within a text
* analyse the author’s authority of text
* examine the form and function of a text
* explain why a text does not follow the form and function of a single genre.

## Lesson 1 – examining the text and building background knowledge

1. Watch the video: [Macquarie Island (3:40)](https://www.abc.net.au/btn/classroom/macquarie-island/10534316). Students use the [One-pager](https://education.nsw.gov.au/teaching-and-learning/learning-remotely/teaching-at-home/expectations/contemporary-learning-and-teaching-from-home/learning-from-home--teaching-strategies#/asset5) strategy to create a written and/or visual summary of the key information learnt about Macquarie Island.
2. Display the front and inside covers of the text One Small Island. Allow time for students to zoom in on the details in the illustrations. Ask and discuss:

* What do you see? What do you notice?
* Why do you think the authors have included certain details? For example, the map, compass and the wave of green light (Aurora Australis).
* What do you think the details tell us about the island and the text? Prompt students to support their interpretations with reasons.
* What do the illustrations make you wonder about the island/text/authors?

1. Display Sir Douglas Mawson’s quote on the inside cover of the text, ‘This little island is one of the wonder spots of the world.’ Ask students what they think this quote means. Explain that Sir Douglas Mawson was a scientist and an explorer who led Australia’s first Antarctic research expedition in 1911.
2. Read aloud the first double-page spread with the text ‘Macquarie Island lies in the Southern Ocean…’ Locate Macquarie Island on a map. Discuss the location and why it was named Macquarie Island. Explain that Macquarie Island was declared a Biosphere reserve by UNESCO (United States Educational, Scientific and Cultural Organization) and has been included on the World Heritage List. Discuss what this means.
3. Read One Small Island to the class.
4. View the double-page spread that includes the detailed scientific illustrations and the text, ‘The island was born millions of years ago when colossal subterranean forces pushed the sea floor upwards.’ Reinforce the idea that Macquarie Island was a small section of the ocean floor that was pushed upwards.
5. Explore some Tier 2 and Tier 3 vocabulary from the text. For example, colossal, subterranean, forces, sea floor. Refer to [Resource 1 – SEEC](#_Resource_1:_SEEC) for support with vocabulary instruction (and the note box below). In the ‘explore’ phase model selecting a word and use a graphic organiser such as a [Frayer diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/553) or word web to deepen vocabulary understanding.

**Note**: targeting words which articulate themes can be a powerful strategy in explicit vocabulary instruction. Using the SEEC process is an effective way to support vocabulary development and comprehension. Using this process will support greater vocabulary understanding within Component B.

1. Review Sir Douglas Mawson’s quote on the inside cover of the text, ‘This little island is one of the wonder spots of the world’. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) what they now think the quote means and provide elaboration to support their answer using examples from the text.
2. Students use the text and their one-pager from activity 1 to write a summary of the text and what they have learnt about Macquarie Island.

**Too hard?** Provide students with sentence stems to complete. For example, Macquarie Island is located in...

**Too easy?** Encourage students to use Tier 2 and Tier 3 vocabulary in their summary.

1. In pairs, ask student to reflect on the purpose of the text and discuss why it is important to protect environments like Macquarie Island.

## Lesson 2 – understanding argument

1. Ask students if Macquarie Island should be open to a few tourists each year. In pairs, students decide on one argument point for and one against. Explain that students should respond to the question with elaboration and detail. Prompt students to use their knowledge from the text to support their arguments.
2. Establish agreed-upon protocols to interact and to listen for understanding. For example, establishing roles such a timekeeper or group leader to support students to stay focused on the topic.

**Note**: using a process such as [Talk moves](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy/talk-moves) can support rich, dialogic talk.

1. Students group with another pair to share their argument points and decide on the strongest point for and against the question posed in activity 1. Select a student from each group to share their agreed upon argument points. Use key words to record for and against points from each group.
2. Ask students to share their understanding of argument. Explain that argument is a stated position about an idea; 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)).

**Note**: in [Lesson 3](#_Lesson_3_–) a class definition for authority will be created; consider having the definitions accessible for reference throughout the unit by using anchor charts, slides or on Google Docs.

1. Re-read the narrative section of *One Small Island* and ask students to listen carefully to identify the authors’ stated position (argument) about Macquarie Island.
2. Open to the first double-page spread (in sepia) and read the paragraphs on the right hand starting with ‘We have cleared forests...’ (enlarging the text may help with readability). Ask:

* Why did the authors include this section?
* What is the impact on the reader?
* What do the paragraphs reveal about the authors’ position about Macquarie Island?

1. In pairs or small groups, students identify and record examples from the text to highlight the authors’ position about Macquarie Island. For example:

* Vocabulary – modal words elicit an emotional response (brutal, scarce, battle, precious, shocked, cruel)
* Images – add meaning and create an emotional connection to the reader to persuade (sealers on the island, introduction of invasive species)
* Evidence – why it should be protected and facts about the past.

1. Ask what students think the most important point the authors are trying to make is and why.
2. Students write a paragraph explaining the authors’ position about Macquarie Island using evidence from the text. Remind students to include newly encountered vocabulary from Component A in their writing. For example:

The authors believe that Macquarie Island is a special place that should be protected. It has been devastated by human activity and people need to continue working together to protect it and other special places like it. Macquarie Island needs to be protected so scientists can study the geology, atmosphere and climate. This helps everyone learn more about the world.

1. Revisit the question posed in activity 1. Ask students to consider if their position has changed or if they would add further information to elaborate on their argument points. For example, using modal words to strengthen arguments or further evidence from the text.

## Lesson 3 – identifying and understanding authority

1. Take the class on a short nature walk around the school and encourage them to make observations. Ask students, ‘Who would have authority over information about nature and the world around us?’ Discuss how and why scientists and naturalists are authorities when it comes to understanding nature.
2. As a class, [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) student understanding of text ‘authority’, to activate prior knowledge. Ask what makes a source of information reliable or trustworthy. Ask how students know if the information is reliable. Encourage students to provide elaboration and add detail to their responses.
3. Explain that authority encompasses authority ofa text and authority overa text. Authority ofa text is how trustworthy, authentic or valid an audience may find the representation of ideas, experiences, perspectives and arguments in a text. Authority overa 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). Co-construct a definition of authority to be used in [Lesson 10](#_Lesson_10_–).
4. Watch the [A Children’s Book With A Message (4:42)](https://www.youtube.com/watch?v=91r4CY2ZtSI). This ABC news report is about One Small Island and is an interview with Alison Lester, one of the authors and illustrators of the text.
5. In pairs, students [turn and talk](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy/talk-moves) to analyse and discuss how trustworthy, authentic and valid the information from the video is. Students consider if the author’s knowledge and experiences add to the text authority and, if so, how. Ask students to provide reasons to support their answer and explain why they do or do not trust the information.
6. Revisit One Small Island and focus on the acknowledgments section on the final page. Explain that authors include the acknowledgements to enhance the credibility and to show that the authors have consulted various sources or received help from experts or individuals with expertise in the subject.
7. Explore other textual features that add to the authority of the text. For example, the timeline, maps and climate statistics. Explain these features show that the text has been written in an authoritative style.
8. Discuss texts that students may have read, viewed or written that have an authoritative style. For example:

* news programs such as BTN
* information reports or articles
* scientific reports: websites, videos or worksheets provided by teachers in other key learning areas.

1. Display an enlarged copy of [Resource 2 – authoritative text features.](#_Resource_2:_Authoritative) As a class, explore the authoritative features in *One Small Island.* For example:

* Text features: historical letters, historical timelines, glossary
* Visual elements: maps, glossary, photos.
* Language features: Tier 3 vocabulary, facts, quotes

1. In pairs or small groups, students complete [Resource 2 – authoritative text features.](#_Resource_2:_Authoritative) Students identify authoritative features and explain how they add to the authority of the text. For example, historical photographs provide firsthand accounts and insights into the past. They tell us that the information is factual and reliable.

**Too hard?** Provide students with sentence stems to complete. For example, One Small Island is a trustworthy text because...

1. In pairs, students evaluate the authors’ authority of the text, *One Small Island.* Encourage students to use evidence from the video to support their thinking. Ask guiding questions such as:

* What knowledge or experience do the authors have about Macquarie Island?
* How do we know that the information in the text One Small Island is trustworthy?
* What examples from the text support the authors’ authority?

1. Students use [exit tickets](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543) to synthesise, reflect and demonstrate their understanding of text authority. Ask prompting questions such as:

* What have you learned about authority?
* Why is text authority important?
* How can the author improve the authority of a text?

## Lesson 4 – analysing the genre of a text

1. Revisit One Small Island paying greater attention to the scientific information, historical accounts and images.
2. Discuss how the text is presented (form). The form of a text refers to its structure and organisation. It includes how the text is constructed. Different types of texts have distinct forms. Some texts deviate from the typical form of a particular genre for different reasons such as the author’s purpose, to engage the reader and to target a particular audience. Reinforce the idea that One Small Island is a historical recount and is a picture book. Ask students to consider how they might expect a typical historical book to be presented and how One Small Island does not follow the form of a typical historical text.
3. Ask students to examine how the information adds meaning to the text. For example, on the second double page the scientific information and diagrams at the top of the page explains in greater detail how Macquarie Island was formed. Also, without the diagrams the reader may not have the background knowledge to understand some of the vocabulary used.
4. Revisit pages from the text such as the first and last 4 double-pages. In pairs, students explore the function of the text and how the structure and language features support its purpose (to inform, to persuade, to entertain). For example:

* to entertain: narrative structure, descriptive language, imaginative illustrations
* to inform: facts, charts, glossary, maps, Tier 2 and Tier 3 vocabulary
* to persuade: facts, modality and emotive words, author’s perspective.

1. Divide the class into 3 groups, ‘to entertain’, ‘to inform’ and ‘to persuade’. In groups, students use the [Snowball](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/expectations/contemporary-learning-and-teaching-from-home/learning-from-home--teaching-strategies#/asset7) writing strategy to record the elements of the text to support its purpose. Each group decides on the final piece of writing that will be presented to the class (students could record this on strips of paper). Encourage students to add elaboration and detail to their responses. For example:

The text has entertaining features such as the style of writing, descriptive language and imaginative illustrations. These features make the text student friendly, as it appeals to a younger audience. The features also make it interesting to read.

1. Select a group member to share their writing from activity 5.
2. Ask students if *One Small Island* can be categorised by a single genre or not. Students explain their thinking.
3. Students write a short explanation about how *One Small Island* does not follow the form and function of a single genre. Prompt students to use examples from activity 5 to elaborate and add detail.

**Assessment task 1** – 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

* respond to questions with elaboration and detail.

**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

* examine and experiment with elements in literature that do not follow the form and function of a single genre.

# 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 analyse argument and authority in texts.

### Success criteria

Students can:

* analyse objectivity and subjectivity in arguments
* examine and analyse authoritative features of a text
* evaluate the use of modality in texts
* use modality to strengthen arguments
* use commas to separate information or items within a sentence
* use capital letters for the beginning of a sentence, to indicate proper nouns, headings and for acronyms.

## Lesson 5 – analysing objectivity and subjectivity in arguments

1. Display 2 argument statements, one objective and the other subjective. For example:

* I think introducing rabbits to Macquarie Island was bad (subjective).
* The introduction of rabbits to Macquarie Island destroyed the landscape and habitats for nesting birds (objective).

1. Ask students to analyse the 2 statements using guiding questions, such as:

* What are the similarities and differences between the statements?
* Which statement has greater authority? Why do you think that?
* Which statement is more persuasive? Why?

1. In pairs, students [turn and talk](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy/talk-moves) to share their understanding of ‘objective language’ and ‘subjective language’.
2. As a class, students share ideas and co-construct a class definition for each term.

**Note:** subjective language consists of words used to communicate based on opinion, feelings or personal biases. Objective language is fact-based, measurable and observable, verifiable and unbiased ([NESA Glossary](https://curriculum.nsw.edu.au/stages/primary/stage-3?tab=glossary)). Objectivity in arguments refers to looking at ideas or situations without letting personal feelings, opinions or biases influence judgment. Subjectivity in arguments, on the other hand, involves opinions, interpretations and personal viewpoints.

1. Revisit One Small Island. Discuss examples of objectivity and subjectivity that support the argument presented. For example:

* Objectivity: ‘The sealers killed more than one hundred thousand fur seals and after ten years there were none left.’
* Subjectivity: ‘The explorers were shocked to see the cruel practices of the penguin oil industry.’

1. In pairs, students discuss the guiding questions:

* What are the similarities and differences between the statements?
* Which statement has greater authority? Why do you think that?
* Which statement is more persuasive? Why?
* Why have the authors used both objectivity and subjectivity in the text?
* How do they support the purpose of the text?

1. Analyse the text and discuss the evidence and arguments presented that support the authors’ position (that Macquarie Island and other places like it should be protected). List these on an anchor chart. For example:

* Biodiversity: Macquarie Island is home to various species of seabirds, seals, and plants, many of which have adapted to the harsh environment of the subantarctic region. Protecting the island helps preserve the biodiversity of these species and their habitats.
* Scientific research: the island provides a valuable opportunity for scientific research on topics such as climate change, oceanography, and ecology. Protecting the island allows it to continue being a natural laboratory for studying how ecosystems function and respond to environmental changes.
* Ecological balance: introducing invasive species to the island can disrupt the delicate ecological balance and threaten native species. Protecting the island will help to prevent invasive species from causing harm.
* Cultural and historical significance: the island also has cultural and historical significance, as it has been used for research and exploration throughout its history. Protecting it can help preserve this history and the stories associated with it.

1. Pose the question: Should the government use taxpayers’ money to save places, such as Macquarie Island?
2. Students use the [conscience alley](https://education.nsw.gov.au/teaching-and-learning/learning-remotely/teaching-at-home/expectations/contemporary-learning-and-teaching-from-home/learning-from-home--teaching-strategies#/asset1) technique to debate the topic, working in teams of 3 or 4 to collaboratively develop, then present, a compelling argument in response to the question above. Remind students to use objectivity to strengthen arguments.
3. Explain to students that over the next few weeks they will plan and write their own persuasive text on the topic: The government should continue to protect Macquarie Island and places like it.
4. Display an enlarged copy of [Resource 3 – writing process](#_Resource_3_–) and explain that students will be working through this process to write their text and will be starting with the planning phase.
5. Model using key words to list 3 arguments to support the position that the government should continue to protect Macquarie Island and places like it.
6. Students record 3 of their own arguments why the government should continue to protect Macquarie Island and places like it. Encourage students to use ideas from the text, videos from [Week 1](#_Week_1), debate and anchor charts.

**Too hard?** Students work in pairs or small mixed ability groups.

**Note:** students will use their arguments to draft and compose a persuasive text over future lessons.

1. As a class, reflect on why objectivity is important in persuasive writing. Ask students to explain how objectivity could be included in their writing. Students record one idea on a piece of paper and share this with a small group. **Optional:** Students could write their idea on a piece of paper and scrunch it into a ball. Students share by passing it to another student across the room. This could be done several times.

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

**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 6 – examining and analysing authoritative features of a text

1. Revise student understanding of authority by revisiting the class definition created in [Lesson 3](#_Lesson_3:_Identifying). For example, authority **of** a text means how reliable, trustworthy or true the reader finds the information in a text. Authority **over** a text means how the authors and illustrators choose what information is presented.
2. Revisit *One Small Island* to locate examples of text features that provide an authoritative style. In pairs, students analyse 1–2 examples (the timeline, maps and climate statistics) and explain how they contribute to the authority of the text.
3. Revise student understanding and use of Tier 2 and Tier 3 vocabulary from teaching in Component A.
4. Display sentences from the text, for example, ‘The island was born millions of years ago when **colossal** **subterranean** **forces** pushed the **sea floor** upwards’; ‘The Antarctic **Expedition** stopped at Macquarie Island.’ Students identify Tier 2 and Tier 3 vocabulary. Ask students to analyse the impact the vocabulary has on the authority of the sentence.
5. Revisit the enlarged copy of the planning template. As a class, [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) vocabulary that could be included in each argument to add to the authority of the text. Students add ideas to their own copy of the resource.
6. Ask students to consider and recall what authority they have on the topic, ‘Macquarie Island’. For example, reading the information from One Small Island, or watching the video from [Lesson 1](#_Lesson_1_–). As a class, view additional reliable websites such as [Macquarie Island World Heritage Area](https://parks.tas.gov.au/explore-our-parks/macquarie-island-world-heritage-area) or [Macquarie Island Conservation Foundation](https://macquarieisland.org/) and have students add the information onto their planning template. Discuss how this will add to students’ authority.
7. Review nominalisation from teaching in Component A. Explain that nominalisation is the process of changing verbs and adjectives into nouns. Nominalisation can make sentences more concise and can help explain abstract ideas.
8. As a class identify the verb in the sentence and change it. For example:

* ‘First the wekas were **eradicated** and eventually the last feral cat was shot’. This could be changed to, ‘There was an eradication of the wekas and eventually the last feral cat was shot.’
* ‘When sealers **discovered** the island in 1810, it teemed with animals that were not afraid of humans.’ This could be changed to, ‘The sealers discovery of the island in 1810, revealed a teeming population of animals unafraid of humans.’

1. Revise the purpose of a statement of position (to inform the author’s thoughts on a topic). It may also foreshadow or preview the line of arguments to follow.
2. Display an enlarged copy of a persuasive [writing scaffold](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625?clearCache=4a801610-5b4d-1a22-f766-48822668430a). Revise the structural features of a persuasive text. For example:

* Introduction: statement of position, foreshadows arguments that will be expanded on in body paragraphs
* Body paragraphs: logically sequenced arguments
* Conclusion: summarises the author’s position.

1. Revise commas from Component A.

**Comma**: A punctuation marker used to show separation between parts of a sentence, such as clauses or phrases, where separation is important to the meaning. Commas are also used to separate words, phrases or numbers in a series. ([NESA 2023](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/glossary))

1. Display the double page with the RAT HUT image. In pairs, students analyse the commas used in the sentences and discuss their purposes. For example:

* to separate items in a list (‘…ocean, atmosphere, climate, geology, soils, plants and animals.’)
* to separate the subordinate clause from the main clause (‘In 1978, the myxoma…’).

1. Model writing an introductory paragraph that includes a statement of position and foreshadows 3 arguments that will be expanded on in the body paragraphs. Use think-alouds to model adding authoritative features, such as nominalisation and Tier 2 and Tier 3 words. For example:

**Macquarie Island**

**Did you know that Macquarie Island is a United Nations Educational, Scientific and Cultural Organization (UNESCO) World Heritage Site that is located in the Southern Ocean, approximately halfway between Australia and Antarctica?** It is home to a **unique** and **diverse** ecosystem with a rich array of plant and animal species, many of which are found nowhere else on Earth. The island provides a **valuable** opportunity for scientific research on topics such as climate change, **oceanography**, and **ecology**. The island also has cultural and historical **significance**, as it has been used for research and **exploration** throughout its history. Due to its ecological significance and the fragile nature of its ecosystems, it is imperative that Macquarie Island, and places like it, have ongoing government **protection**.

1. As a class, deconstruct, underline and label features of the introduction paragraph. For example:

* Engaging beginning: this could be a rhetorical question
* Foreshadows 3 arguments: biodiversity, scientific research, historical significance
* Authoritative features: Tier 2 and Tier 3 words (unique, diverse, valuable, oceanography, ecology), nominalisation (significance, exploration, protection)
* Statement of opinion: Macquarie Island and places like it, have ongoing government protection
* Punctuation: commas to separate information, subordinating clause or items within a sentence.; identify and analyse the inclusion of capital letters for acronyms.

1. Co-construct a [success criteria](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622) for writing based on the deconstruction.
2. Students independently write their own introduction paragraph using the persuasive [writing scaffold](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625).

**Too hard?** Provide students with sentence stems to complete.

**Too easy?** Encourage students to include a variety of authoritative features.

1. Students revise and edit their own writing using the co-constructed success criteria.
2. Select student writing samples to share with the class and highlight the correct use of nominalisation, Tier 2 and Tier 3 vocabulary.
3. Use the 3-2-1 strategy to reflect on learning. Students write:

* 3 things I learnt
* 2 things I found interesting
* 1 question I still have.

**Assessment task 3** – observations and work samples from this lesson allow 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 newly encountered words from interactions and wide reading, and use them in writing, discussions and presentations.

**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 nominalisations to convey abstract ideas and concepts succinctly and authoritatively
* use topic-specific Tier 2 and Tier 3 vocabulary intentionally to add credibility and enhance authority.

**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 7 – evaluating the use of modality in texts

1. Display a page from the text and [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) modal words students could use to convince others to protect Macquarie Island. For example, we must protect the island; we will protect the island; people should protect the island.
2. Display a sentence related to the text where modality is used. For example, ‘We **should** spread the word about the need for conservation of this **unique** island.’ Ask students to identify the word in the sentence that helps to intensify or strengthen meaning in the sentence.
3. Replace the high modality word with a lower modality word and ask students to evaluate the impact of changing the words. For example, ‘We **could** spread the word about the need for conservation of this unique island.’
4. Draw on learning in Component A to analyse how using the word ‘should’ strengthens the argument because it emphasises the importance of a particular action. Replacing it with the word ‘could’ weakens the argument and makes the action seem less important or necessary.
5. Discuss how modality can be controlled using modal verbs to convey the desired degree of certainty or obligation such as might and must.
6. Revise and examine each type of modal word. For example:

* Probability: modal verbs such as ‘might’, ‘could’, ‘may’, ‘likely’, ‘possibly’ or ‘probably’ to indicate possibilities or likelihood and adverbs like ‘definitely’, ‘certainly’ or ‘undoubtedly’ to express high certainty
* Occurrence: modal verbs such as 'will’, ‘shall’, ‘is going to’, ‘is likely to’ to indicate future occurrences with certainty and phrases like ‘has a high chance of’, ‘is expected to’, or ‘is anticipated to’ to express the likelihood of an event happening
* Obligation: modal verbs such as ‘must’, ‘should’, ‘ought to’ or ‘have to’ to convey obligations or necessity and phrases like ‘it is necessary’, ‘it is vital’ or ‘it is imperative’ to emphasise the importance of a particular action
* Inclination: expressions like ‘I would prefer’, ‘I would like’, or ‘I am included to’ to convey personal preferences or inclinations.

1. Discuss how modal words can have various degrees of modality, including high, medium or low. Display 8 modal words with varying degrees, such as must, should, ought to, might, may, have to, it is vital, certainly. As a class, discuss the degree of modality and place the word on a [word cline](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/566) to show the degrees of probability or obligation.
2. Create a modality anchor chart with 4 headings (Probability, Occurrence, Obligation, Inclination). As a class, [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) modal words that students may use in persuasive writing and add it to the anchor chart.
3. Play a modality matching game. On a strip of paper students write a sentence about Macquarie Island that contains a modal word. Students place it in a hat. Students select a strip of paper from the hat to read and place under the matching heading on the anchor chart.
4. Discuss and explain how some modal words can have subtle impacts on the meanings of words and contribute to deeper understanding when reading. For example, words that give greater impact, such as ‘worried’ and ‘frantic’.
5. Analyse and discuss how the authors’ intentional use of modality in One Small Islandstrengthen arguments by intensifying emotions. For example:

* ‘The Macquarie Island parakeet was **easy** **prey for them.’**
* ‘The Macquarie Island parakeet **disappeared forever.**’
* ‘...it is important to care for our **precious** places.’
* ‘The sealing gangs lived **brutal** lives and often ran out of food...’
* ‘The explorers were **shocked to see the cruel** practices of the penguin oil company.’

1. In small groups, students analyse and discuss the impact of the modal word in an allocated sentence from the text. Students share their ideas with the class.
2. Brainstorm and add modal words that intensify emotions to the bottom of the modality anchor chart.
3. Students revisit their introduction paragraph from [Lesson 6](#_Lesson_6:_Examining) and revise it to include effective use of modal words to strengthen arguments and give greater impact.
4. In pairs, students compare and contrast their original and revised introduction paragraphs.

## Lesson 8 – using modality to strengthen arguments

1. Display the page with the heading ‘Macquarie Island – a timeline'. Explore how capital letters are used on this page. For example, proper nouns, the start of a sentence and acronyms.
2. Revisit the use of modality and modal words from [Lesson 7](#_Lesson_7:_Exploring), referring back to the co-constructed anchor chart and how authors use it for effect.
3. Revise the structure of an argument paragraph. For example:

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

1. Model using the planned ideas from [Lesson 5](#_Lesson_5_–_1) to write an argument paragraph. Include modal words to add impact and to strengthen arguments. For example:

Macquarie Island’s **unique** biodiversity is a **vital** reason it **should** be protected by UNESCO. The island's harsh subantarctic environment has shaped its inhabitants in awe-inspiring ways. Species of seabirds, seals, and plants have evolved and adapted to these challenging conditions. Protecting the island not only safeguards these species from potential **extinction** but also ensures the preservation of the unique relationships and habitats.

1. Revise the use of a topic sentence; explain that the purpose of a topic sentence is to outline the main idea of a paragraph. Deconstruct and label the paragraph using the structure from activity 4.
2. Students orally create topic sentences with a partner.
3. Co-construct a [success criteria](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622) for writing a paragraph with argument points. For example, I can write an argument paragraph that includes:

* a topic sentence that introduces the topic of the paragraph and shares the author’s opinion
* supporting examples to justify and strengthen an expressed opinion
* a concluding statement that restates the author’s opinion
* Tier 2 and Tier 3 vocabulary to add credibility and enhance authority
* modality to strengthen arguments
* punctuation: capital letters for the beginning of a sentence, to indicate proper nouns, headings and for acronyms and commas to separate information, subordinating clause or items within a sentence.

1. Students refer to their planned ideas from [Lesson 5](#_Lesson_5_–_1) and persuasive writing scaffold from [Lesson 6](#_Lesson_6:_Examining) to write 3 logical arguments.

**Too hard?** Students write sequenced sentences arguing whether the government should continue to protect Macquarie Island and other places like it.

**Too easy?** Encourage students to experiment with a variety of authoritative and modal words.

1. Model using the COPS strategy to revise and edit writing. For example:

* Capitalise: capitalise the first word of the sentence and any proper nouns.
* Organise: organise your writing so it easy to read. Use complete sentences, neat handwriting and correct spacing.
* Punctuation: punctuate your sentences and check you have used full stops, commas, exclamation marks or quotation marks correctly or when needed.
* Spelling: check you have spelled words correctly. Use a dictionary, website or word wall for any tricky words you are unsure about.

1. 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 each other with feedback on their writing, using the COPS strategy and co-constructed success criteria. Encourage students to listen actively and ask clarifying questions if necessary.
2. Provide time for students to apply feedback to edit their writing.
3. **Optional**: Students play [‘What’s the question?’](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/572?clearCache=e1be18d-2d-8e7f-d031-e0f69770bb70) to review learning over the past 2 weeks. This could be done via PowerPoint or on paper. Students will be required to generate questions for an answer. For example, if ‘subjective language’ is the answer, the question could be ‘What is the term for language that expresses personal opinions, feelings, and beliefs, often without objective evidence or facts?’ Explain that the game is also known as ‘Jeopardy’.

**Assessment task 4** – observations and work samples from this lesson allow 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

* evaluate the effectiveness of modal words used in texts to intensify or soften emotional responses.

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

* explain how modality can have subtle impacts on the meanings of words and contribute to deeper understanding when reading.

**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

* use modality to qualify or strengthen arguments
* control modality related to probability, occurrence, obligation or inclination for precision

# 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 create persuasive texts using features that enhance an authoritative style.

### Success criteria

Students can:

* create a conclusion using rhetorical devices
* identify and understand authority over a text
* deliver an oral persuasive text
* plan a persuasive hybrid text.

## Lesson 9 – creating a conclusion with rhetorical devices

1. Display the final page of One Small Island and read the final sentence. Ask why students think the author ended the text this way and what it makes them think about. Revise the purpose of a conclusion. Reinforce the idea that the conclusion summarises the author’s position or point of view.
2. Using the planning template, model writing a conclusion for the persuasive text. For example:

It is essential for the government and UNESCO to protect Macquarie Island and places like it that have unique biodiversity, potential for scientific insight, and historical significance. Without these special places, we would not be able to learn about various ecosystems and the natural world around us. Imagine what the world would be like if these sanctuaries did not exist. **Don’t you agree that it is vital these precious environments be safeguarded for future generations?**

1. Revise the use of rhetorical devices from teaching in Component A. Reinforce the idea that rhetorical devices are used to trigger emotional responses in an audience and persuade the reader. For example:

* imagery: to paint a vivid picture in the reader’s mind
* metaphor: to create interesting comparisons
* rhetorical questions: to ask thought-provoking questions that engage the reader.

1. Ask students to identify the use of rhetorical devices in the concluding paragraph.
2. Discuss the purpose of the rhetorical question at the end of the paragraph, for example, to be thought provoking and persuasive.
3. [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) other rhetorical questions that could be used to finish the conclusion paragraph. List these on an anchor chart to support student writing.
4. Co-construct a [success criteria](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622) for writing the conclusion. For example, I can write a conclusion that includes:

* a concluding statement that restates the author’s opinion
* a summary of the author’s arguments: unique biodiversity, potential for scientific insight, and historical significance
* authoritative and modal words
* punctuation: capital letters for the beginning of a sentence, to indicate proper nouns, headings and for acronyms and commas to separate information, subordinating clause or items within a sentence
* rhetorical questions.

1. Students use their planning template to write a concluding paragraph for their persuasive text.

**Too hard?** Work in targeted small groups to jointly construct the conclusion with students, using their plans.

**Too easy? Encourage students to experiment using other rhetorical devices in their writing.**

1. 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 each other feedback on their writing using the co-constructed success criteria. Encourage students to listen actively and ask clarifying questions if necessary. Provide time for students to apply feedback, edit and improve their writing.
2. Use a strategy such as ‘Give me 5’ to support reflecting on learning. Provide a list of 5 questions. For example:

* What did you learn from this lesson?
* What was hard today?
* What is one thing that will help improve your writing?
* What was one thing you found interesting?
* Is there something you are curious about?

1. Ask for students to volunteer to share their reflections with the whole class.

**Assessment task 5** – 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
* use rhetorical devices targeted to the audience
* use capital letters at the beginning of a sentence, to indicate proper nouns, for headings and subheadings, to indicate the beginning of a poetry line, for emphasis, and when using acronyms.

## Lesson 10 – identifying and understanding authority over a text

**Note:** authority over a text is the varying degrees to which the meaning of a text is controlled or constructed by its creator(s) and by its audience (NESA Glossary).

1. Select a short picture book without words, for example Bee & Me by Alison Jay. View the book together as a class, then ask students to discuss the story’s meaning and what they think the author intended to convey. Encourage students to come up with their own interpretations, illustrating how the audience plays a part in constructing meaning from the text.
2. Repeat activity 5 using a short picture book with words.
3. Ask students the following questions to analyse and compare authority **over** a text between the texts: Does the author and audience have the same amount of authority over the text in both books? Why? How do you know?
4. Reinforce the idea that some text features, such as images and words, will allow authors to have a greater authority over the meaning in a text. In comparison, a wordless picture book relies on greater interpretation of meaning from the reader resulting in a greater authority over the text by the audience.
5. Co-construct a class definition of authority **over** a text and add this to the authority definition from [Lesson 3.](#_Lesson_3:_Identifying) For example, authority over a text means how much control the author or audience has over the meaning of a text, using text features such as words and images.
6. Revisit a double page in One Small Island with historical recounts and images, such as the one starting with ‘The explorers were shocked...’ Ask guiding questions to discuss the meaning of this section of the text. For example:

* What were the cruel practices of the penguin oil industry?
* Who called for the protection of the island’s wildlife?
* What ancient fauna is the Otago Daily Times referring to?

1. Analyse how much authority the authors and audience have over the meaning conveyed in this text. Students provide reasons to support their answers.
2. In pairs, students [turn and talk](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy/talk-moves) to examine and discuss the amount of authority they have over the persuasive text they are writing. Prompt student discussions with the following questions:

* What features of the text help you, as the author, have a greater authority over the meaning in the text? (specific facts, explanations in text of scientific information, Tier 3 words)
* What features could you include that might help you to have a greater authority over the meaning in the text? (pictures, diagrams)

1. Students share ideas with the class then revise their plan to add elements, such as photos, images and diagrams to strengthen their authority over the text.
2. Students publish their persuasive text and add elements such as photos, images and diagrams to strengthen their authority over the text.
3. In pairs, students share their writing to plan how to present their published work. For example, an enlarged printed document, displayed on a laptop or as a poster. The ideas will be used in [Lesson 11.](#_Lesson_11:_Delivering)

## Lesson 11 – delivering a persuasive text

1. Re-watch [Macquarie Island (3:40)](https://www.abc.net.au/btn/classroom/macquarie-island/10534316). Ask students to pay attention to how the presenter delivers the information to make it engaging to the audience.
2. Using students’ ideas from activity 1, co-construct [success criteria](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622) for presenting spoken presentations to an audience. 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.

1. Discuss protocols, roles and expectations for in-person interactions for audience members and presenters. For example, when presenters are speaking the audience members are actively listening, making eye contact and thinking about feedback that they could provide. When presenting, students use the success criteria.
2. Provide time for students to practise before presenting.
3. Students orally present their persuasive text to small groups of 4–5 students.
4. After each student has presented, invite a member of each group to provide peer feedback using the success criteria and the [Tell, Ask, Give (TAG) strategy.](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549?clearCache=cf6d7bd8-950d-dda4-46a4-df6e65fc807f)
5. Students reflect on their own spoken presentation and record one area for improvement. Students will be given the opportunity to use the feedback when presenting their work in [Lesson 19.](#_Lesson_19_–)

## Lesson 12 – planning a hybrid text using multimodal features

1. Revise the textual concepts of genre and discuss how some texts do not follow the form or function of a single genre.
2. Revisit pages from the text such as the first and last 4 double-pages. Ask students to identify and discuss narrative, informative and persuasive elements from the text. For example:

* narrative elements: storytelling style of writing at the bottom, descriptive language, imaginative illustrations
* informative elements: historical recount, the text uses factual information, charts, glossary
* persuasive elements: persuasive language, modality/emotive words, author’s perspective.

1. Ask students to analyse the text using the guiding questions:

* Who is the audience of One Small Island? How do you know?
* What is the purpose of One Small Island? Why do you think this?
* Does the author’s opinion influence the text? How?

1. Revise how authors use multimodal features to enhance meaning in text, from teaching in Component A.
2. Analyse and discuss the use of multimodal features such as words and images (charts, maps, sketches, illustrations) from One Small Island. For example, to add meaning, emphasis and support arguments and authority.
3. Revisit One Small Island. Use prompting questions to revise the structure of the text, such as asking students if there is a pattern in the way information is structured. For example, the text structure:

* Geographical information
* History of human impact
* Acknowledgment of issues
* Conservation efforts – call to action.

1. Explain that over the next few weeks students will create their own historical hybrid text using the structure of One Small Island as a model. Discuss the intended audience of the hybrid text. For example, it will be presented to and viewed by primary school students and members of the school community.
2. Discuss the purpose of the hybrid text that students will create. For example, a historical recount of a special place in the world that has been protected and providing reasons why places like it should be saved. Explain how the position of the author should be presented using persuasive and authoritative text features like in One Small Island.
3. Model navigating teacher-sourced web pages, or use Google search, to identify historically significant natural places from around the world that have been protected.
4. Create a list of places for students to create a hybrid text about. For example:

* Uluru (Australia)
* Machu Picchu (Peru)
* Yellowstone National Park (USA)
* The Galapagos Islands (Ecuador).

1. Display an enlarged copy of [Resource 4 – planning template.](#_Resource_4_–) Explain that in each section of the plan, students will draw and label information about their chosen place. This plan will be revisited and used to support student writing and text creation.
2. Revisit One Small Island and examine the geographical information that is included in the first 4 pages of the text. Co-construct an anchor chart with the information. This could also be used as a writing success criteria. For example, the geography information should include:

* where it is located
* a description of the place
* how it was formed
* animals and plants that are found there
* multimodal features such as illustrations and drawings to help explain or add meaning to the information.

1. Display the acknowledgements on the final page. Explain that the authors have provided a list of references for any information that has been sourced and included in the text, as part of the acknowledgement.
2. Display examples of other texts that have a reference list. Discuss why texts have a reference list. Reinforce the idea that it adds to the credibility of the text. Model how to create a reference list on an anchor chart. Explain that this will be added to the end of the students’ text.
3. Select a place, such as Uluru, to create a teacher modelled exemplar over the next few weeks.
4. Using think-alouds, model how to research information about the geography of Uluru and plan by drawing and labelling with key words on the template. Remind students about authority and using reliable sources of information such as government websites.   
   **Optional:** Provide students with a list of websites or research materials for the co-constructed list of places in activity 10.
5. Students research about the geography of their chosen place and use their copy of [Resource 4 – planning template](#_Resource_4_–), to draw and label important information with key words. Remind students to create a reference list that can be added to over the next few weeks.
6. Remind students to make connections and bring subject vocabulary and background knowledge to reading and comprehending new information about their chosen place.

**Too hard?** Students work in pairs to research and plan their writing using teacher provided materials.

1. In small groups, students share their planning template and reflect on what they have learnt so far about their chosen place.

**Assessment task 6** – observations and work samples 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

* bring subject vocabulary, technical vocabulary, background knowledge and conceptual knowledge to new reading tasks.

# 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 create hybrid texts using persuasive and authoritative text features.

### Success criteria

Students can:

* use sentence openers to signal what the sentence will be about
* use verbs, verb groups and adverbial clauses to achieve precision and add detail
* plan and create a hybrid text using Tier 2 and Tier 3 vocabulary, modal words and nominalisation
* plan and create a hybrid text using persuasive and authoritative text features.

## Lesson 13 – achieving precision through verb choices to create a hybrid text

1. Provide students with sentence openers from the text. For example:

* ‘Macquarie Island lies in ...’
* ‘The island was …'
* ‘In 1820, the Russian explorer Thaddeus von Bellingshausen...’

1. Explain that sentence openers signal what the sentence will be about. Discuss what the sentence openers from activity 1 tell the reader and predict what details could be included in the rest of the sentence.
2. Students complete the sentences providing further detail to sentence openers from the text. For example:

* **The sealers** brutally killed 100 thousands of fur seals…
* **The sealers** started hunting elephant seals and they killed them for oil.
* **The sealers** introduced other invasive animal species to the island which endangered native species.

1. As introduced in Component A, revise that the choice of verbs, verb groups and adverbial clauses in a text can achieve precision and add detail. They play an important role to create a more vivid picture in the reader's mind by helping the reader to visualise the precise action. Display the sentence openers from activity 3 and as a class identify the verb and verb groups used. Discuss how the choice of verb and verb groups achieve precision and add detail. For example: The sealers **brutally** **killed 100 thousand fur seals**. This sentence adds precision and detail to the verb ‘killed’ by telling the reader how the seals were killed ‘brutally’ and the number killed ‘100 thousand’.
2. Display an enlarge copy of [Resource 3 – writing process](#_Resource_3_–) and remind students that they will be working through this process to write their text. Ask students to identify which part of the cycle they are currently working at and why they revisit the different sections.
3. Revisit the enlarged planning template from [Lesson 12](#_Lesson_12:_Planning) and add more details about the geography of Uluru. Allow students time to revise their own plan and add further details in the geography section from their research.
4. Model writing 1–2 persuasive and informative paragraphs about the unique geography of Uluru, using the template, precise verbs, verb groups and adverbial clauses. For example:

**Uluru**

Uluru is an iconic natural wonder found in the heart of Australia's Red Centre, within Uluru-Kata Tjuta National Park (UKTNP). Uluru is a massive sandstone monolith that rises majestically from the flat desert landscape. At sunrise and sunset, it performs a stunning show, with golden rays of sunlight allowing its vibrant colours to come alive.

Although it was formed over half a billion years ago, Uluru is still a marvellous natural creation made of sandstone. It stands 348 metres high and has a circumference of 9.4 km. Uluru’s unique geology reveals captivating patterns and rock formations made through the process of erosion. Hidden waterholes and ancient cave paintings provide glimpses into the area's rich Aboriginal history. Despite its seemingly harsh environment, Uluru is home to a surprising variety of plant and animal species, including the resilient desert oak, spinifex grass, red kangaroos, perentie lizards, and numerous bird species, adapting and thriving in this extraordinary desert ecosystem.

1. Using the modelled paragraph, students identify the points from the success criteria from [Lesson 12](#_Lesson_12:_Planning).
2. Discuss the teacher model, identifying verbs and adverbial clauses used. Examine the precision of verbs used. For example, ‘found’. Ask students if using the verb ‘located’ would be more precise, providing details for their response.
3. Revise learning in Component A to explore the use of commas to separate a subordinating clause, or a phrase from the main clause and how the placement of adverbial clauses can modify the meaning or add precision and detail to a verb group. For example:

* Although it was formed over half a billion years ago, Uluru is still a marvellous natural creation made of sandstone.
* Uluru is still a marvellous natural creation made of sandstone, although it was formed over half a billion years ago.

1. In pairs, students use their planning template and the success criteria to orally form sentences with sentence openers about the geography of their chosen place.
2. Students use their planning template to write a paragraph about the geography of their chosen place using sentence openers, verbs, verb groups and adverbial clauses.

**Too hard?** Provide students with sentence stems/openers to complete. For example, ‘Uluru is located...’

1. In pairs, students identify verbs and adverbial clauses used in their paragraphs. Students use a thesaurus to assist in selecting more precise verbs and change the position of the adverbial clause as needed.
2. Provide time for students to apply changes to their writing.

## Lesson 14 – planning a hybrid text using persuasive and authoritative features

1. Revisit One Small Island and revise the use of persuasive and authoritative text features to support the authors’ position about Macquarie Island within the text. Ask students to analyse 1–2 examples.
2. Ask students to discuss the features that could be included in their hybrid text to make it persuasive and add authority. Encourage students to provide elaboration and add detail to their responses. For example:

* vocabulary: modal words, Tier 2 and Tier 3 vocabulary, nominalisation
* images: illustrations, maps, diagrams or charts add to the persuasive nature to convince the reader
* evidence: why it should be protected and objective evidence and facts about the past.

1. Revisit the middle pages of One Small Island and examine the history of human impact on Macquarie Island.
2. Co-construct an anchor chart with the types of information that is included in this section and could be included in the hybrid text. This could be used as a writing success criteria. For example, ‘The history of human impact’ should include:

* when the impact occurred – dates or a timeline
* who or what caused an impact on the place
* how the place was impacted
* what were some negative effects
* vocabulary: modal words, Tier 2 and Tier 3 vocabulary, nominalisation
* punctuation: capital letters for the beginning of a sentence, to indicate proper nouns, headings and for acronyms and commas to separate information, subordinating clause or items within a sentence
* images: add to the persuasive nature to convince the reader
* evidence: why it should be protected and objective evidence and facts about the past
* select verbs, verb groups and experiment with the placement of adverbial clauses to achieve precision and add detail.

1. Using think-alouds, model how to research information about the history of human impact on Uluru.
2. Add details to the modelled plan started in [Lesson 12](#_Lesson_12:_Planning) by drawing and labelling with key words.
3. Students research about the history of human impact on their chosen place and use their planning template, to draw and label important information with key words. Remind students to add any sources used to their reference list.

**Too hard?** Provide students with resources such as a list of websites or texts to scaffold their research.

1. Students share their findings with a partner. Encourage students to take turns asking clarifying questions.
2. Allow students time to revise and add additional information to their planning template.

## Lesson 15 – creating a hybrid text using persuasive and authoritative text features

1. Revise features that could be included in their hybrid text to make it persuasive and add authority. For example:

* vocabulary: modal words, Tier 2 and Tier 3 vocabulary, nominalisation
* images: illustrations, maps, diagrams or charts add to the persuasive nature to convince the reader
* evidence: why it should be protected and objective evidence and facts about the past.

1. Revisit the history of human impact of Uluru section of the enlarged planning template. Add examples of modal words, Tier 2 and Tier 3 vocabulary and nominalisation that could enhance persuasive and authoritative text features. Allow students time to revise their own plan.
2. Using think-alouds and the template, model writing paragraphs about history of human impact on Uluru. For example:

Uluru is **undeniably** a sacred place for the Anangu people. The actions of the **creation** ancestors are still visible around the rock, and their stories are the threads that stitch together generations. The Anangu people have held custodial rights over this sacred land and lived there harmoniously until the European settlers arrived.

Devastating human impact on Uluru occurred when European explorers and settlers arrived in the late 1800s. They left rubbish, damaged the rock by walking on it and polluted the waterholes. In 1873, William Christie Gosse became the first non-Aboriginal person to visit Uluṟu, he named it ‘Ayers Rock’ after the then Chief Secretary of South Australia, Sir Henry Ayers. The European settlers caused **irreparable damage** by the **brutal removal** and **destruction** of **irreplaceable** Aboriginal artifacts.

The **discovery of gold in the 1930s by H.B Lasseter, led to an increase of visitors to the area in search for wealth causing destruction to this special land.** In the 1940s the Anangu people tragically lost their full traditional patterns of land use, although they maintained strong ties with the land. The magic and wonder as described by early explorers such as William Christie Gosse and William Ernest Giles ensured the inevitable **development** of tourism in the area, with visitation increasing from 1947. At that time, more buildings and infrastructure for tourists were made near Uluru. Tourists flooded to visit Uluru, and many wanted to climb to the top of it. This activity was a **deeply disrespectful** practice and goes against what the Anangu people believe. **It also resulted in rampant erosion of Uluru and irreparable environmental damage.** The Anangu people believed that this human impact was destroying the very essence of this sacred site. Wouldn’t you agree that this special place, where the Anangu people lived harmoniously, was in real danger?

1. Using the co-constructed success criteria from [Lesson 14](#_Lesson_14:_Planning) students identify where the criteria has been met within the modelled paragraph. This could be done by highlighting or underlining.
2. In pairs, students use their planning template and the success criteria to orally form sentences with sentence starters about the history of human impact.
3. Students use their planning template to write 1–3 paragraphs about the history of human impact.

**Too hard?** Students write sequenced sentences about the history of human impact.

**Too easy?** Encourage students to experiment with using a variety of rhetorical devices and nominalisation in their writing.

1. In pairs, students identify verbs and adverbial clauses used in their paragraphs. Students use a thesaurus to assist in selecting more precise verb and change the position of the adverbial clause as needed. Provide time for students to apply changes to their writing.

**Assessment task 7** – observations and work samples 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

* understand that sentence openers signal what the sentence will be about, and that the rest of the sentence can provide new information.

**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

* make choices about verbs and verb groups to achieve precision and add detail
* experiment with the placement of adverbial clauses, to modify the meaning or to add detail to a verb or verb group
* 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.

## Lesson 16 – researching and planning to create a hybrid text

1. Revisit the last 8 pages of One Small Island and examine the acknowledgement of issues and conservation efforts in the text. Co-construct an anchor chart with the types of information that is included in this section and could be included in the hybrid text. This could be used as a writing success criteria. For example, the acknowledgment of issues and conservations paragraphs should include:

* Who initiated the protection?
* What conservation efforts were made?
* When were the conservation efforts made?
* What were the effects of the conservation efforts?
* A call to action.

1. Using think-alouds, model how to research information about the acknowledgement of issues and conservation efforts made towards Uluru. Use an enlarged planning template from [Lesson 12](#_Lesson_12:_Planning) to demonstrate how to draw and label important information with key words.
2. Students research issues and conservation efforts for their chosen place and use their planning template to draw and label important information with key words. Remind students to add any sources used to their reference list.

**Too hard?** Provide students with resources such as a list of websites or texts to scaffold their research.

1. Demonstrate how to create a reference list.
2. Provide time for students to collate and write or type their sources in alphabetical order.
3. In pairs, students evaluate their sources to decide if they have enough authority on the subject. Prompt student discussion by providing a list of questions, such as:

* Have enough sources of information been used?
* Are the sources recent?
* Are the sources credible?

# 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 create and present hybrid texts that do not follow the form and function of a single genre.

### Success criteria

Students can:

* plan and create a hybrid text using rhetorical devices
* plan and create a hybrid text using multimodal features
* publish a hybrid text using multimedia components
* deliver presentations of hybrid text using multimedia components.

## Lesson 17 – using rhetorical devices to create a hybrid text

1. Revise the use of rhetorical devices from teaching in Component A. Reinforce the idea that rhetorical devices are used to trigger emotional responses in an audience and persuade the reader. For example:

* imagery: to paint a vivid picture in the reader’s mind
* metaphor: to create interesting comparisons
* rhetorical questions: to ask thought-provoking questions that engage the reader.

1. Ask students to recall the rhetorical device used in their own writing, such as rhetorical questions, and explain the impact they wanted to have on the audience.
2. Revisit the enlarged planning template from [Lesson 12](#_Lesson_12:_Planning) and add more details to the acknowledgement of issues and conservation efforts made towards Uluru. Allow students time to revise their own plan and add details.
3. Using think-alouds and the template, model writing 1–3 paragraphs about the acknowledgement of issues and conservation efforts. For example:

The Anangu people have always believed that climbing Uluru was a violation of their traditional law, known as Tjukurpa. Over time, more people started climbing despite accidents, leading to the installation of a safety chain in 1966. Changes like extending the chain in 1976 were made without consulting the traditional owners. The climb was heavily promoted and tourists from around the world flocked to this iconic site.

UKTNP is included on the UNESCO World Heritage List for both its natural and cultural values. **It is a treasure chest of natural wonders that captivated the world's attention**. It earned this recognition in 1987, acknowledging its stunning geological formations, rare flora and fauna, and **breathtaking beauty**. In 1994, UNESCO further acknowledged its rich cultural landscape, highlighting the special link between the environment and the beliefs of the Anangu people, one of the world's oldest societies. Parks Australia, in collaboration with the Anangu, upholds this heritage through a blend of traditional wisdom and modern science to care for Country and preserve the park's values for everyone's benefit.

In 2019, the Australian government decided that climbing Uluru should be prohibited. This important decision was profoundly significant because it helped everyone realise that we need to take care of Uluru. It was also imperative for the recognition and protection of the Anangu people and their cultures, customs and histories. Uluru is one of the countless precious sanctuaries on our planet, all of which call for our protection. **Shouldn't we consider safeguarding each of these invaluable sites, ensuring their preservation for future generations?**

1. Using the co-constructed success criteria from [Lesson 16](#_Lesson_16:_Researching), ask students to identify and underline the information and persuasive or authoritative text features included in the paragraphs.
2. In pairs, students use their planning template and the success criteria to orally form sentences about the acknowledgement of issues and conservation efforts using their planning template.
3. Students use their planning template to write 1–3 paragraphs about the acknowledgement of issues and conservation efforts.

**Too hard?** Students write sequenced sentences about the acknowledgement of issues and conservation efforts.

1. 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 each other feedback on their writing, using the co-constructed success criteria. Encourage students to listen actively and ask clarifying questions if necessary.
2. Provide time for students to apply feedback and edit their writing.

## Lesson 18 – publishing a hybrid text using multimodal and multimedia features

1. In pairs, students reflect and write on sticky notes, Alison Lester and Coral Tulloch’s message to readers in the text One Small Island.
2. Ask students to share the message they were trying to portray in their hybrid texts (the protection or conservation of a historically significant place).
3. [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) ways students can publish, present or broadcast their completed hybrid texts to share with the school or local community. For example, students could:

* create an online picture book or PowerPoint presentation
* present their work at to another class or at a school assembly
* create a website
* make a video of themselves presenting their work and upload on the school website or class Seesaw account.

1. Revise how authors use multimodal features to enhance meaning, argument and authority of a text, from teaching in Component A.
2. Analyse and discuss the use of multimodal features such as words and images (charts, photos, illustrations) from One Small Island. For example, to add meaning, emphasise and support arguments and authority.
3. Ask students how they can incorporate multimedia components and/or visual displays to enhance and clarify their presentations. Discuss ideas and record ideas for students to refer to. For example, images, maps, video footage or adding audio.
4. In pairs, students discuss multimodal and multimedia features that could be included in their published text then list ideas on the planning template.
5. Provide students with a range of tools and resources to publish their texts. For example, digitally using word processing software or applications such as [Book Creator](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/644?clearCache=39f0b0a6-61a8-ad6f-c969-b8d48ad681f2) (students can upload photos of their illustrations and overlay with sound and or music to experiment with other modes) or [Canva for Education.](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/653?clearCache=21ee6cfe-ffe6-9b16-d292-822776ff94a)
6. Display [Resource 5 – hybrid text exemplar – geography](#_Resource_5:_Hybrid) to show an example of how one section of the hybrid text could be published.

**Assessment task 8** – observations and work samples 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 use of multimodal features to enhance meaning within texts.

## Lesson 19 – presenting a hybrid text and reflecting on genre

1. Revisit the co-constructed success criteria for presenting spoken presentations to an audience from [Lesson 11](#_Lesson_11:_Delivering). 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.

1. Discuss protocols and expectations for in-person interactions for audience members and presenters. For example, when presenters are speaking the audience members are actively listening, making eye contact and thinking about feedback that they could provide. When presenting, students use the success criteria.
2. Provide time for students to practise before presenting.
3. Students orally present their hybrid text to the class.
4. After each presentation, invite audience members to provide peer feedback to the presenter using the co-constructed criteria.
5. Reflect on the textual concept of genre. Ask students what they have learnt about genre. Invite them to elaborate on their understanding of genre by asking how:

* texts have evolved over time
* some texts cross multiple genres. For example, *One Small Island*.
* technology has had an impact on the mode and media of texts and how this can influence genre.

1. Ask students to reflect on the purpose of using a hybrid text to present an argument. For example, the narrative elements such as the style of writing, descriptive language and imaginative illustrations make the text interesting to read. It also makes the text student friendly and appeals to a younger audience.

**Assessment task 9** – observations 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

* follow agreed-upon protocols and define individual roles as needed for in-person or online interactions, establishing specific goals, criteria or timeframes
* deliver presentations suited to purpose and audience
* select multimedia components, visual displays or use gestural features to enhance and bring clarity to presentations.

## Lesson 20 – reflecting on argument and authority

1. Prepare a quiz with multiple choice questions and answers about areas of learning from the unit. Play the [quick response game](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/560) or an online game such as [Kahoot!](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/621?clearCache=4609fcff-71a0-9ff1-9419-9cac62d3d3d8) to revise, consolidate and evaluate student understanding.
2. Revise the co-constructed definitions of argument and authority. For example:

* Argument: an argument is your thoughts on an idea or topic. It is not always a disagreement but can be a single perspective or position about a topic that is presented or defended. In a text, an argument or a position can be represented and understood by the reader through various text features.
* Authority of a text: authority of a text means how reliable, trustworthy or true the reader finds the information in a text.
* Authority over a text: authority over a text means how much control the author or audience has over the meaning of a text, using text features such as words and images.

1. Facilitate a discussion on the textual concepts using guiding questions, such as:

* 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?
* How can an author strengthen their arguments and authority?

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/Card/543) to reflect on and further demonstrate their understanding of argument and authority.

# Resource 1 – SEEC template

The following SEEC process can be used to explicitly teach vocabulary:

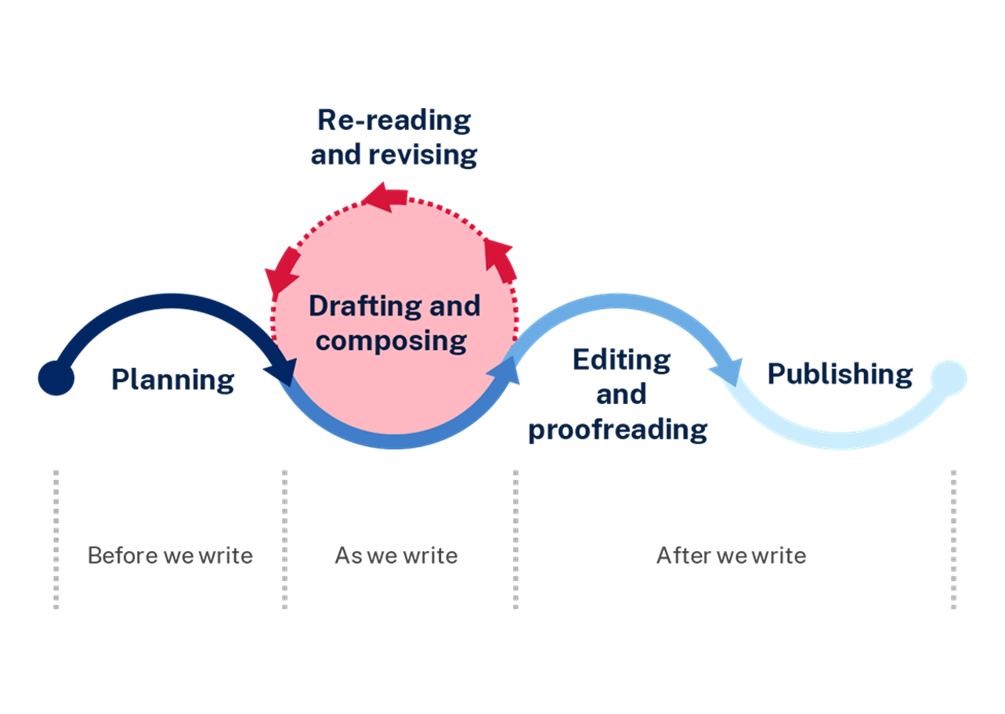
|  |  |
| --- | --- |
| **S**  Select | Select 2–4 words to specifically target during teaching and learning. |
| **E**  Explain | Define and explain the words. |
| **E**  Explore | Explore words with a range of teaching strategies. |
| **C**  Consolidate | Contextualise and consolidate knowledge of the new vocabulary. |

Adapted from the work of Quigley (2018).

# Resource 2 – authoritative text features

|  |  |  |
| --- | --- | --- |
| Text features  What text features are included and how do they enhance authority? | Visual elements  What visual elements are included and how do they enhance authority? | Language features  What language features including vocabulary are included and how do they enhance authority? |
|  |  |  |

# Resource 3 – writing process



# Resource 4 – planning template

|  |  |
| --- | --- |
| Name of place: |  |
| **1 Geography** | **2 History of human impact** |
|  |  |
| **3 Acknowledgment of issues** | **4 Conservation efforts** |
|  |  |

# Resource 5 – hybrid text exemplar – geography

A Map of Australia with the Northern Territory marked. Uluru is also marked and includes a picture.
Uluru
Uluru is an iconic natural wonder found in the heart of Australia's Red Centre, within Uluru-Kata Tjuta National Park (UKTNP). Uluru is a massive sandstone monolith that rises majestically from the flat desert landscape. At sunrise and sunset, it performs a stunning show, with golden rays of sunlight allowing its vibrant colours to come alive. 3 sandstone images. Middle image includes a lizard. 
Although it was formed over half a billion years ago, Uluru is still a marvellous natural creation made of sandstone. It stands 348 metres high and has a circumference of 9.4 km. Uluru’s unique geology reveals captivating patterns and rock formations made through the process of erosion. Hidden waterholes and ancient cave paintings provide glimpses into the area's rich Aboriginal history. Despite its seemingly harsh environment, Uluru is home to a surprising variety of plant and animal species, including the resilient desert oak, spinifex grass, red kangaroos, perentie lizards, and numerous bird species, adapting and thriving in this extraordinary desert ecosystem.

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