English Unit: Creating literature

TOPICs
Survival Stories (historical)

ASSESSMENT AND REPORTING
Narrative Text in Format of Student's Choice **Presenting Work:** Students submit two versions of their story in a format of their choice (one version for teacher and class as audience, the other version for a junior primary audience). **Sharing Work:** Students can read their story to the class, or they can record themselves on iMove or Quick Voice beforehand and play the recording to the class.

YEAR 6 ENGLISH: LINKS TO THE AUSTRALIAN CURRICULUM	
Content Descriptions	**Achievement Standard**
Creating literature Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways • creating narratives in written, spoken or multimodal/digital format for more than one specified audience, requiring adaptation of narrative elements and language features • planning and creating texts that entertain, inform, inspire and/or emotionally engage familiar and less-familiar audiences Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice Selecting and using sensory language to convey a vivid picture of places, feelings and events in a semi-structured verse form	*Productive modes (speaking, writing and creating)* Students understand how language features and language patterns can be used for emphasis. Students create detailed texts elaborating on key ideas for a range of purposes and audiences. Students make presentations using a variety of strategies for effect. Students demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. Students use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.

YEAR 7 ENGLISH: LINKS TO THE AUSTRALIAN CURRICULUM

Content Descriptions	Achievement Standards
Creating literature Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways - creating narratives in written, spoken or multimodal/digital format for more than one specified audience, requiring adaptation of narrative elements and language features - planning and creating texts that entertain, inform, inspire and/or emotionally engage familiar and less-familiar audiences Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice - selecting and using sensory language to convey a vivid picture of places, feelings and events in a semi-structured verse form	***Productive modes (speaking, writing and creating)*** Students understand how language features and language patterns can be used for emphasis. Students create detailed texts elaborating on key ideas for a range of purposes and audiences. Students make presentations using a variety of strategies for effect. Students demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. Students use accurate spelling and punctuation for clarity and make editorial choices based on criteria.

ENGLISH PLANNER

45 mins per session – 13 sessions in total

Session	Session Goal	Tasks / Activities
Pre unit	Expose students to survival stories	Class Novel: *I am Malala*
Week 1	Examining good short survival stories (explicit teaching) Purpose of text: Inspire, entertain, engage Imagery Sentence variation Metaphor Word choice	Class discussions and exploration of short story narratives and language features expected in the text
Week 2	Researching and drafting own narrative	Students choose topic for narrative and research topic. By Thursday, it would be expected drafting would begin.
Week 3	Writing narrative for teacher audience	
Week 4	Adapting narrative for junior primary audience	
Week 5	Submitting Work: Students can submit two versions of their story in a format of their choice. They must write their narrative using lined A4 paper or *Pages*. A print version is to be submitted to the teacher. Students can also choose to extend themselves by turning their JP story into a book or movie where the story is narrated to pictures.	Students submit and share their two narratives of the same survival story. Students can read their story to the class, or they can record themselves on iMove or Quick Voice beforehand and play the recording to the class.

Assessment Task One
Short Story: Historical Narrative: Survival

Task:
Your task is to write a short story, based on a historical event or person, with the theme of Survival. It can be a personal story from your family, or be researched about an event or person that interests you. You will need to write your narrative twice, once for your teacher as the audience and once for Junior Primary students. You must submit a written version of the narrative, using A4 lined paper, A4 blank paper or Pages, on your iPad. Both texts are to be uploaded to SeeSaw to gather feedback from peers and families. The final stage of this will be presenting your stories to the class and explaining the different decisions that were made for each. You can read the stories or prerecord your reading of them using Quick Voice or video.

Extension:
Once both texts are written in a basic format and ready for submission, you may turn them into a book to suit your audience, or a movie, or audio book. Try to be as creative as possible and show how good an author you are!

Rubric:

	4	3	2	1	0
Teacher Audience Text: Detailed texts created, elaborating on key ideas of Survival, for a range of purposes and audiences.					
Junior Primary Audience Text: Detailed texts created, elaborating on key ideas of Survival, for a range of purposes and audiences.					
Use of language features and language patterns for emphasis.					
Use of grammar, and considered vocabulary choices to enhance cohesion and structure in their writing.					
Use of accurate spelling and punctuation for clarity					

Evidence of editorial choices based on criteria.					
Presentation made using a variety of strategies for effect.					

Comments:

Grade: out of 28   Extension Bonus: