English Stage 2 Second year – Unit 16

Theme – *Survivors: Inspiring True Stories of Survival*

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# Unit overview and instructions for use

In this 5-week unit, students will gain a deeper understanding of the textual concepts of ‘theme’ and ‘argument and authority’. Through the study of the text, *Survivors: Inspiring True Stories of Survival* by Ben Hubbard, students will identify themes in literature, recognising that there may be multiple themes within and between texts. Students will recognise that an argument may be a single perspective that is presented or defended, and that authors make intentional choices about language, form and effect when presenting an argument. Students will develop informative and persuasive texts using appropriate language and structure for specific purposes. Students will also plan and deliver an oral presentation which includes multimodal features.

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

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

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

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

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## Teacher notes

1. This unit will explore 7 stories from the mentor text, Survivors: Inspiring True Stories of Survivors by Ben Hubbard. It is advised to read these prior to teaching the unit and to confirm that they are appropriate for the school context. The themes of showing strength in challenging situations, having the will to survive, putting the safety of others before your own, being capable of incredible things and showing determination when facing disaster are explored throughout this unit. It is important to approach these topics with sensitivity and create a supportive environment where students feel comfortable discussing their thoughts, emotions and different perspectives.
2. Theme is an overarching or recurring idea that describes attitudes or values that are perceived in a text. A theme may range from the understood ‘moral’ of a text to philosophical observations that the audience makes about the events, characters and experiences depicted in a text. A text may have more than one theme (NESA 2024).
3. Understanding of ‘theme’ can be supported through watching the department’s video: [Understanding theme (2:52)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts#/asset10).
4. While 'theme’ is the mentor concept for the conceptual component of this unit, the supporting concept of ‘argument and authority’ is explored within the relevant sections of the mentor text, Survivors: Inspiring True Stories of Survival.
5. For information on argument, authority, Tier 2 and Tier 3 vocabulary refer to the [NESA Glossary](https://curriculum.nsw.edu.au/resources/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. 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.
8. In NSW classrooms there is a diverse range of students including Aboriginal and/or Torres Strait Islander students, students learning English as an additional language or dialect, high potential and gifted students, and students with disability. Some students may identify with more than one of these groups, or possibly all of them. Refer to [Curriculum planning for every student – advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/advice-on-curriculum-planning-for-every-student-k-12) for further information.
9. 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 21 June 2024) and was not modified. See references for more information.

## Outcomes and content

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Focus area and outcome, content points and National Literacy Learning Progression | A | B | 1 | 2 | 3 | 4 | 5 |
| **Oral language and communication**  **EN2-OLC-01** communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting |  |  |  |  |  |  |  |
| * Follow agreed-upon protocols and assigned roles for classroom interactions in person and through the use of technology (InT5) |  | x | x | x | x | x | x |
| * Identify connective vocabulary that supports cohesion and understanding in a spoken text (LiS5) |  | x |  |  |  | x |  |
| * Paraphrase portions of a spoken text or information that is presented through media (LiS6) |  | x |  | x | x |  | x |
| * Identify how inferred or literal meaning is impacted by tone, pace, pitch and volume, gesture and posture communication, and how these affect the audience |  | x |  |  |  | x | x |
| * Identify the evidence a speaker provides to support a particular point of view |  | x |  |  | x | x |  |
| * Use temporal connectives to sequence planned information in a presentation (SpK4, UnT7, GrA4) |  | x |  |  |  | x |  |
| * Select and use prepositional, adverbial and adjectival phrases to extend communication and to suit the intended purpose of a planned and delivered spoken presentation (GrA4, SpK4) |  | x |  |  |  | x |  |
| * State a reasoned argument in a presentation about learning area content, to a familiar audience (SpK5, SpK6) |  | x |  |  |  | x |  |
| * Include multimodal features in planned and delivered presentations, to expand meaning and engage an audience (SpK5) |  | x |  |  |  |  | x |
| **Vocabulary**  **EN2-VOCAB-01** builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words |  |  |  |  |  |  |  |
| * Describe how modal words indicate degrees of probability, occurrence, obligation and inclination (UnT7) | x | x | x | x | x |  |  |
| * Understand and use language associated with digital texts | x | x |  |  |  | x | x |
| * Define meanings for homonyms according to context | x | x | x | x | x | x | x |
| * Apply morphemic knowledge to change word meanings by adding different prefixes and suffixes to a base word or root (SpG9) | x |  | x | x | x | x | x |
| **Reading fluency**  **EN2-REFLU-01** sustains independent reading with accuracy, automaticity, rate and prosody suited to purpose, audience and meaning |  |  |  |  |  |  |  |
| * Demonstrate use of navigation pathways to support fluency when engaging with print, visual and multimodal texts (UnT7) | x |  | x | x | x | x | x |
| * Monitor and adjust own goals for improving reading fluency | x |  | x | x | x | x | x |
| **Reading comprehension**  **EN2-RECOM-01** reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension |  |  |  |  |  |  |  |
| * Identify different purposes and strategies for reading (FlY5) | x |  | x | x | x | x |  |
| * Locate, select and retrieve relevant information from a print or digital text and consider accuracy of information presented | x | x | x | x | x | x |  |
| * Determine the relevance of a text for a specific purpose (UnT7) | x | x |  | x | x | x |  |
| * Identify the adverbs, nouns and verbs that influence own emotional response to characters | x | x |  |  | x | x | x |
| * Understand that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters | x |  |  |  |  | x | x |
| * Use knowledge of homonyms to understand metaphor and to support inference (UnT7) | x | x | x | x | x | x | x |
| * Identify and describe the difference between subjective and objective language in texts (UnT7) | x | x |  | x |  | x |  |
| * Understand past, present and future tense and their impact on text meaning (GrA4) | x | x |  |  | x | x | x |
| * Identify how their background knowledge is used to actively build and adjust a mental model prior to and during reading (UnT6) | x | x | x | x | x |  |  |
| **Creating written texts**  **EN2-CWT-02** plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience |  |  |  |  |  |  |  |
| * Create informative written texts that include headings, paragraphs beginning with topic sentences, and may conclude information in a final paragraph (CrT8) |  | x |  |  |  | x | x |
| * Create written texts that describe experiences and observations to connect with and inform an audience (CrT8) |  | x | x | x | x |  |  |
| * Create written texts that instruct, that may include a statement of purpose or goal, a list of resources and a series of steps (CrT8) |  | x |  | x |  |  |  |
| * Create written texts that explain how or why something happens through a series of steps, including an opening statement and a conclusion (CrT8) |  | x |  | x |  |  |  |
| * Create written factual and historical accounts that include an introduction with the who, what, when, where and why of an experience or event, a description of a series of events and a conclusion (CrT8) |  | x |  |  |  | x | x |
| * Create written texts that argue a viewpoint using rhetorical devices to persuade an audience |  | x |  |  | x | x |  |
| * Use a structure that includes a statement of position, has sequenced paragraphs and a conclusion (CrT8) |  | x |  |  | x | x |  |
| * Sequence argument points in paragraphs that begin with a topic sentence and support the development of ideas (CrT8) |  | x |  |  | x | x |  |
| * Experiment with modality to modulate an argument for persuasive effect (CrT8) |  | x |  |  | x | x |  |
| * Use facts or opinions to reinforce a viewpoint (CrT8) |  | x | x |  | x | x | x |
| * Use definite articles for particular things and indefinite articles for general things for cohesion | x | x | x | x |  | x |  |
| * Use coordinating conjunctions in compound sentences to compare and contrast, or for addition (GrA4) | x | x | x | x |  | x | x |
| * Use verb sentence openers to indicate action processes | x | x | x | x |  | x |  |
| * Create cause-and-effect statements (CrT7) | x | x | x |  |  | x | x |
| * Use imperative sentences to advise, provide instructions, express a request or a command | x | x | x | x |  | x |  |
| * Use exclamatory sentences to emphasise a point or express a strong emotion | x | x |  |  |  | x | x |
| * Use commas between words in a list or to separate adjectives when more than one is used (PuN4, PuN6) | x | x | x | x |  |  |  |
| * Use bullet points or numbering to list items or a sequence of steps | x | x | x | x |  |  |  |
| * Use apostrophes for contractions, and to show singular and plural possession (PuN4, PuN5, SpG9) | x | x |  |  |  | x | x |
| * Use topic-specific Tier 2 and Tier 3 vocabulary to demonstrate authority (CrT8) |  | x | x | x | x | x | x |
| * Experiment with modality to indicate probability, occurrence, obligation or inclination |  | x |  |  | x | x |  |
| * Research, summarise and list topic-related ideas when planning |  | x |  | x | x | x | x |
| **Spelling**  **EN2-SPELL-01** selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts |  |  |  |  |  |  |  |
| * Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling | x |  | x |  | x |  | x |
| * Understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling | x |  | x |  | x | x | x |
| * Apply knowledge of taught vowel graphemes when spelling (SpG9) | x |  | x |  | x | x | x |
| * Proofread, identify and correct misspellings when creating written texts (SpG9) | x |  | x |  | x |  | x |
| * Use spelling reference tools where required and recognise that spellcheck accuracy may depend on understanding the word (SpG9) | x |  |  | x |  | x | x |
| * Identify derivational suffixes such as -able, -ness, -ian and -ment, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling (SpG9) | x |  |  | x |  |  | x |
| * Identify prefixes that require no change to the base word or root when they are affixed, and apply this knowledge when spelling (SpG9) | x |  |  |  | x | x | x |
| * Correctly spell irregular plural words across a range of written contexts (SpG11) | x |  | x |  |  |  | x |
| **Handwriting and digital transcription**  **EN2-HANDW-01** forms legible joined letters to develop handwriting fluency  **EN2-HANDW-02** uses digital technologies to create texts |  |  |  |  |  |  |  |
| * Sustain the NSW Foundation Style cursive to facilitate fluency and legibility across a text (HwK6) | x |  | x |  | x | x | x |
| * Search, filter, select, download and save relevant digital information | x |  |  |  | x | x | x |
| * Monitor goals that build on typing accuracy and rate | x |  | x |  | x |  | x |
| * Use word-processing program functions or augmentative and alternative communication (AAC) to draft and revise texts | x |  | x | x | x | x | x |
| * Select and insert visual, print and audio elements into texts | x |  |  | x |  |  | x |
| **Understanding and responding to literature**  **EN2-UARL-01** identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts |  |  |  |  |  |  |  |
| * Describe the difference between themes and topics in literature |  | x | x | x | x |  | x |
| * Identify themes in literature, recognising that there may be multiple themes within and between texts |  | x | x | x | x | x | x |
| * Recognise that an argument is not a dispute but can be a single perspective that is presented or defended (UnT7) |  | x | x |  | x | x | x |
| * Understand that to control impact and effect authors make intentional choices about language, form and structure (UnT7) |  | x | x | x | x | x | x |

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## Resources

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Resource | A | B | 1 | 2 | 3 | 4 | 5 |
| Hubbard B (2021) Survivors: Inspiring True Stories of Survival, Welbeck Children’s Limited, London. ISBN13: 9781783125524 | x | x | x | x | x | x | x |
| Website: [Ben Hubbard | Hachette UK](https://www.hachette.co.uk/contributor/ben-hubbard-7/) |  | x | x |  |  |  |  |
| Individual whiteboards |  | x | x | x | x |  | x |
| Video: [STUNNING Drone Video of ICELAND VOLCANO Eruption (4:20)](https://www.youtube.com/watch?v=DQx96G4yHd8) |  | x |  | x |  |  |  |
| Video: [Volcano | The Dr. Binocs Show (2:50)](https://www.youtube.com/watch?v=lAmqsMQG3RM) |  | x |  | x |  |  |  |
| Website: [Fizzics Education – Make a Volcano](https://www.fizzicseducation.com.au/150-science-experiments/geology-rocks/make-a-volcano/) |  | x |  | x |  |  |  |
| Materials for class volcano experiment in [Lesson 5](#_Lesson_5_–_1): vinegar, bicarbonate soda, water, detergent, red or orange food colouring, 500 mL container or water bottle and a large bowl to catch overflow |  | x |  | x |  |  |  |
| [Resource 1 – instructions scaffold](#_Resource_1_–_1) |  | x |  | x |  |  |  |
| [Resource 2 – volcanoes research template](#_Resource_2_–_1) |  | x |  | x |  |  |  |
| Website: [TIME for Kids | What Are Volcanoes?](https://www.timeforkids.com/g34/volcanoes-2/) |  | x |  | x |  |  |  |
| [Resource 3 – flowchart exemplar](#_Resource_3_–_1) |  | x |  | x |  |  |  |
| Video: [Thailand Cave: How the Thai cave boys were rescued - BBC News (3:49)](https://www.youtube.com/watch?v=4_HcNlnWhkA) |  | x |  |  | x |  |  |
| Video: [Behind the News: Shark Cull Debate (3:08)](https://www.abc.net.au/btn/classroom/shark-cull-debate/10611652) |  | x |  |  | x | x |  |
| [Writing Scaffold – Persuasive Text – Planning](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625) |  | x |  |  | x | x |  |
| Optional websites to support student research:   * [Save Our Sharks – Australian Marine Conservation Society](https://www.marineconservation.org.au/save-our-sharks/) * [ABC News – Shark management: Can anything be done to keep people safe in the water?](https://www.abc.net.au/news/2018-11-06/shark-management:-can-anything-keep-us-safe-in-the-water/10469666) * [WWF – Sharks: Restoring the balance](https://sharks.panda.org/) * [Australian Museum – Why oceans need sharks](https://australian.museum/publications/sharks/why-oceans-need-sharks/) |  | x |  |  | x |  |  |
| [Resource 4 – opening statements](#_Resource_4_–_1) | x | x |  |  | x |  |  |
| [Resource 5 – argument exemplar](#_Resource_5_–_1) | x | x |  |  | x |  |  |
| [Resource 6 – oral presentation feedback](#_Resource_6_–_2) |  | x |  |  |  | x |  |
| [Resource 7 – research scaffold](#_Resource_7_–_1) (enlarged copy and individual copies for each student) |  | x |  |  |  | x | x |
| [Resource 8 – research scaffold exemplar](#_Resource_8_–_1) |  | x |  |  |  | x |  |
| Optional websites to support student research:   * [Sully: Miracle on the Hudson 10 years on - BBC Newsround](https://www.bbc.co.uk/newsround/46864847) * [US Airways flight 1549 | Description, Pilot, & Facts | Britannica](https://www.britannica.com/topic/US-Airways-Flight-1549-incident). |  | x |  |  |  | x |  |
| Article: [Miracle on the Hudson: 155 survive crash as jet hits river in New York](https://www.theguardian.com/world/2009/jan/16/us-airways-plane-crash-lands-on-hudson) | x | x |  |  |  | x |  |
| [Resource 9 – newspaper template](#_Resource_9 –_newspaper_1) (enlarged copy and individual copies for each student) |  | x |  |  |  | x | x |
| [Resource 10 – newspaper exemplar](#_Resource_10 –_newspaper) | x | x |  |  |  | x | x |
| Sticky notes |  | x |  |  |  |  | x |
| [Resource 11 – supporting images](#_Resource_11_–) (enlarged and printed for [Lesson 18](#_Lesson_18_–)) |  | x |  |  |  |  | x |
| Video: [How the Miracle on the Hudson Unfolded (7:54)](https://www.youtube.com/watch?v=GisgEwTyb24) |  | 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 will 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 identify themes and arguments presented in literature.

#### Success criteria

Students can:

* understand language choices made by an author to control impact and effect
* identify the text purpose, structure and features of an informative text
* use facts and opinions to support an argument
* create cause-and-effect statements using a range of conjunctions
* identify the difference between themes and topics.

## Lesson 1 – introducing theme

1. Mark out 3 areas of the classroom with the labels: ‘Desert’, ‘Jungle’, and ‘Arctic’. Students select and stand in one section. Display the word 'survivor'. Ask students to consider what skills or tools would be necessary to survive if they were lost or stranded in their chosen location. Allow time for students to record their ideas and then share with the class.
2. Introduce the text, *Survivors: Inspiring True Stories of Survival* by Ben Hubbard. Display the front and back cover of the text. Allow time for students to read the blurb and analyse the details in the illustrations. Ask:

* What do you notice?
* Why do you think the author has selected the illustrations on the front and back cover?
* What does the title and the blurb make you wonder about the text?

1. Revise the concept of ‘theme’ and co-construct a class definition. Record on an anchor chart. For example, theme is a repeated idea or message that is shared throughout a text. It makes the reader think about their values and beliefs. A text may have more than one theme.

**Note:** theme is an overarching or recurring idea that describes attitudes or values that are perceived in a text. A theme may range from the understood ‘moral’ of a text to philosophical observations that the audience makes about the events, characters and experiences depicted in a text. A text may have more than one theme (NESA 2024).

1. Develop a shared criterion, or agreed-upon protocols, for successful interactions with a ‘partner’ and in ‘whole-class’ contexts. For example, active listening, building on others’ ideas, taking on assigned roles. Explain that these protocols will be referred to throughout the unit to refocus and refine students’ use of skills and strategies.
2. In small groups, provide students with a copy of the front and back cover of the text. Students re-examine the illustrations and blurb to record the possible themes of the text. For example, showing strength in challenging situations; displaying determination when facing disaster; being capable of incredible things.
3. Students share their predictions with the class, using evidence to support their ideas. Record student predictions on the ‘theme’ anchor chart created in activity 3.

**Note:** the ‘theme’ anchor chart will be added to after the reading of each factual account in *Survivors: Inspiring True Stories of Survival*.

1. Read the ‘Introduction’ (p 7). Ask students if the introduction gave more information that supports predicted themes of the text, and if there any additional themes to add to students’ predictions. For example, the will to survive, putting the safety of others before your own.
2. Read the opening paragraph of ‘Shipwrecked at Sea: Steven Callahan’ on page 28, stopping at ‘... poured over Steven in his bunk’ (p 28). Identify Tier 2 and Tier 3 topic-specific vocabulary that may be used to build a mental model while reading. For example, buffeted, battened, torn, bunk, poured, hatches, Atlantic, sloop, hull. Draw on students’ background knowledge by asking what each of the words mean.

**Note**: a mental model is a mental representation of the information in a real or an imaginary world. A student develops a mental model as the text progresses. It may include information derived from inferences and from background knowledge as well as from what is explicitly stated in the text itself (NESA 2024).

1. Draw students’ attention to the word ‘hatches’. Explain that ‘hatches’ is a homonym. By correctly applying the appropriate meaning of a word while reading, the reader can improve their ability to make inferences, contributing to their mental model. For example, in this paragraph ‘hatches’ refers to the doors and openings that provide access to the lower decks on the boat, rather than meaning to come out of an egg.

**Note:** a homonym is a word having the same sound and the same spelling as another, but a different meaning (NESA 2024).

1. In small groups, students use a dictionary to define Tier 2 and Tier 3 words from activity 8 to support comprehension. Students select the definitions that align with the context of the text. Students share their findings with the class.
2. Re-read the opening paragraph of ‘Shipwrecked at Sea: Steven Callahan’ on page 28. Ask students to describe Steven Callahan’s situation and if they have developed a deeper understanding of his story after building on their vocabulary knowledge in the previous activity.
3. Continue reading to the end of page 28, stopping at ‘... he was in a race for his survival’. Reflect on the predicted themes on the anchor chart. Ask students if any of the predicted themes are evident in Steven Callahan’s story and to justify their thinking. For example, displaying determination when facing disaster is evident when Steven makes several dives back into the submerged cabin to retrieve essential items.
4. In pairs, provide students with page 28 of the text. Students locate, select and retrieve relevant information that describes the series of events experienced by Steven Callahan. Students create a numbered list of the events, incorporating Tier 2 and Tier 3 vocabulary.

**Note**: the list of events will be used in [Lesson 2](#_Lesson_2_–_1) and [Lesson 3](#_Lesson_3_–_1).

## Lesson 2 – identify the purpose and structure of a text

1. In small groups, students take turns retelling the key events from the story, ‘Shipwrecked at Sea: Steven Callahan’ (p 28) in sequential order. Encourage students to refer to the list of events created in [Lesson 1](#_Lesson_1_–_1). Pause the groups and re-read the final sentence of page 28, ‘Now, with food and water for only 14 days, he was in a race for his survival' (p 28). Ask student groups to predict the actions Steven might have taken to survive.
2. Display and finish reading ‘Shipwrecked at Sea: Steven Callahan’ (pp 28–31). In pairs, students complete the numbered list of events created in [Lesson 1](#_Lesson_1_–_1).
3. Ask students what the purpose of the text is and why they think that. For example, to inform because it is based on a true event, includes several facts and uses a direct quote from Steven Callahan.
4. Students identify the structural features of the story. For example, heading, subheadings, use of facts, fact boxes and quotes (firsthand accounts). Ask students if there are other common structural features of informative texts that are missing from this text. For example, photographs, diagrams.
5. Introduce the concept of authority. Explain that authority *over* a text is how the meaning of the text is controlled or constructed by its creator(s) and by its audience. Authors can control the impact and effect a text has on its audience through making intentional choices about language, form and structure. Understanding authority over a text is important because it helps the reader to determine why authors construct texts in particular ways.

**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 2024).

1. Introduce the concept of authority *of* a text as determining the authenticity and reliability of a text. Explain that, as a reader, it is important to question if a text was written by an expert, if it contains reliable information or if the text has been published by a reputable source.

**Note**: authority *of* a text is how trustworthy, authentic or valid an audience may find the representation of ideas, experiences, perspectives and arguments in a text (NESA 2024).

1. Explain that authors can demonstrate their authority over a text through intentionally using Tier 2 and 3 vocabulary.
2. Display ‘Shipwrecked at Sea: Steven Callahan’ (pp 29–30) and make a list of the vocabulary Ben Hubbard has intentionally included to demonstrate his authority over this factual account. For example, shipwreck, iceberg, raft, dehydration, Titanic, speargun, solar stills, triggerfish, watertight, Guadeloupe. Ask students what impact this vocabulary has on the reader. For example, it can make the text seem more reliable or trustworthy.
3. Model writing a factual account to describe the events in Steven Callahan’s story using Tier 2 and Tier 3 vocabulary to demonstrate authority. For example:

Steven Callahan was shipwrecked when his boat hit a suspected whale in the vast Atlantic Ocean. Stranded alone on a small raft, he had to rely on his survival skills to stay alive. He launched a speargun to catch triggerfish for food and collected fresh water using solar stills. He made sure his supplies stayed dry by keeping them in watertight containers. As the days passed, he struggled with dehydration and exhaustion. Despite these challenges, Callahan remained determined. He drifted towards the island of Guadeloupe, where he was finally rescued after an incredible 76 days at sea.

1. Students write a factual account to describe the events in Steven Callahan's story. Encourage students to use the numbered list of events from activity 2, as well as the identified Tier 2 and 3 vocabulary to demonstrate authority over a text.
2. In pairs, students share their factual account and discuss the themes in Steven Callahan’s survival story.
3. As a class, students share the themes discussed. Record the list of themes on the ‘theme’ anchor chart from [Lesson 1](#_Lesson_1_–_1).

## Lesson 3 – using facts and opinions to support an argument

1. Revise the concept of authority from [Lesson 2](#_Lesson_2_–_1), explaining that authority *of* a text means determining the authenticity and reliability of a text. Explain that, as a reader, it is important to question if a text was written by an expert, if it contains reliable information and if the text has been published by a reputable source.
2. Display and read Ben Hubbard's author biography from [Ben Hubbard | Hachette UK](https://www.hachette.co.uk/contributor/ben-hubbard-7/). Ask students if they believe Ben Hubbard is presenting a trustworthy and reliable account of events and why they think that. For example, his work as a journalist means he would be skilled at conducting research and gathering factual information from a range of sources.
3. Review the text's purpose from [Lesson 2](#_Lesson_2_–_1) and revise the structural features of ‘Shipwrecked at Sea: Steven Callahan’ (pp 28–31). Ask:

* Do you think the text is also intended to entertain? What specific elements or details make you think that? For example, vivid descriptions and illustrations, building of suspense.
* Could the text also be designed to persuade? Why or why not?

1. Explain that an argument is a stated position about an idea. Discuss how an author communicates their viewpoint through language choices, tone, structure, form and information included in the text.
2. Display and re-read the ‘Introduction’ (p 7). Discuss:

* What argument is Ben Hubbard trying to present? For example, the stories included in this book are inspiring, reading the stories of survivors is interesting, these stories are a celebration of the human spirit and the instinct to survive.
* Why do you think that?

1. Activate students’ background knowledge by discussing their knowledge of shipwrecks. Read ‘Serial Shipwreck Survivor: Violet Jessop’ (pp 84–87).
2. Revise protocols for group interactions. For example, active listening and using and building on the ideas of others. In small groups, provide students with ‘Serial Shipwreck Survivor: Violet Jessop’ (pp 84–87). Using a [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599), students construct a list of the facts and opinions found in the story. For example:

* Fact: Violet was a stewardess on the RMS Olympic
* Opinion: the maiden voyage of the Titanic was an exciting event.

1. As a class, reflect on the argument presented by Ben Hubbard as discussed in activity 5. Discuss how Ben Hubbard uses facts and opinions to support his argument that the stories included in this text are inspiring.
2. Students turn and talk to compare the stories, ‘Shipwrecked at Sea: Steven Callahan’ and ‘Serial Shipwreck Survivor: Violet Jessop’. Students discuss how both stories are inspiring, which is the more inspiring story, and why.
3. Model writing a paragraph to express a viewpoint on whose story is more inspirational: Violet Jessop’s or Steven Callahan’s. Demonstrate using facts and opinions to support a viewpoint, referring to the T-chart from activity 7 (Violet Jessop) and the list of events from [Lesson 2](#_Lesson_2_–_1) (Steven Callahan). For example:

Violet Jessop's story is incredibly inspiring because she survived three shipwrecks on the Titanic, Britannic, and Olympic. This shows how determined she must have been to keep going. Compared to Steven Callahan, who survived 76 days alone at sea, Violet Jessop's story is more powerful because she faced danger many times and always found a way to survive. Her story teaches us how strong people can be in tough situations and shows us what perseverance looks like.

1. Students write a paragraph to express their viewpoint on whose story is more inspirational: Violet Jessop’s or Steven Callahan’s. Students refer to the T-chart from activity 7 (Violet Jessop) and the list of events from [Lesson 2](#_Lesson_2_–_1) (Steven Callahan) to support their viewpoint using facts and opinions.
2. In pairs, students read their paragraphs aloud. Students identify the facts and opinions used by their partner to support their viewpoint.

## Lesson 4 – using cause-and-effect statements

1. Display the list of facts and opinions created in [Lesson 3](#_Lesson_3_–_1) about ‘Serial Shipwreck Survivor: Violet Jessop’ (pp 84–87). In pairs, students take turns to imagine being Violet and retell her remarkable story.
2. As introduced in Component A, revise the use of coordinating conjunctions in compound sentences to compare and contrast, or for addition. Display ‘Serial Shipwreck Survivor: Violet Jessop’ (pp 84–87). As a class, re-read and identify the use of coordinating conjunctions in sentences. For example: ‘Violet has survived, **but** over 1,500 people had been killed’; ‘On November 21, the ship hit a mine **and** began to sink’; ‘This was Violet’s third shipwreck **and** the most dangerous yet’ (p 86).
3. Apply the learning from Component A to review cause-and-effect statements. Draw students’ attention to the sentences where coordinating conjunctions are used to explain the relationship between an event (cause) and what happens because of the event (effect). For example:

* **‘But** as the liner headed out from port (cause), it collided with the war cruiser HMS Hawke (effect)’. (p 85)
* ‘I leapt into the water (cause), **but** was sucked under the ship’s keel... (effect)’ (p 86)

1. As introduced in Component A, review the range of conjunctions that can be used within or between cause-and-effect statements. For example:

* Coordinating conjunctions (compound sentences): for, so, but, and
* Conjunctive adverbs (compound sentences): consequently, therefore, thus, accordingly
* Subordinating conjunctions (complex sentences): because, since, as, so that, therefore, due to, when.

1. As a class, identify cause-and-effect statements with subordinating conjunctions in Violet Jessop’s story. For example:

* ‘However, the walls dividing the compartments did not go all the way up (cause), **so** seawater simply sloshed over the compartment walls until the ship sank (effect).’ (p 84)
* ‘Many people still believed the Titanic would not sink (effect), **even when** the captain ordered women and children into lifeboats (cause).’ (p 86)

**Note:** there are no cause-and-effect statements with conjunctive adverbs in ‘Serial Shipwreck Survivor: Violet Jessop’ (pp 84–87).

1. Model using different types of conjunctions to create cause-and-effect statements based on Violet Jessop’s story. For example:

* The Titanic struck an iceberg (cause), **so** **(coordinating conjunction)** it began to sink into the icy waters of the North Atlantic (effect).
* An iceberg scraped along the side of the ship (cause); **therefore (conjunctive adverb)**, water gushed in (effect).
* Violet hit her head (effect), **when (subordinating conjunction)** she was sucked under the ship’s keel (cause).

1. On individual whiteboards, students construct cause-and-effect statements using a range of conjunctions.
2. Model writing a fictional paragraph from Violet Jessop’s point of view to describe her story and why she continued to be a stewardess on ships, despite her experiences. Use cause-and-effect statements with a range of conjunctions. Identify the conjunctions used. For example:

When I first began working on ships, I never imagined the dangers I would face. I was working on luxury liners, **so** I thought I was travelling on the safest ships in the world. **When** the RMS Olympic began to sink, the ship was able to travel safely to a port. The RMS Titanic was a different story. The ship was badly damaged from hitting an iceberg, **so** it began to fill quickly with water. I was put on a lifeboat and rowed to safety. **Since** I had been in 2 shipwrecks, I might have seemed crazy for wanting to sail again. **Due to** my determination to keep doing what I loved, I kept working on ships for 40 years.

1. Students write a fictional paragraph from Violet Jessop’s point of view to describe her story and why she continued to be a stewardess on ships, despite her experiences. Students should use a range of conjunctions in cause-and-effect statements.

**Too hard?** Provide students with sentence starters that outline the cause. Students complete the sentence by writing the effect.

1. Revise the difference between topic and theme. Explain that a topic is what the story is mostly about. It is the subject or main idea. Referring to ‘Serial Shipwreck Survivor: Violet Jessop’, discuss the following questions:

* Who or what is the text mostly about (topic)? For example, Violet Jessop, Violet Jessop’s work on ships, shipwrecks that Violet Jessop survived.
* How would you describe what happens in the story in 1 or 2 sentences (topic)? For example, Violet Jessop worked as a stewardess on ships for 40 years and survived 3 shipwrecks during that time.
* What repeated ideas or messages might the author be trying to share in the story (theme)? For example, persevering in the face of challenges, having luck in certain situations.

1. Add the identified themes to the ‘theme’ anchor chart from [Lesson 1](#_Lesson_1_–).

# 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 gather information to create informative texts that instruct and explain.

#### Success criteria

Students can:

* understand how topic-specific vocabulary, and objective and subjective language enhance authority of a text
* use observations and experiences to create texts that describe and instruct
* paraphrase information from spoken and written texts
* use research to create informative texts that explain how a volcano erupts.

## Lesson 5 – exploring how vocabulary and language choices influence authority

**Note**: teachers will conduct a class experiment, modelling a volcanic eruption in this lesson. It is advised to take photographs or videos of each step of the experiment to support student learning in [Lesson 6](#_Lesson_6_–_1).

1. Watch [STUNNING Drone Video of ICELAND VOLCANO Eruption (4:20)](https://www.youtube.com/watch?v=DQx96G4yHd8), stopping at 3:43. Record students’ background knowledge about volcanoes.
2. Read ‘Extreme Eruption: Venus Dergan and Roald Reitan’ (pp 40–43), stopping at ‘...Venus and Roald were now in imminent peril’ (p 40). Ask:

* What are the key events of the story so far?
* How is the text structured? (For example, heading; subheading; text begins with who, what, when, where and why, followed by paragraphs detailing the series of events in order of time; quote and fact box on page 41.)
* Do you believe the text is trustworthy and reliable? Why? (For example, Ben Hubbard includes facts with specific details such as the date and time, he uses topic-specific vocabulary associated with volcanic eruptions, he includes firsthand accounts from the people involved to show authority of his text.)
* Did your background knowledge of volcanoes help you to build a mental model of this story? How so?

1. As a class, explore Ben Hubbard’s use of Tier 2 and Tier 3 vocabulary used on page 40 in ‘Extreme Eruption: Venus Dergan and Roald Reitan’ and create a word bank. For example: kilometres, mass, mountainside, volcano, earthquake, landslide, landscape, temperatures, imminent, peril, erupt, debris, evacuation zone, magnitude, incinerated, lahar.

**Note**: the word bank will be referred and added to in [Lesson 7](#_Lesson_7_–_1) and [Lesson 8](#_Lesson_8_–_1).

1. Read the remainder of ‘Extreme Eruption: Venus Dergan and Roald Reitan’ (pp 41–43). Pause to identify and discuss newly identified Tier 2 and Tier 3 vocabulary, adding to the word bank from activity 3. For example, disastrous, provinces, downstream, riverbank, hillside, airlifted, fractured, immortal, mortality, skin grafts, projectiles, low-lying areas, lava, toxic gas.
2. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) the topic and themes in ‘Extreme Eruption: Venus Dergan and Roald Reitan’. For example, topic: surviving a volcanic eruption, 1980 Mount St Helens eruption, Venus Dergan and Roald Reitan’s survival story; themes: having the will to survive, putting the safety of others before your own, showing determination when facing disaster. Record the list of themes present on the ‘theme’ anchor chart from [Lesson 1](#_Lesson_1_–_1). Ask students if they think Venus’s and Roald’s story is inspirational and why or why not.
3. Revise the meaning and purpose of objective and subjective language taught in Component A.

**Note**: objective language is fact-based, measurable and observable, verifiable and unbiased. It does not include a speaker or writer’s point of view, interpretation or judgement. Subjective language are words used to communicate based on opinion, feelings or personal biases (NESA 2024).

1. Draw students’ attention to page 40 of ‘Extreme Eruption: Venus Dergan and Roald Reitan’. As a class, identify and describe examples of objective and subjective language. For example:

* Objective language
* ‘At 8:32 am, a 5.1 magnitude earthquake triggered a gigantic landslide on the north face of Mount St Helens’ (informs the reader about the time and supporting events that led to the eruption)
* ‘... lahar – a fast-moving mixture of volcanic debris, mud and water ...’ (‘lahar’ is topic-specific vocabulary).
* Subjective language
* ‘... quiet fishing trip ...’ (‘quiet’ shows the author’s personal interpretation of their fishing trip)
* ‘Venus and Roald were now in imminent peril’ (‘imminent peril’ is the author’s interpretation of their situation).

1. Discuss how the use of objective language is a feature of informative texts and is intentionally used by an author to demonstrate their authority *of* a text.
2. To build students’ background knowledge, watch [Volcano | The Dr. Binocs Show (2:50)](https://www.youtube.com/watch?v=lAmqsMQG3RM), stopping at 1:31. Students record topic-specific Tier 3 vocabulary used to demonstrate authority of the text. Discuss and define any unfamiliar words before adding to the word bank. For example, molten lava, magma, earth’s crust, lava, magma chamber, crater, main vent, secondary side vents.
3. As a class, conduct an experiment demonstrating how volcanoes erupt. As taught in Component A, model using imperative sentences which begin with a verb to explain the steps in the volcano experiment. For example, **put** the bottle on the table, **mix** the vinegar and soap. Use Tier 2 and Tier 3 vocabulary to orally explain how volcanoes erupt, referring to the experiment.

**Note**: refer to the [Fizzics Education – Make a Volcano](https://www.fizzicseducation.com.au/150-science-experiments/geology-rocks/make-a-volcano/) website for the list of materials and the procedure. Take photographic and video evidence of each step of the experiment to support student learning in [Lesson 6](#_Lesson_6_–_1).

**I**mperative sentences are a complete sentence conveying a direct command, request, invitation, warning or instruction, typically directed to an implied person (NESA 2024).

1. Students write a short paragraph to describe their observations of the experiment, using relevant Tier 2 and Tier 3 vocabulary from the word bank and information from the Dr Binocs video. For example:

The mixture in the bottle was a dark red colour. When the vinegar was added to the bicarb soda, I started to see small bubbles appear. Very quickly, the bubbles grew bigger and bigger, before shooting out the top of the bottle. The red mixture was foamy and oozed down the sides of the bottle. I think this is what magma would look like when a volcano erupts.

1. Students share their observations with a partner, identifying the Tier 2 and 3 vocabulary used.

**Assessment task 1** – collecting work samples from this lesson allows students to demonstrate achievement towards the following syllabus outcome and content points:

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

* identify how their background knowledge is used to actively build and adjust a mental model prior to and during reading.

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

* create written texts that describe experiences and observations to connect with and inform an audience.

## Lesson 6 – creating a text that instructs

1. Provide students with a set of oral instructions for directed drawing. On individual whiteboards, students follow the steps. For example:
2. Place your board in landscape position.
3. In the middle of the board draw a curved line (like a smile) about 2 cm long.
4. On either end of the curved line, draw a straight line to the bottom left and right corners of the page.
5. Draw some long wavy lines at the bottom of the smile a bit like long rain drops.
6. Above the smile draw 2 short vertical lines about 1 cm apart.
7. Above these vertical lines draw a large cloud shape with curvy lines.
8. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) to compare their drawings. Ask:

* Do all the drawings look the same? Why or why not?
* Were the instructions clear and easy to follow? Why or why not?
* What could the possible topic for these instructions be? For example, how to draw a volcano erupting.

1. Explain that students were given a set of instructions on how to draw a volcano erupting. [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) other texts that include a set of instructions or steps. For example, recipes, boardgames, dance sequences, playing a musical instrument, how to make or do something.
2. Display page 43 of ‘Extreme Eruption: Venus Dergan and Roald Reitan’ and read the fact box, ‘Survive a volcano’. Revise the meaning and purpose of imperative sentences as taught in Component A. As a class, identify the words that indicate the author’s use of imperative sentences in the fact box on page 43. For example, the imperative sentences open with a verb to indicate an action such as, run, keep away, cover. There is no subject in a sentence that begins with a verb, as the subject is often implied to be ‘you’ (the person reading the sentence) (NSW Department of Education 2024).
3. Discuss why the author uses bullet points instead of numbers to list the imperative sentences. For example, bullet points present a list of items in a non-hierarchical or unordered manner, whereas numbering indicates a specific order (NSW Department of Education 2024).
4. Explain that students will create a text that provides instructions on how to conduct the volcano experiment. Ask students what information is needed in a set of instructions. For example, a statement of purpose or goal, a list of materials, a series of steps to follow (method) and diagrams or visuals.
5. Display the photographs or videos of the class volcano experiment from [Lesson 5](#_Lesson_5_–_1). In pairs, students orally recount the series of steps taken to conduct the experiment demonstrating how volcanoes erupt. As a class, share the verbs that could be used to begin each instruction. For example, place, mix, put, lift, take, use, pour, watch, stand back.
6. Display [Resource 1 – instructions scaffold](#_Resource_1_–_1) and provide students with an individual copy. Co-construct a goal for the volcano experiment. For example, this experiment will demonstrate how volcanoes erupt.

**Too easy?** Students write their own goal for the experiment.

1. Using the photographs and videos of the class experiment, students make a list of the materials needed for the experiment using bullet points on their copy of [Resource 1 – instructions scaffold](#_Resource_1_–_1).
2. In pairs, students discuss whether the steps for a set of instructions require bullet or numbered points and why. For example, numbering is needed for instructions as they indicate a specific order that needs to be followed.
3. Model writing the first 2 steps of the method for the volcano experiment using numbered points and imperative sentences. Identify the verbs used to begin each sentence. For example:
4. **Place** a cup or empty water bottle in the centre of a large bowl.
5. **Mix** the vinegar**,** detergent and food colouring in the cup or water bottle.
6. As taught in Component A, highlight the use of a comma to separate words in a list.
7. Students write the remaining set of instructions in the ‘method’ section of [Resource 1 – instructions scaffold](#_Resource_1_–_1), using numbered steps, imperative sentences beginning with a verb and commas to separate items in a list.

**Too hard?** Provide students with sentence stems beginning with imperative verbs.

**Too easy?** Students include adverbs at the beginning of their imperative sentences. For example, gently place, carefully mix.

1. In pairs, students discuss additional details that could be included in the diagram box on [Resource 1 – instructions scaffold](#_Resource_1_–_1). For example, pictures or drawings showing how to carry out each step, a labelled diagram of the experiment.
2. Allow time for students to create a diagram(s) to support the instructions.
3. Students complete an [exit ticket](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543) responding to the question: What makes a set of instructions effective or easy to follow?

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

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

* create written texts that instruct, that may include a statement of purpose or goal, a list of resources and a series of steps
* use verb sentence openers to indicate action processes
* use bullet points or numbering to list items or a sequence of steps.

## Lesson 7 – paraphrasing texts to gather information

1. Revise the meaning of paraphrasing. For example, a rewording of something that has been written or spoken (NESA 2024). Explain that paraphrasing involves applying active listening skills to comprehend, analyse and express the information presented.
2. Display [Resource 2 – volcanoes research template](#_Resource_2_–_1). Re-watch [Volcano | The Dr. Binocs Show (2:50)](https://www.youtube.com/watch?v=lAmqsMQG3RM), stopping at 2:10. Pause the video at various points and model paraphrasing the information about volcanoes and how they erupt. Demonstrate placing the paraphrased information into the correct section of the template. For example:

**What is a volcano?**  
A volcano is a mountain that can explode out liquid rock.  
A volcano is like a chimney that connects magma from below the Earth’s crust to the Earth’s surface.

**How do volcanoes erupt?**  
Magma, which is liquid rock stored beneath the Earth’s surface, rises through the chamber pipe pockets.  
Steam and pressure can build up inside a volcano which can cause an eruption.

**Other interesting facts?**  
There are many types of volcanoes: wide plateaus, fissure vents, bulging dome shapes. Volcanoes can also be found under the ocean and ice caps.

**What dangers could volcanic eruptions present?**  
Volcanoes can produce different gases such as carbon and sulphur dioxide. These gases can be harmful to people.

1. Display and read [What Are Volcanoes?](https://www.timeforkids.com/g34/volcanoes-2/)
2. Revise agreed-upon protocols and assigned roles for classroom interactions. For example, active listening, taking turns. In pairs or small groups, students use [What Are Volcanoes?](https://www.timeforkids.com/g34/volcanoes-2/) to paraphrase information onto their copy of [Resource 2 – volcanoes research template](#_Resource_2_–_1).

**Too hard?** Paraphrase the information from the ‘TIME for Kids’ article as a class.

1. As a class, reflect on the purpose of the video and the article. Ask students whether the video and article are relevant texts for sourcing information about volcanoes and why or why not. For example, both texts use objective language and Tier 2 and Tier 3 vocabulary to present factual information about volcanoes.
2. Explain that students will create an informative text that explains how volcanoes erupt. [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) the features of an informative text as previously discussed. For example, heading, subheadings, opening statement to introduce the topic, body of text or paragraphs to describe the series of steps of how something occurs, topic-specific vocabulary, conclusion.
3. Explain that the information from [Resource 2 – volcanoes research template](#_Resource_2_–_1) will help form the structure of their informative text. For example:

* opening statement: What is a volcano?
* body: How do volcanoes erupt, what dangers could volcanic eruptions present?
* other interesting facts
* conclusion: summarise main pieces of information.

1. Use the paraphrased information from the student planning to co-construct a flowchart with numbered steps that informs how a volcano erupts.

**Note**: refer to [Resource 3 – flowchart exemplar](#_Resource_3_–_2). This is an exemplar for teachers to support the creation of a flowchart.

1. Revise the meaning and purpose of definite and indefinite articles, as taught in Component A. Identify the use of articles in the modelled flowchart. For example:

* definite: the Earth’s, the surface, the magma, the volcano, the pressure, the gases
* indefinite: a volcano, a mountain, an opening, a crater.

**Note**: an article describes a noun and is a special kind of adjective. There are 3 articles: ‘the’, ‘a’ and ‘an’. ‘The’ is a definite article, which is used to refer to a particular thing or things. ‘A’ and ‘an’ are indefinite articles, which are used to refer to general things for cohesion (Department of Education 2024).

1. Using the paraphrased information, co-construct an opening statement for an informative text describing how volcanoes erupt using definite and indefinite articles. For example:

A volcano is a unique mountain with an opening at its peak called a crater. Volcanoes are found all over the planet and form an important part of nature. A volcano can erupt, which can be both beautiful and pose danger to living things. They help shape the land and can even change the weather patterns such as the creation of lightning storms.

**Too easy?** Students write an opening statement individually or in pairs.

## Lesson 8 – using research to create an informative text to explain

1. Display and read the quote from Roald Reitan in ‘Extreme Eruption: Venus Dergan and Roald Reitan’ from ‘We didn’t know what was happening ...’ to ‘the will to survive set in’ on page 41. Ask students what they think ‘will to survive’ means. Students share their ideas with the class.
2. Review the co-constructed flowchart and writing from [Lesson 7](#_Lesson_7_–_1). Remind students that they will continue to write an informative text to explain how volcanoes erupt.
3. Revise the other features required for the body of an informative text, such as, a series of paragraphs addressing different aspects of the topic using facts and topic-specific vocabulary.
4. Using the co-constructed flowchart and the word bank created in [Lesson 5](#_Lesson_5_–_1), model writing the first paragraph for the body of an informative text using definite and indefinite articles and commas to separate items in a list. For example:

A volcanic eruption starts deep inside the Earth. Below the Earth’s surface, rock melts into a thick liquid called magma due to high temperatures and pressures. As the magma rises, it mixes with steam, gas and vapour. This creates a significant amount of pressure inside the volcano. The buildup of pressure becomes so great that the magma begins to rise inside the volcano. When it reaches the surface, it causes an eruption. During an eruption, a volcano also shoots out rock, ash, steam and poisonous gases.

1. Students draft the body of an informative text, explaining how volcanoes erupt. They use their paraphrased information, the co-constructed flowchart and the word bank from [Lesson 5](#_Lesson_5_–_1) to support their writing. Encourage students to use definite and indefinite articles and commas to separate items in a list.

**Too hard?** Students use the teacher model to continue the body of the informative text.

1. In pairs, students share their written paragraphs. Students reflect on the structure and information included in the informative texts using the following guiding questions:

* Do my paragraphs effectively explain how volcanoes erupt? How?
* What topic-specific vocabulary have I used?
* What choices did I make to show authority over or of the text?

1. Allow time for students to reflect on and edit their writing based on the conversations and guiding questions in activity 6.
2. Revise the purpose of a conclusion. For example, to summarise the main information or ideas in a text.
3. As a class, use the co-constructed flowchart and paraphrased information to write a conclusion explaining how volcanoes erupt. For example:

Even though volcanic eruptions can be unpredictable and very dangerous, they are an essential part of the Earth’s geological processes. Understanding how volcanoes erupt and when an eruption might occur is vital knowledge for people who live near them, so they can survive.

**Too easy?** Students write a conclusion individually or in pairs.

1. Students complete an [exit ticket](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543) to confirm their understanding about informative texts, responding to the following questions:

* What is the purpose of an informative text?
* What are the features of an informative text?
* What are some different examples of informative texts?
* How do authors demonstrate authority over and of an informative text?

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

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

* create written texts that explain how or why something happens through a series of steps, including an opening statement and a conclusion
* use definite articles for particular things and indefinite articles for general things for cohesion
* use commas between words in a list or to separate adjectives when more than one is used.

# 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 identify the impact and effect of authorial choices and make similar choices when creating persuasive texts.

#### Success criteria

Students can:

* identify authorial choices such as language, form and structure
* recognise own viewpoint related to a topic
* research and plan a persuasive text that argues a viewpoint
* draft an opening statement and sequenced paragraphs to present an argument.

## Lesson 9 – identifying authorial choices

1. In small groups, students imagine they are stranded on a deserted island. Students [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) a list of essential items they may need to survive. Students select their top 5 items and explain their choices. For example, water bottle or canteen, shelter (tent or tarp), sleeping bag or blanket, first aid kit, pocket multi-tool.
2. As explored in [Lesson 2](#_Lesson_2_–_1), review authority *of* a text and authority *over* a text.
3. Read ‘Lost Inside a Mountain: The Thai Cave Boys’ (pp 12–15). Ask:

* Do you think the story about the Thai Cave Boys is trustworthy and reliable? Why?
* How do John Volanthen's and Arpakorn Yuukongkaew’s quotes contribute to the authority of the text? (For example, they provide a firsthand account of the experience.)
* What language is used that shapes an emotional response to the participants in this account? For example, the language choices (such as ‘trapped’, ‘panic’, ‘fast-moving water’ and ‘perilously’) highlight the danger of the situation and may cause the reader to feel scared or worried for the boys and their rescuers.
* What items were essential for the boys to survive? Reflect on the survival items chosen in activity 1.
* What themes were presented in this text? For example, ‘great things can be achieved when people work together’, ‘showing strength in challenging situations’, ‘hope can become a reality’.

1. Record the list of themes on the ‘theme’ anchor chart from [Lesson 1](#_Lesson_1_–_1).
2. In small groups, provide students with ‘Lost Inside a Mountain: The Thai Cave Boys’ (pp 12–15). Students analyse the text to identify Ben Hubbard’s authorial choices, such as language, form and structure. Students annotate the text and discuss the impact and effect of these choices. For example:

* language: use of Tier 2 and Tier 3 vocabulary to demonstrate authority such as refuge, lapping, meditation, preserve, strength, authorities, industrial pumps, sedative, sandy shelf, Navy SEALs, makeshift camp, submerged chambers; use of objective language as appropriate in a factual account, such as ‘a 10-kilometre-long cave system, ‘the boys’ bikes were found at the cave’s entrance’
* form: the text is a factual account indicated by the information included (who, what, when, where and why)
* structure: recognisable features of an informative text, such as headings, subheadings, introduction, series of events, diagrams, fact boxes and quotes may increase the reliability and trustworthiness of the text.

1. Explain that the story, ‘Lost Inside a Mountain: The Thai Cave Boys’ was covered globally, with numerous versions and reports of the event. Discuss how the media often presents a particular viewpoint of the story, and how authors intentionally choose specific language, text features, and structure to shape the impact and effect on the audience.
2. Watch [Thailand Cave: How the Thai cave boys were rescued - BBC News (3:49)](https://www.youtube.com/watch?v=4_HcNlnWhkA). On individual whiteboards, students paraphrase information that is presented in the news story.
3. Revise agreed-upon protocols for group interactions. For example, establishing roles such as timekeeper or group leader to support students to stay focused on the topic, active listening, using and building on others’ ideas.
4. In small groups, guide students to use the [Connect, Extend, Challenge](https://pz.harvard.edu/resources/connect-extend-challenge) routine to explore the information presented in [Thailand Cave: How the Thai cave boys were rescued - BBC News (3:49)](https://www.youtube.com/watch?v=4_HcNlnWhkA) and ‘Lost Inside a Mountain: The Thai Cave Boys’ (pp 12–15). For example:

* How are the ideas and information connected to what you already know? (For example, both texts present similar information and facts such as: there were 13 boys trapped in the cave, they became trapped inside Tham Luang cave, and that rising floodwaters made rescue efforts difficult.)
* What new ideas did you get that broadened your thinking or extended it in different directions? (For example, the new ideas from the BBC story included that the boys were reported missing by their relatives, that pumping water from the caves was only partially successful, and that part of the dive to rescue the boys involved navigating a tight space.)
* What challenges or puzzles emerge for you? (For example, how the video footage was obtained; why the BBC report didn’t use firsthand accounts; how the rescue teams navigated through narrow, flooded cave passages.)

1. Students use an [exit ticket](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543) to explain which text they think has greater authority and why. Encourage students to use evidence from the text and news video to compare authority. For example:

Ben Hubbard’s account of the Thai Cave Boys story shows greater authority. The author used his experience as an ex-journalist to conduct thorough research to write about this survival story. Ben Hubbard included quotes from various people involved in the incident and provided a factual account of the story. The BBC News reporter uses a changing tone to influence the audience’s emotions and subjective language to show his opinion on the unfolding events. For this reason, I believe Ben Hubbard’s account is more objective and has greater authority.

## Lesson 10 – recognising an argument

1. Display the words ‘cull’ and ‘conserve’ alongside a range of pictures illustrating these concepts. For example, a forest with some trees being cut down, a farmer selecting some vegetables from a garden, a person turning off a light switch, a tree being protected with a fence. In pairs, students predict what they think the words ‘cull’ and ‘conserve’ mean based on the pictures.
2. Students share their predictions. Co-construct class definitions of ‘cull’ and ‘conserve’. For example:

* Cull means to reduce the number of animals or plants in a group by removing or killing some of them
* Conserve means to protect something and prevent it from being changed or destroyed.

1. Display and read, ‘Shark Attack: Bethany Hamilton’ (pp 8–11). Ask:

* What is the meaning of the sentence: ‘Bethany held **fast** to her board’ (p 8)? For example, she held on tightly as opposed to the alternate meaning of moving quickly.
* Which words influence an emotional response towards Bethany Hamilton? For example, ‘prowling’, ‘violent jolt’ and ‘tear off’ details the behaviour of the shark and makes the reader feel a sense of fear for Bethany.
* What are the topics of this story? For example, Bethany Hamilton, surviving a shark attack.
* What are the themes? For example, being capable of incredible things, showing determination in challenging situations, having the will to survive.

1. Record the list of themes on the ‘theme’ anchor chart from [Lesson 1](#_Lesson_1_–_1).
2. Review text purpose from [Lesson 2](#_Lesson_2_–_1) and [Lesson 3](#_Lesson_3_–_1). Discuss how the purpose of this text is to inform by retelling factual events, as well as to persuade the reader that the stories included in this book are inspiring.
3. In small groups, provide students with ‘Shark Attack: Bethany Hamilton’ (pp 8–11). Students locate information from the text to support Ben Hubbard's argument that Bethany Hamilton’s story is inspirational. For example, Bethany was ‘back in the sea surfing only 26 days after the shark attack’ (p 10).
4. Read from ‘Meanwhile, fisherman near Tunnels Beach ...’ to ‘... the threat was over’ (p 10). Students discuss the information and infer what ‘the threat was over’ means. For example, fisherman caught the shark accidentally or on purpose; the shark was taken into captivity; the shark was caught and killed. Ask students if they are for or against the shark being culled after attacking Bethany. As students explain their thinking, record student responses on a retrieval chart labelled ‘Cull’ and ‘Conserve’.
5. Explain that, over the next few lessons, students will write an argument that presents their viewpoint on the culling or conserving of shark populations.
6. Watch [Shark Cull Debate (3:08)](https://www.abc.net.au/btn/classroom/shark-cull-debate/10611652). On individual whiteboards, students paraphrase the main points that support the viewpoints of culling or conserving shark populations. Students share their thinking with the class, adding ideas to the retrieval chart from activity 6.

**Note:** the retrieval chart will be used in [Lesson 11](#_Lesson_11_–_1).

## Lesson 11 – research and plan a persuasive text

1. Using the retrieval chart from [Lesson 10](#_Lesson_10_–_1), review the reasons that support the culling or conserving of shark populations. Students decide which viewpoint they agree with and state a main reason.
2. Display the [Writing Scaffold – Persuasive Text – Planning](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625). Explain that students will research the culling or conserving of sharks. They will use research to develop at least 3 main reasons that supports their viewpoint.
3. Using the [Writing Scaffold – Persuasive Text – Planning](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625) and the retrieval chart from activity 1, model writing one reason in support of ‘cull’ or ‘conserve’. For example:

* Cull: Shark culling reduces the number of shark attacks on humans, therefore making swimming and surfing safer.
* Conserve: By conserving sharks, a balanced marine ecosystem is maintained.

1. Using think-alouds, locate and select relevant information from print or digital texts related to the topic of culling or conserving sharks. Model note-taking strategies by drawing and writing key words on [Writing Scaffold – Persuasive Text – Planning](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625).
2. Highlight the use of facts and opinions to support a viewpoint and the importance of topic-specific Tier 2 and Tier 3 vocabulary to demonstrate authority. Provide students with a list of websites to support their research. For example:

* [Save Our Sharks – Australian Marine Conservation Society](https://www.marineconservation.org.au/save-our-sharks/)
* [ABC News – Shark management: Can anything be done to keep people safe in the water?](https://www.abc.net.au/news/2018-11-06/shark-management:-can-anything-keep-us-safe-in-the-water/10469666)
* [WWF – Sharks: Restoring the Balance](https://sharks.panda.org/)
* [Australian Museum – Why oceans need sharks](https://australian.museum/publications/sharks/why-oceans-need-sharks/)

1. In pairs, students research, summarise and list topic-related ideas to plan an argument for culling or conserving sharks on individual copies of [Writing Scaffold – Persuasive Text – Planning](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625). Encourage students to group similar information and ideas together.
2. Students share their completed planning scaffold with a peer who has the same opinion.
3. Students provide [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) highlighting the use of topic-specific Tier 2 and 3 vocabulary and facts and opinions to reinforce a viewpoint. Allow time for students to apply feedback to their plans.
4. Discuss the importance of using a title that supports the argument being presented and has an impact on an audience. [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) possible titles for ‘cull’ and ‘conserve’. For example, ‘Cull sharks now!’; ‘Why we should consider culling sharks’; ‘Save our sharks’; ‘Conserve: Why sharks deserve our protection’.
5. Students select a title and add to their planning scaffold.

## Lesson 12 – drafting a persuasive text

1. In small groups, provide students with [Resource 4 – opening statements](#_Resource_4_–_2). Students discuss their responses to the opening statements. Encourage students to identify and analyse the language features and text structure used. For example, topic-specific vocabulary, modal words, and outlining reasons that support an argument. Students share their thinking with the class.
2. Display [Resource 4 – opening statements](#_Resource_4_–_2). Highlight the purpose of the opening statement. For example, introduces the topic and reasons for or against.
3. Identify the tense used in the opening statements and how it impacts meaning. For example, present tense is used to indicate that the issue is current and calls for action.

**Note**: tense is the form of the verb that indicates when something is happening in relation to the speaker’s time: past, present or future (NESA 2024).

1. As introduced in Component A, identify modal words that indicate degrees of probability, occurrence, obligation and inclination within the opening statements. [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) other words that show modality and display on an anchor chart. For example:

* Probability: definitely, certainly, surely, undoubtedly, clearly, obviously, absolutely, certainly, without a doubt, no doubt
* Occurrence: always, usually, generally, frequently, often, sometimes, occasionally, rarely, seldom, never
* Obligation: must, should, ought to, have to, need to, required to, necessary to, mandatory, compulsory
* Inclination: may, might, could, would, should, ought to, would rather, prefer to, wish to, desire to.

1. Display the teacher model of [Writing Scaffold – Persuasive Text – Planning](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625) from [Lesson 11](#_Lesson_11_–_1). Explain that students will apply the research to create a persuasive text that includes a statement of position, sequenced paragraphs and a conclusion, presenting an argument to cull or conserve sharks.
2. Co-construct a success criteria for an opening statement. For example:

* use modal words that indicate probability, occurrence, inclination or obligation
* use Tier 2 and Tier 3 topic-specific vocabulary to demonstrate authority
* include reasons that support an argument
* use consistent tense.

**Note**: this success criteria will be added to in activity 11 and [Lesson 13](#_Lesson_13_–_1).

1. Students draft their opening statement referring to the co-constructed success criteria.
2. In pairs, students share their opening statement and reflect on how they have applied the success criteria.
3. Display and re-read, ‘Shark Attack: Bethany Hamilton’ (pp 8–11). Review the use of rhetorical devices as taught in Component A. Rhetorical devices can be used to convey a viewpoint and make arguments clearer, more logical or convincing, or create atmosphere. Locate rhetorical devices used within the text, such as:

* Rhetorical statements or questions: a statement or question that is asked to provoke thought rather than require an answer. For example, ‘I wonder if I am going to lose my sponsor’ (p 9)
* Exaggeration (hyperbole): a statement making something seem more extreme or dramatic than it is. For example, ‘If I don’t get back on my board, I’ll be in a bad mood forever’ (p 10)
* Imagery: language that represents objects, characters, actions or ideas in such a way that they appeal to the senses of the reader. For example, ‘... the water around her turning red’ (p 8).

**Note**: rhetorical devices are strategies used by writers and speakers to achieve particular effects, such as, to stimulate the audience’s imagination or thought processes, to draw attention to a particular idea, or simply to display wit and ingenuity in composition (NESA 2024).

1. Students review their opening statements and revise to include a rhetorical device(s).
2. Display and read [Resource 5 – argument exemplar](#_Resource_5_–_2). Ask:

* What is the main idea of this paragraph? Who is the intended audience? For example, the paragraph begins with the topic sentence, 'Culling sharks definitely helps reduce the number of shark attacks on people,' which clearly states the main idea.
* What is the structure of the paragraph? For example, topic sentence, evidence and example, rhetorical question.
* Are modal words used? For example, modal words like ‘definitely’ and ‘should’.
* How could the author make the argument stronger? For example, stronger use of facts to support opinions.

1. Co-construct success criteria for writing a paragraph that supports an argument or viewpoint. For example:

* sequence argument points in paragraphs
* create paragraphs that begin with a topic sentence and include evidence and examples
* use Tier 2 and Tier 3 topic-specific vocabulary to demonstrate authority
* use modal words that indicate probability, occurrence, inclination or obligation
* use rhetorical devices to persuade an audience
* use consistent tense.

1. Model writing a paragraph with a topic sentence and evidence that supports the argument of conserving sharks and add to [Resource 5 – argument exemplar](#_Resource_5_–_2). Refer to the co-constructed success criteria from activity 12. Use think-alouds to highlight use of Tier 2 and 3 topic-specific vocabulary, rhetorical devices and modal words to persuade the reader. For example:

Conserving sharks is crucial for maintaining the health of our oceans. After all, what would our seas look like without these magnificent creatures? Sharks play a vital role in the marine ecosystem by keeping the population of other sea creatures in balance. Imagine a vibrant coral reef full of life, where sharks glide gracefully through the water. Their presence is a symbol of a thriving and healthy ocean. For example, sharks often prey on sick and weak fish, which helps keep the overall fish population healthy. By doing this, sharks ensure that only the strong survive and this promotes a healthier and more balanced ocean environment.

1. Students begin to draft their 3 sequenced paragraphs referring to their [Writing Scaffold – Persuasive Text – Planning](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625) from [Lesson 11](#_Lesson_11_–_1) and the co-constructed success criteria from activity 12.

**Too hard?** Provide students with a scaffold for writing their sequenced paragraphs.

# 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 use research to create oral and written texts that persuade and inform.

#### Success criteria

Students can:

* use rhetorical devices in persuasive writing
* draft and deliver an oral presentation
* use credible sources to research an inspirational story
* identify the structural and language features in texts
* use research to draft a newspaper article.

## Lesson 13 – using rhetorical devices to persuade

1. Revise that students will continue writing a persuasive text in support for either culling or conserving sharks. In pairs, students swap their draft writing and use the success criteria from [Lesson 12](#_Lesson_12_–_1) as a checklist to provide [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549).
2. Students apply the feedback to their writing, and then complete the draft of the 3 paragraphs supporting the argument to ‘cull’ or ‘conserve’.
3. Review the purpose for writing. For example, to argue a viewpoint that persuades an audience. Discuss the purpose of a conclusion in a persuasive text. Reinforce the idea that the conclusion summarises the author’s position and point of view. For example, the purpose of the conclusion in persuasive texts is to restate the main points, reinforce the argument and convince the reader of a particular opinion. The conclusion may call the reader to action or suggest a solution based on the arguments presented.
4. Revise the use of rhetorical devices from [Lesson 12](#_Lesson_12_–_1). [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) rhetorical devices that could be used in the conclusion to support either culling or conserving sharks. For example:

* Rhetorical question: Doesn’t everyone have the right to swim safely in the ocean?
* Exaggeration (hyperbole): Protecting sharks is vital. Without them, the entire ocean would collapse into ecological chaos!
* Imagery: Imagine a serene coastline where families splash in the waves, knowing that the water is free from the shadows of lurking sharks.

1. Co-construct success criteria for writing the conclusion. For example:

* write a concluding statement that restates the author’s opinion and summarises argument points
* include a call to action using imperative sentences
* use modal words that show probability, occurrence, obligation or inclination
* use rhetorical devices.

1. Students use their copy of [Writing Scaffold – Persuasive Text – Planning](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/625) to write a concluding statement for their persuasive text.

**Too hard?** Teacher guides small groups to jointly construct the conclusion.

**Too easy?** Students experiment with using multiple rhetorical devices in their writing.

1. In pairs, students refer to the co-constructed success-criteria to provide [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) on their conclusions. Students describe how modal words used indicate degrees of probability, occurrence, obligation and inclination. Provide time for students to apply feedback to improve their writing.

**Assessment task 4** – collecting work samples from this lesson allows students to demonstrate achievement towards the following syllabus outcome and content points:

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

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

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

* create written texts that argue a viewpoint using rhetorical devices to persuade an audience
* use a structure that includes a statement of position, has sequenced paragraphs and a conclusion
* sequence argument points in paragraphs that begin with a topic sentence and support the development of ideas
* experiment with modality to modulate an argument for persuasive effect
* use imperative sentences to advise, provide instructions, express a request or a command
* experiment with modality to indicate probability, occurrence, obligation or inclination.

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

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

## Lesson 14 – drafting and delivering an oral presentation

1. Re-watch [Shark Cull Debate (3:08)](https://www.abc.net.au/btn/classroom/shark-cull-debate/10611652). On individual whiteboards, students record the objective and subjective language used within the text.
2. Discuss how the tone, pitch, pace and volume used by the journalist impacted upon the inferred or literal meaning in the news story. For example:

* ‘keep out’ emphasised in the opening statement (0:11)
* tone change for ‘sharks’ to draw attention to the key issue (0:14)
* the reporter’s pace slowed down to emphasise the measures put into place to protect people (1:50).

1. Explain that students will use their completed persuasive texts from [Lesson 13](#_Lesson_13_–_1) to deliver a short oral presentation which presents their argument.
2. Introduce the importance of selecting and using prepositional, adverbial and adjectival phrases to extend communication and to suit the intended purpose of a planned and delivered spoken presentation. For example:

* Prepositional phrase: **In the deep ocean**, sharks play a vital role in maintaining the balance of marine life.
* Adverbial phrase: Sharks help maintain the balance of marine ecosystems **by preying on weaker fish**.
* Adjectival phrase: Your support can make a significant impact on the future **of these amazing animals**.

1. Co-construct a variety of phrases that use prepositional, adverbial and adjectival phrases in support of either culling or conserving sharks. Display these on an anchor chart to support the writing of student oral presentations.
2. Review the purpose for presenting, as outlined in [Lesson 13](#_Lesson_13_–_1). Provide guiding questions to support students to prepare their presentation. For example:

* What hook will you use to grab your audience’s attention right away?
* What are the main points you want to discuss? What evidence and examples will you use to support your points?
* How will you conclude your arguments? What call to action will you use to encourage the audience to change their behaviour?

1. Co-construct success criteria for presenting spoken presentations to an audience. For example:

* speak clearly using appropriate volume and pace
* maintain eye contact to engage the audience
* use appropriate facial expressions, gestures and body language
* use prepositional, adverbial and adjectival phrases
* use temporal connectives to sequence information.

1. Students highlight the main points and key phrases in their completed persuasive text from [Lesson 13](#_Lesson_13_–_1) that they will use in their oral presentation. Encourage students to select main ideas from their text and add temporal connectives to support cohesion. For example, first, next, finally, before, after, then, recently, this year, before.
2. Students plan their oral presentation referring to the co-constructed success criteria.
3. Discuss protocols for oral presentations. For example, actively listening to the presenter, making eye contact with the audience.
4. In small groups, students present their oral presentations. During each presentation, a different member of the group completes [Resource 6 – oral presentation feedback](#_Resource_6_–_3).

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

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

* identify connective vocabulary that supports cohesion and understanding in a spoken text
* identify the evidence a speaker provides to support a particular point of view
* use temporal connectives to sequence planned information in a presentation
* select and use prepositional, adverbial and adjectival phrases to extend communication and to suit the intended purpose of a planned and delivered spoken presentation
* state a reasoned argument in a presentation about learning area content, to a familiar audience.

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

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

## Lesson 15 – selecting and researching an inspirational story

1. Read ‘Miracle on the Hudson: Chesley Sullenberger’ (pp 36–39). Ask:

* What is the meaning of the sentence: ‘An emergency helicopter and scuba-divers were **scrambled** to attend the crashed plane ...’ (p 38)? For example, they took off immediately to attend the emergency, rather than the alternate definitions to walk/climb or push/fight.
* Which words influence an emotional response towards the plane passengers? For example, ‘new race for their lives’, ‘perilously cold’ and ‘perish’ provides details about the passengers’ escape from the plane and may make the reader feel a sense of fear for them.

1. As a class, identify the language features which contribute to the authority of the text. For example:

* use of facts: from 'On January 15 2009' to 'plane began to lose power'; it was less than a minute after the plane left LaGuardia airport that it lost power; the plane hit the freezing river at approximately 225 kilometres per hour; the passengers exited the plane, jumping off the plane wings and into the river.
* inclusion of cause-and-effect statements (featuring coordinating and subordinating conjunctions): both engines caught fire and the plane began to lose power; before the captain announced to ‘brace for impact’, it was clear to the plane’s 150 passengers that something was wrong; passengers reported that the plane ‘groaned’ as the rear of the plane cracked and icy water rushed in; they threw life jackets and rope ladders into the water, with passengers able to climb up into the ferries’.
* use of Tier 2 and Tier 3 topic-specific vocabulary: altitude, plummeted, Mayday, careering, descent, fuselage, deluge, perilously, perish, submerged, aviation.

1. As introduced in Component A, highlight the use of exclamatory sentences and apostrophes for contractions and to show possession. For example:

* exclamatory sentences: ‘He made the split-second decision and informed Air Traffic Control, "We're going to be in the Hudson!”’
* apostrophes: “We’re going to be in the Hudson”; ‘to the plane’s 150 passengers’.

1. Discuss why these language features have been used. For example, exclamatory sentences have been used to show the emotion of the situation; apostrophes show possession; apostrophes are used as part of contractions, often when language is informal, as seen in the quote.

**Note**: an exclamatory sentence is a statement expressing a strong emotion, formed as a complete sentence, and often ending with an exclamation mark (NESA 2024).

A contraction is a shortened form of one or 2 words (one of which is usually a verb). In a contraction, an apostrophe takes the place of the missing letter or letters (NESA 2024).

1. In pairs, students discuss the topics and themes of the story. They share their thinking, and then discuss whether the story is inspirational or not, and why. Record the list of themes on the ‘theme’ anchor chart from [Lesson 1](#_Lesson_1_–_1).
2. Explain that students will write a newspaper article about a story that inspires. Like Ben Hubbard, students will take on the role of a journalist to research a person with an inspirational story and use digital tools to publish the text. **Optional**: collate student articles to create a class newspaper.
3. [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) a list of people who have inspiring stories, and briefly explain their story. For example: Malala Yousafzai, Turia Pitt, Fred Hollows, Ash Barty, Nedd Brockmann, Amelia Earhart, Eddie Woo, Nova Peris, Steven Hawking, Jessica Watson, Andy Warhol, Frida Kahlo, Greta Thunberg, Mikaila Ulmer.

**Note:** generate a list of people that are appropriate for your context.

1. Students select a person with an inspirational story to research. 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 discuss the reasons for their choice.
2. Display an enlarged copy of [Resource 7 – research scaffold](#_Resource_7_–_2) and explore the different elements for researching an inspirational story.
3. Model locating and selecting websites that offer relevant information about Chesley Sullenberger’s inspirational story. Demonstrate recording information on the enlarged copy of [Resource 7 – research scaffold](#_Resource_7_–_2).

**Note**: refer to [Resource 8 – research scaffold exemplar](#_Resource_8_–_2) about Chesley Sullenberger. This is an exemplar for teachers to support research and fact gathering. Websites used for research include:

* [Sully: Miracle on the Hudson 10 years on](https://www.bbc.co.uk/newsround/46864847)
* [US Airways flight 1549](https://www.britannica.com/topic/US-Airways-Flight-1549-incident).

1. Model determining how relevant each website is for the purpose of finding key information. Identify specific features of the websites such as hyperlinks, icons, search bars, and images. Select sources of information that target the specific areas in the research scaffold. For example:

* identify and use objective sources: model selecting credible sources with relevant information and objective language, such as government websites, academic journals and reputable news outlets
* evaluate subjective content: guide students to recognise subjective content, such as opinions used in quotes
* balance perspectives: help students understand that while objective language is crucial for establishing authority, subjective language can be useful for providing personal insights and perspectives. A balanced approach can enrich their understanding of a topic.

1. Students research their chosen person and inspirational story. They record information on individual copies of [Resource 7 – research scaffold](#_Resource_7_–_2) Remind students to:

* source information from credible websites
* select and retrieve relevant information to suit the purpose of the text (a newspaper article about an inspirational story).

**Too hard?** Students work in pairs to conduct research.

**Assessment task 6** – observations from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content points:

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

* locate, select and retrieve relevant information from a print or digital text and consider accuracy of information presented
* determine the relevance of a text for a specific purpose.

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

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

## Lesson 16 – analysing and drafting a newspaper article

1. Revise agreed-upon protocols and assigned roles for classroom interactions. For example, establishing roles such a timekeeper or group leader to support students to stay focused on the topic.
2. Organise students into small groups and provide each with the newspaper article, [Miracle on the Hudson: 155 survive crash as jet hits river in New York](https://www.theguardian.com/world/2009/jan/16/us-airways-plane-crash-lands-on-hudson). Explain that groups will participate in a [Jigsaw](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546) task using the article to explore different structural or language features used by the journalist to show authority over and of the text. Suggested features for groups to focus on include: the overall structure, words indicating modality, facts and opinions, cause-and-effect statements, Tier 2 and 3 topic-specific vocabulary. Allow time for students to analyse the article and share findings with the class.
3. Explain that the purpose of a newspaper article may be to inform, persuade and/or entertain. Ask students what the purpose of The Guardian newspaper article is and how they know. For example, to inform and persuade; the article has a variety of language features to convince the reader that Chesley Sullenberger is a hero.
4. Referring to the completed teacher model of [Resource 7 – research scaffold](#_Resource_7_–_2) created in [Lesson 15](#_Lesson_15_–_1), remind students that they will write a newspaper article about a chosen person and their inspirational story. The purpose for writing is to inform the reader and to persuade the reader that the story is inspiring.
5. Students finish their research from [Lesson 15](#_Lesson_15_–_1) about their chosen person and their inspirational story using their copy of the research scaffold.
6. Explain that students will create their newspaper articles using a digital tool, such as [Canva for Education](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/653), [Google Slides](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/70) or other digital application appropriate for your school context. View and read [Resource 10 – newspaper exemplar](#_Resource_10_–_1) about Chesley Sullenberger’s inspirational story. Identify the structural features including the use of headings, an introduction, paragraphs beginning with topic sentences, series of events and a conclusion.
7. **Using** [Resource 10 – newspaper exemplar](#_Resource_10_–_1)**, co-construct success criteria for writing. For example:**

* use headings, an introduction, paragraphs beginning with topic sentences, series of events and a conclusion
* use facts and opinions to support the argument
* include exclamatory sentences for effect
* use coordinating conjunctions in compound sentences
* create cause-and-effect statements to describe events
* use Tier 2 and Tier 3 topic-specific vocabulary
* use apostrophes for contractions or to show possession.

1. Display an enlarged copy of [Resource 9 – newspaper template](#_Resource_9_–_1). Explain how to use the organised information from the completed teacher model created in [Lesson 15](#_Lesson_15_–_1) to draft a newspaper article about Chesley Sullenberger’s inspirational story.
2. Students begin drafting their newspaper article using their research and [Resource 9 – newspaper template](#_Resource_9_–_1). Encourage students to refer to the co-constructed success criteria from activity 8 to support their writing.

# 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 use research to write a newspaper article and create a multimodal presentation.

#### Success criteria

Students can:

* use research to draft and edit a newspaper article
* select multimodal features that add meaning
* publish a newspaper article using digital tools
* record a multimodal presentation.

## Lesson 17 – drafting a newspaper article about an inspirational story

1. Read ‘Ambushed by an Avalanche: Lester J Morlang’ (pp 80–83). As you read, students identify and define homonyms used in the chapter that supports the reader’s understanding of the text. For example, air *pocket*, *dribbled* saliva, broke through, tickled me to death.
2. In pairs, provide students with pages 80 and 83 of the text. Students identify adverbs, nouns and verbs used by the author to create an emotional connection between the audience and the subject, Lester J Morlang. For example:

* Adverbs: ‘the avalanche came down **fast**’; ‘tried to build a fire, but he couldn’t get his frozen hands to work **properly**’ (p 80)
* Nouns: ‘suffocated under this thick layer of “**white death**”’ (p 80); He...had **severe frostbite**’ (p 83)
* Verbs: **‘suffocated** under this thick layer of “white death”’ ‘He lay down and **hoped** that he would be rescued’ (p 80).

1. Students share with the class, discussing how the word choices influenced their emotional response to Lester.
2. Ask students to identify words that indicate tense and how it impacts meaning. For example, ‘when an avalanche **struck’; ‘trapped** beneath the snow’; Lester **built** himself’ (p 80). Ben Hubbard wrote in past tense to indicate the events in the factual account have already occurred; Lester’s quote is also written in past tense to demonstrate he was reflecting on his past experiences.
3. Ask the following questions:

* What makes Lester’s story inspirational? For example, his determination to survive being buried in 3 different avalanches.
* What themes are present? For example, showing determination when facing disaster, the will to survive, persevering through challenging situations.

1. Record the list of themes on the ‘theme’ anchor chart from [Lesson 1](#_Lesson_1_–_1).
2. Display the completed teacher model of [Resource 7 – research scaffold](#_Resource_7_–_2) from [Lesson 15](#_Lesson_15_–_1) and [Resource 10 – newspaper exemplar](#_Resource_10_–_1) about Chesley Sullenberger’s inspirational story.
3. Remind students that they will write a newspaper article about their chosen person and their inspirational story. The purpose for writing is to inform the reader and to persuade the reader that the story is inspiring. Revise the structure required for the newspaper article and the co-constructed success criteria from [Lesson 16](#_Lesson_16_–_1).
4. Students begin drafting their newspaper article using their research and completed copy of [Resource 9 – newspaper template](#_Resource_9_–_1). Encourage students to refer to the co-constructed success criteria from [Lesson 16](#_Lesson_16_–_1) to support their writing.

**Assessment task 7** – observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

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

* define meanings for homonyms according to context.

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

* identify the adverbs, nouns and verbs that influence own emotional response to characters
* use knowledge of homonyms to understand metaphor and to support inference
* understand past, present and future tense and their impact on text meaning.

## Lesson 18 – selecting multimodal features for a newspaper article

1. Print and display the images from [Resource 11 – supporting images](#_Resource_11_–_1) around the classroom. Students imagine that these images were used in a newspaper article about Chesley Sullenberger’s landing on the Hudson River. Students move around the room and decide how the image would add to the meaning of the story. Students record their ideas on a sticky note and place under each image. For example, the image with the man in the brace position illustrates the terror experienced by the passengers.
2. Students continue drafting their newspaper article using their research and completed copy of [Resource 9 – newspaper template](#_Resource_9_–_1). Encourage students to refer to the co-constructed success criteria from [Lesson 16](#_Lesson_16_–_1) to support their writing.
3. Revise agreed-upon protocols for classroom interactions, including providing respectful feedback. In pairs, students provide feedback on their writing using [guided feedback chat](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549), referring to the co-constructed success criteria.
4. Students apply feedback and edit their draft newspaper article.
5. Revise that students will create a newspaper article using a digital tool, such as [Canva for Education,](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/653) [Google Slides](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/70) or another digital application.
6. Analyse and discuss the purpose of adding multimodal features such as images (visual mode) within Survivors: Inspiring True Stories of Survival. For example, to add meaning, highlight a pivotal moment, emphasise and support argument and authority.
7. Ask students how they could incorporate a visual component to enhance their newspaper article. For example, images of the person or event, map of the location, a diagram.
8. Explain that students will use authority over the text to select an image or photograph that supports the text’s purpose of informing the audience why their chosen person has an inspirational story. Encourage students to use images that support their argument.
9. Students explore and select an image or photograph to support their newspaper article using the chosen digital platform for publishing. Students should include a caption to explain the image or photograph and reference the original source.
10. In pairs or small groups, students share their image or photograph and justify how it supports the newspaper article and demonstrates authority over the text.

**Note**: students will publish their newspaper articles in [Lesson 19](#_Lesson_19_–_1).

## Lesson 19 – publishing a newspaper article

1. Display [Resource 10 – newspaper exemplar](#_Resource_10_–_1). Revise the structure of the article, drawing attention to the headline.
2. Students re-read their edited newspaper article about an inspirational story. Explain that students will complete the [Headlines thinking routine](https://pz.harvard.edu/sites/default/files/Headlines_2.pdf) to create a headline for their newspaper article. Students create and share their headline in pairs or small groups.
3. Revise that students will publish their newspaper article using a digital tool, such as [Canva for Education](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/653), [Google Slides](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/70) or other digital application.
4. Model how to navigate and use the tools in the preferred digital application. For example, inserting text or text boxes, inserting an image, changing the font type, colour, size or style.
5. Students publish their newspaper article and insert their image or photograph from [Lesson 18](#_Lesson_18_–_1) in the preferred digital application. Remind students to caption their chosen multimedia element and reference its original source.
6. In pairs, students share responses to the following reflection questions:

* What digital tools did you use to publish your newspaper article?
* What argument is being presented in your writing?
* What themes are you portraying in your writing?

**Optional**: collate student articles to create a class newspaper.

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

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

* understand and use language associated with digital texts.

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

* create informative written texts that include headings, paragraphs beginning with topic sentences, and may conclude information in a final paragraph
* create written factual and historical accounts that include an introduction with the who, what, when, where and why of an experience or event, a description of a series of events and a conclusion
* use facts or opinions to reinforce a viewpoint
* use coordinating conjunctions in compound sentences to compare and contrast, or for addition
* create cause-and-effect statements
* use exclamatory sentences to emphasise a point or express a strong emotion
* use apostrophes for contractions, and to show singular and plural possession
* use topic-specific Tier 2 and Tier 3 vocabulary to demonstrate authority.

## Lesson 20 – creating a news recording

1. Watch [How the Miracle on the Hudson Unfolded (7:54)](https://www.youtube.com/watch?v=GisgEwTyb24), stopping at 2:08. Discuss how the tone, pitch, pace and volume used by the journalist impacted upon the inferred or literal meaning in the news story. For example:

* ‘hero' and 'flawlessly’ emphasised in the opening statement
* the reporter’s pace quickened to describe what happened on Facebook overnight, with the word 'thousands' emphasised (0:16)
* tone change for 'he was the last man off' to draw attention to his heroism and willingness to ensure the safety of his passengers (0:50)
* subjective language of "Sully was the right man with the right stuff at the right moment" (1:18)

1. Explain that students will use their published newspaper article to create a news recording. Students imagine they are a journalist for a news channel on the day the event or story occurred. The recording should be 30-seconds in length, highlighting the main facts about their inspirational person or story, to persuade the audience that the story is inspirational.
2. Model using information from [Resource 10 – newspaper exemplar](#_Resource_10_–_1) to create a script, for a short news recording about Chesley Sullenberger’s inspirational story. For example:

Tonight, on Channel 99 news, we bring you a shocking and inspiring story.

This afternoon, soon after its departure from New York’s LaGuardia Airport, US Airways Flight 1549 experienced a harrowing incident that will surely go down in aviation history. The aircraft collided with a flock of Canada Geese, causing both engines to fail.

Captain Chesley 'Sully' Sullenberger made a Mayday call, after realising the plane wouldn't make it back to the airport. In a split-second decision, Sully informed Air Traffic Control, "We're going to be in the Hudson!" With 150 passengers on board, the situation was dire. Passengers described the eerie silence and the engines' strange sounds, like "shoes in a dryer".

Sully skilfully navigated the aircraft over the George Washington Bridge, crash-landing in the freezing Hudson River at 225 kilometres per hour. The impact caused the plane to groan and crack, with icy water rushing in. The passengers were evacuated, jumping onto the plane's wings and into the near frozen river. While emergency helicopters and scuba divers rushed to the scene, Hudson River ferry boats were the first to arrive. They threw life jackets and rope ladders to the survivors.

In a true act of heroism, Captain Sully was one of the last to leave the plane, ensuring everyone else had evacuated. New York Governor David Paterson hailed it the 'Miracle on the Hudson’!

This is a story of courage, quick thinking, and survival against all odds. Stay tuned for more inspiring stories, only here on Channel 99 News.

1. Demonstrate using the script to create a multimodal news story using a digital tool. For example, [Microsoft PowerPoint](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/116) or [Apple Clips](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/616). Select an image or series of images that expands the meaning of the news story. Model reading and recording the script, using appropriate tone, pitch, pace and volume to engage the audience and add further meaning.
2. Co-construct success criteria for the creation and recording of their news story. For example:

* use appropriate tense
* use appropriate tone, pitch, pace and volume
* include multimodal features that expand meaning (audio and visual).

1. Students draft their scripts using their newspaper article from [Lesson 19](#_Lesson_19_–_1). Allow time for students to create, practise and record reading their news recording using digital a tool.
2. Revise agreed-upon protocols for classroom interactions, including being respectful of a peer's work and listening to presentations.
3. Students present their recordings in small groups. While listening to peer presentations, students take notes on individual whiteboards, paraphrasing the information presented in each news story.
4. Revise the meaning and purpose of theme, argument and authority. Using sticky notes or an online tool such as [Mentimeter](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/140), students reflect upon their learning throughout the unit, responding to the following questions:

* What are the major topics in Survivors: Inspiring True Stories of Survival?
* What are the major themes? How are the themes similar or different in each survival story?
* How does Ben Hubbard use language, form and structure to show authority in the text?

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

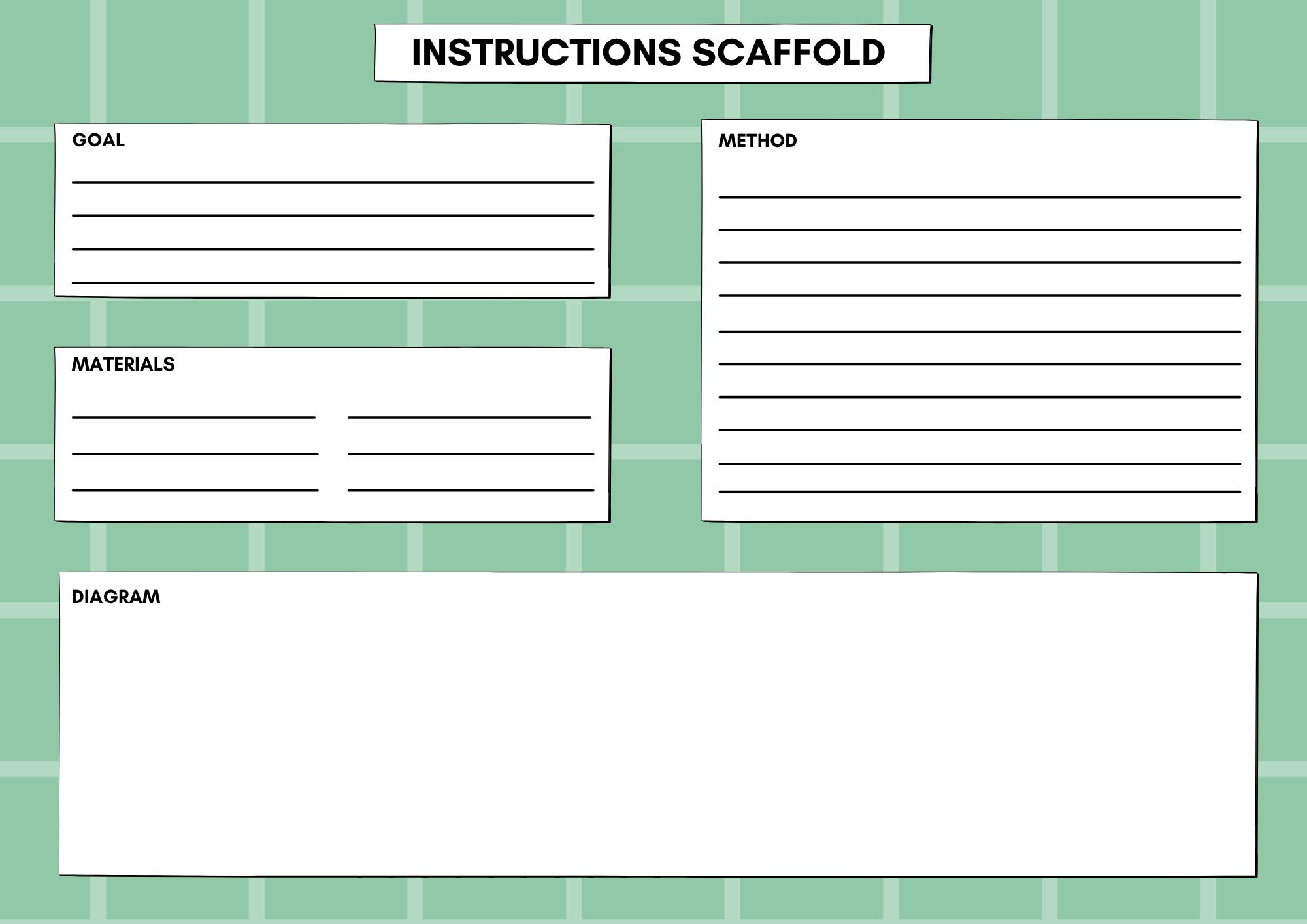
**EN2-OLC-01** – communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting

* follow agreed-upon protocols and assigned roles for classroom interactions in person and through the use of technology
* paraphrase portions of a spoken text or information that is presented through media
* identify how inferred or literal meaning is impacted by tone, pace, pitch and volume, gesture and posture communication, and how these affect the audience
* include multimodal features in planned and delivered presentations, to expand meaning and engage an audience.

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

* describe the difference between themes and topics in literature
* identify themes in literature, recognising that there may be multiple themes within and between texts
* understand that to control impact and effect authors make intentional choices about language, form and structure.

# Resource 1 – instructions scaffold



# Resource 2 – volcanoes research template

|  |  |
| --- | --- |
| **What is a volcano?** | **How do volcanoes erupt?** |
| **Other interesting facts?** | **What dangers could volcanic eruptions present?** |

# Resource 3 – flowchart exemplar

A flowchart that explains how a volcano erupts. The flowchart is as follows:

1. A volcano is a mountain with an opening, known as a crater. It connects magma from below the earth's crust up to the surface. 

2. As the magma, gas, vapour and steam mix together it begins to create pressure inside the volcano. 

3. As the pressure builds and the magma has no where to escape, it is forced out of the volcano's main vent. Once magma reaches the earth's surface it is called lava. 

4. The volcano often shoots out hot ash, smoke, rocks and gases. The gases can be harmful to humans and other living things. 

5. When the volcano erupts, it can cause other natural disasters such as landslides, mudslides, earthquakes and tsunamis. 

# Resource 4 – opening statements

|  |  |  |
| --- | --- | --- |
| Topic | For | Against |
| Should students have homework? | Students need to be assigned homework because it helps reinforce what we learn in class. It definitely makes us smarter, keeps our brains active, and prepares us for tests. | Students should not have homework because it takes away time for playing and relaxing. It could sometimes be too stressful, and we should have more time for other activities. |
| Should pets be allowed in school? | Pets should be allowed in school because they can help us feel happier and more relaxed. They could surely teach us about responsibility, and some kids might not have pets at home. | Pets should not be allowed in school because they might distract us from learning. They could possibly cause allergies, and not all pets are well-behaved. |
| Should wild animals be kept as pets? | Wild animals should be kept as pets because they definitely can be loving and loyal companions, they could educate us about wildlife conservation, and some are well cared for in accredited sanctuaries. | Wild animals should not be kept as pets because they could be dangerous to humans, they might not have the proper diet and environment they need, and they belong in their natural habitats. |
| Should recycling be mandatory? | Recycling should be mandatory because it definitely helps protect the environment by reducing waste, surely conserves natural resources like trees and water, and ensures a cleaner and healthier planet for future generations. | Recycling should not be mandatory because it could be inconvenient for some people, there might not be enough recycling facilities in some areas, and it should be a personal choice to recycle. |

# Resource 5 – argument exemplar

|  |  |
| --- | --- |
| Argument/Reason – cull | Argument/Reason – conserve |
| Firstly, culling sharks definitely helps to reduce the number of shark attacks on people. When there are fewer sharks near beaches, it is safer for us to swim and surf. Shouldn't everyone be able to enjoy the beach without worrying about sharks? Without culling, the ocean is teeming with sharks just waiting to attack! Many people love going to the beach, and they should always feel safe in the water. |  |

# Resource 6 – oral presentation feedback

**Presenter’s name:**

|  |  |
| --- | --- |
| Feedback prompts | Argument |
| What evidence did the speaker use to support their argument? |  |
| What temporal connectives were used to sequence information? |  |

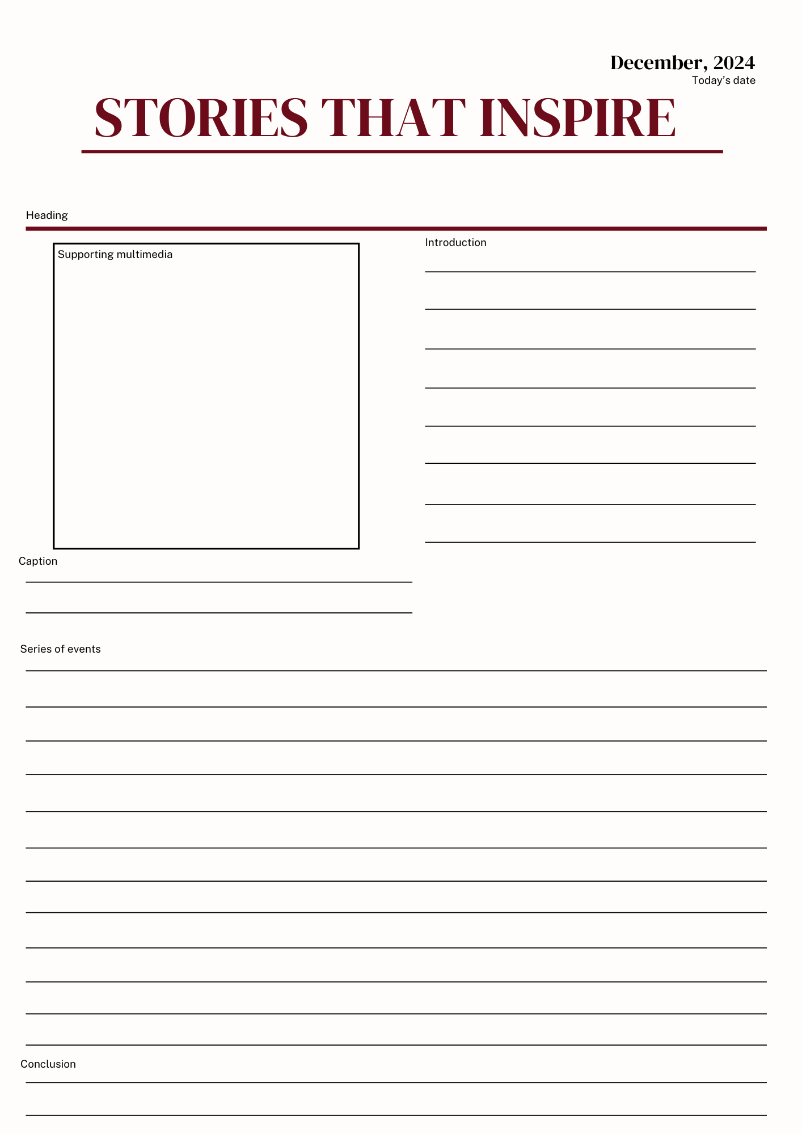
# Resource 7 – research scaffold

|  |  |
| --- | --- |
| **Summary of event(s)**  Who? What? When? Where? Why? |  |
| **Main events**  Chronological order  Facts and details |  |
| **Quotes**  Direct or reported speech  Speaker |  |
| **Additional information (optional)**  Impact of event(s)  Update on person or event(s) |  |
| **Bibliography**  Link to website  Book title |  |

# Resource 8 – research scaffold exemplar

|  |  |
| --- | --- |
| **Summary of event(s)**  Who? What? When? Where? Why? | Who: Captain Chesley ‘Sully’ Sullenberger III  What: US Airways Flight 1549 was heading for North Carolina when it collided with a flock of Canada Geese. Both engines caught fire and the plane began to lose power. Sullenberger had to find a place to crash-land the plane.  When: January 15, 2009  Where: Manhattan, New York  Why: n/a |
| **Main events**  Chronological order  Facts and details | * Less than a minute after the plane left LaGuardia airport, it lost power. * Sully made a Mayday distress call to Air Traffic Control at LaGuardia airport, New York. * He intended to return to the airport for an emergency landing. * The plane was dropping at 5.5 metres per second, and Sully realised the plane wouldn't make it back to the airport. He made a split-second decision to land the plane on the Hudson River. * It was clear to the plane’s 150 passengers that something was wrong. Sully announced to the passengers to brace for impact. * Sully guided the plane over the George Washington Bridge and pulled back the plane’s tail to lessen the impact. * The plane hit the freezing river at approximately 225 kilometres per hour. * The rear of the plane cracked and began to quickly fill with icy water. It would not stay afloat for long. * The passengers had survived the crash, but they now needed to exit the plane – they would perish if they stayed in the water as it was dangerously cold. * Passengers exited the plane and jumped off the plane wings into the river. * Emergency helicopters and scuba divers were trying to get to the passengers, but Hudson River ferry boats where first to arrive at the scene. They threw life jackets and rope ladders for passengers to climb up into the ferries. * Sully was one of the last people to leave the plane as he checked the cabin for any remaining passengers. |
| **Quotes**  Direct or reported speech  Speaker | * A plane passenger reported that the engines made a strange thudding sound ‘like gym shoes in a dryer’. * Sully announced to the passengers, ‘This is the captain. Brace for impact’. * Sully reported to Air Traffic Control, ‘We’re going to be in the Hudson’. * Passengers reported that the plane ‘groaned’ as the fuselage cracked and icy water rushed in. * David Paterson, Governor of New York, called it the ‘Miracle on the Hudson.’ |
| **Additional information (optional)**  Impact of event(s)  Update on person or event(s) | * Sully won many accolades and awards for his safe plane landing. * the Governor of New York, David Paterson, called it the "Miracle on the Hudson". what was described as ‘the miracle on the Hudson River’. * He became a speaker on aircraft safety. * The events inspired the Hollywood movie, Sully. |

# Resource 9 – newspaper template



# Resource 10 – newspaper exemplar

Newspaper exemplar. 

The article reads:

 On January 15, 2009. US Airways Flight 1549 was headed from New York to North Carolina when it collided with a flock of Canada Geese. Both engines caught fire and the plane began to lose power. Captain Chesley ‘Sully’ Sullenberger III miraculously crash-landed the plane in the Hudson River.

It was less than a minute after the plane left LaGuardia airport that it lost power. Captain Sullenberger made a Mayday distress call to Air Traffic Control at LaGuardia airport. His plan to return to the airport for an emergency landing was thwarted when Sully realised the plane wouldn’t make it. He made the split-second decision and informed Air Traffic Control, "We're going to be in the Hudson!”.
Before the captain announced to “brace for impact”, it was clear to the plane’s 150 passengers that something was wrong. Passengers reported that the engines made a strange, thudding sound like “shoes in a dryer”.
Sully successfully guided the plane over the George Washington Bridge. The plane hit the freezing river at approximately 225 kilometres per hour. Passengers reported that the plane “groaned” as the rear of the plane cracked and icy water rushed in.
The passengers exited the plane, jumping off the plane wings and into the river. Emergency helicopters and scuba divers rushed to the scene, but the Hudson River ferry boats were the first responders at the scene. They threw life jackets and rope ladders into the water, with passengers able to climb up into the ferries.
 
Sully, a true hero, was one of the last people to leave the plane as he checked the cabin for any remaining passengers. David Paterson, Governor of New York, described it as the ‘Miracle on the Hudson.’

[‘US Airways Flight 1549 in the Hudson River New York, USA’](https://commons.wikimedia.org/wiki/File:US_Airways_Flight_1549_(N106US)_after_crashing_into_the_Hudson_River_(crop_4).jpg) by Greg L is licensed under [CC BY 2.0](https://creativecommons.org/licenses/by/2.0/).

# Resource 11 – supporting images



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