# Resource in focus – English – Stage 2

## Learning intentions and success criteria

This resource showcases an excerpt of sample unit, [English Stage 2 First year – Unit 1](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Feducation.nsw.gov.au%2Fcontent%2Fdam%2Fmain-education%2Fen%2Fhome%2Fteaching-and-learning%2Fcurriculum%2Fenglish%2Fdocuments%2Fenglish-s2-unit-1-fantastic-mr-fox.docx&wdOrigin=BROWSELINK). Sample units are optional resources that present ‘one way’ of designing teaching and learning experiences and can be adopted and adapted for your school context.

The example below demonstrates **one way** that learning intentions and success criteria may be adapted. It focuses on the first week of a 5-week unit.

### Week 1 – Component B teaching and learning

#### Example from resource

The example below is from Week 1, Component B in English Stage 2 First year – Unit 1. The suggested learning intention and success criteria provided in the unit are for one week of learning.

|  |  |
| --- | --- |
| Learning intention | Success criteria |
| Students are learning to understand the role of the orientation when setting up expectations in a narrative. | Students can:   * describe the key features of a narrative orientation * use information, including key words, from a text to visualise characters and make inferences * identify and describe character traits using evidence from a text * create character descriptions using a range of adjectives for effect * create and apply agreed-upon protocols for classroom interactions. |

#### Adapt and adopt

This example presents **one way** that a suggested learning intention and success criteria from a sample unit may be adapted. In the table below, the weekly learning intention and success criteria have been unpacked for each lesson**.**

Using the success criteria to explicitly identify the processes and products required to achieve the learning intention can support students to understand what they are learning and why it is important.

**Note:** this example will show how a suggested learning intention and success criteria from a sample unit can be adapted for individual lessons. It is essential teachers consider the context and individual needs of their class when adapting suggested learning intentions and success criteria. This can be guided by both formative and summative assessment data.

|  |  |  |
| --- | --- | --- |
| Lesson | Learning intention | Success criteria |
| 1 | We are learning to understand how the orientation sets up audience expectations in narratives. | I can ...   * describe the purpose of narratives * explain how narratives are usually structured * define the word ‘expectations’ * understand the purpose of the orientation in narratives * identify the key features of an orientation, for example, the main character(s) and settings are introduced. |
| 2 | We are learning how and why authors create and introduce rich characters at the beginning of narratives. | I can ...   * identify the main characters in *Fantastic Mr Fox* * identify words that describe how the main characters look, behave and communicate * visualise the main characters * draw or represent the main characters based on their descriptions * explain why main characters in narratives are typically introduced in the orientation. |
| 3 | We are learning how and why authors create rich characters in narratives and to create our own characters. | I can ...   * identify and sort adjectives that describe the main characters * explain the purpose of rich character descriptions in the orientation and discuss how they set up audience expectations * write a detailed description of an imagined character that includes * familiar character traits * declarative sentences to provide facts * adjectives to develop descriptive features * commas to separate adjectives * capital letters for the beginning of sentences and proper nouns.   **Note:** this lesson includes an example of a co-constructed success criteria and this is reflected above. |
| 4 | We are learning to identify and describe traits associated with rich characters created in narratives. | I can ...   * identify the villains and the hero in *Fantastic Mr Fox* by finding supporting evidence from the text * describe character traits usually associated with villains and heroes * use adjectives to describe a character’s traits * use declarative sentences to state facts about a character’s traits * explain the purpose of villains in narratives and discuss how the hero/villain relationship sets up audience expectations. |

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