

Narrative Texts | Stage 2 | English



Summary

Students will explore the Narrative text type through a focus on fairy tales. They will compare more traditional versions of the Three Little Pigs with modern **appropriations** of the text. They will identify character's **point of view** in a text and how a text can be changed through representing the story from an alternative point of view.

Duration

Term 1 6 weeks

This unit will be taught concurrently with the Stage 2 Writing and Grammar unit which will also focus on the Narrative genre.

Unit overview

Students will explore the common features of fairy tales and their role in the Narrative genre. They will use:

- Walt Disney's 1933 cartoon version of the 'Silly Symphony- Three Little Pigs' to explore the purpose, structure and characters of a more traditional version of the fairy tale
- Jon Scieszka's 'The True Story of the 3 Little Pigs' to analyse the effect on a traditional story when an it is told from a different character's **point of view**
- Roald Dahl's 'Revolting Rhymes – The Three Little Pigs' poem to again analyse the use of **appropriation** in the form of poetry
- 'Golden Book – Jack and the Beanstalk' video, to explore how they can create their own appropriated version of a traditional fairy tale from a minor character's **point of view**

Text Types												
Spoken texts	Print texts	Visual texts	Digital texts, including film, media and multimedia	Quality Literature	Australian literature, including Aboriginal texts	Literature from other countries and times	Texts about intercultural experiences	Texts from and about Asia	Everyday and workplace texts	Texts presenting different perspectives	Texts from popular and youth cultures	Texts that include aspects of environmental and social sustainability

English Outcomes	Literacy Continuum
<p>EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts</p> <ul style="list-style-type: none"> › EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language › EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies › EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts › EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter › EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts › EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own 	<p>Literacy skills and observed behaviours can be monitored against the Literacy Continuum in the Aspects of Comprehension, Speaking and Writing.</p> <p>Most students in Year 3 are working towards achieving Cluster 9 markers.</p> <p>Most students in Year 4 are working towards achieving Cluster 10 markers.</p>

Locating the Learner
<p>This unit was designed for a mixture of Stage 2 classes, (each class consisting of a single grade group). It will be necessary for class teachers to consider the needs of their own class and make amendments to the program if required.</p> <p>This unit of learning was planned to expose students to wide range of rich, quality texts to stimulate and engage them in writing.</p>
Assessment overview
<p>ASSESSMENT FOR LEARNING</p> <p>Initially students will engage in informal assessment as teachers gauge their student's current understanding of fairy tales and the broader genre of Narratives through</p>

discussion. For many students of EALD backgrounds fairy tales from European origins may be unfamiliar.

ASSESSMENT AS LEARNING

This is focused on in the associated Writing and Grammar unit. Students will be made aware of their current position on the Literacy Continuum and what they need to do to move on. Student's will have a personal data wall glued into their English books.

ASSESSMENT OF LEARNING

Evidence of student learning and understanding includes the level of support required in sorting sections of basic narratives into scaffolds, Venn diagrams to show similarities and differences between similar texts, Granny's letter to the Daily Wolf in representing a character's point of view and the composing of student's own Narrative from a minor character's point of view.

Student achievement will be reviewed every 5 weeks in relation to the Literacy Continuum in 2015.

Content	Teaching, learning and assessment
<p>Stage 2 - Reading and Viewing 1</p> <p>-justify interpretations of a text, including responses to characters, information and ideas</p> <p>Stage 2 - Speaking and listening 1</p> <p>-interact effectively in groups or pairs, adopting a range of roles</p> <p>Stage 2 – Reading and viewing 2</p> <p>-identify the audience and purpose of imaginative, informative and persuasive texts</p> <p>-respond to a wide range of literature and analyse purpose and audience</p>	<p>Lesson Sequence 1</p> <p>Learning Intention: Today we will discuss 'fairy tales' as an oral tradition which through the centuries have been interpreted and put into written form. We will identify some of the common features of fairytales and use the 'Three Little Pigs' as stimulus for discussion.</p> <p>WALT – You will be able to identify some of the common features of fairytales in a traditional version of the Three Little Pigs.</p> <p>Lesson Annotation:</p> <p>Fairy Tale- A fairy tale is a type of short story that typically features European folkloric fantasy characters. Such stories were traditionally passed down through the generations as an oral text, more recently recorded in written form or developed into digital texts such as movies or cartoons.</p> <p>According to Read, Write, Think, Fairy tales usually:</p> <ul style="list-style-type: none"> -Begin with 'Once upon a time' -Happen in the long ago -Have fantasy and make believe in them -Have clearly defined Good characters vs Evil characters -Royalty is usually present eg. A beautiful princess / handsome prince

Content	Teaching, learning and assessment
<p>-identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>Stage 2 – Thinking Imaginatively, creatively and interpretively</p> <p>-justify interpretations of a text, including responses to characters, information and ideas</p> <p>Stage 2 - Expressing themselves</p> <p>-identify and compare the differences between texts from a range of cultures, languages and times</p>	<p>-There may be magic with giants, elves, talking animals, witches or fairies</p> <p>-Have a problem that needs to be solved</p> <p>-Often takes three to solve the problem</p> <p>-Have happy endings eg. They lived happily ever after</p> <p>-Teach a lesson or have a theme</p> <p>ASSESSMENT FOR LEARNING (PRETEST)- Teacher poses the question " What do you know about fairytales? Can you name some fairytales?". Students to brainstorm responses with Talking Triangle partners. (Talking Triangles should involve students of mixed ability and EALD capabilities to facilitate the inclusion of all students). Students share responses with class and teacher scribes to add ideas to shared mind map 'Fairytales'.</p> <p>TEACHING AND LEARNING ACTIVITIES-</p> <p>GUIDED</p> <p>Use class mindmap from above activity to guide class discussion. If students were unable to give some examples of fairytales, provide some familiar titles eg. The Three Little Pigs, Little Red Riding Hood, Jack and the Beanstalk and Rapunzel. (Remember for EALD learners, many of these fairy tales may not be familiar)</p> <p>Tell students that fairy tales were once Oral Texts eg. Parents would have told these stories to their children long before they were recorded in written form. With people passing the stories on orally, there are some differences in the versions. Today fairytales are published in book form and have been made into movies and cartoons.</p> <p>Use Google Maps, to identify the continent of Europe. Tell students that the fairy tales that we are looking at originate from Europe so many of the characters are based on those found on the continent eg. Wolves</p> <p>Discuss how fairytales generally have clearly defined Good Characters vs Evil Characters. Can students think of some examples in the fairytales they suggested earlier?</p> <p>Show students the 1933 Walt Disney, cartoon edition of the 'Silly Symphony -Three Little Pigs' (Available from Youtube)</p> <p>Following the clip, guide student discussion with the following questions:</p> <p>-What elements of fantasy occur in the story? Eg. talking pigs and wolf, animals dressed and living as humans</p> <p>-Who were the Good Characters and who was the Evil Character?</p>

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	<p>-What was the problem? How was it solved? (Note different versions of the Three Little Pigs have different endings. Can students suggest some other endings they have read or seen?)</p> <p>Literacy Continuum Cluster Reference:</p> <p>Speaking - Cluster 9</p> <p>Listens attentively, makes appropriate responses to what others say and constructively builds on the ideas of others.</p> <p>Contributes relevant ideas to discussion, asks questions and re-phrases to clarify meaning.</p> <p>Speaking – Cluster 10</p> <p>Provides detail and supporting evidence in a logical manner when speaking about opinions and ideas.</p>

Content	Teaching, learning and assessment
<p>Stage 2 - Reading and viewing 2</p> <ul style="list-style-type: none"> -respond to a wide range of <u>literature</u> and analyse purpose and audience -identify the audience and purpose of imaginative, informative and persuasive texts -identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text <p>Stage 2 - Speaking and listening 1</p> <ul style="list-style-type: none"> -interact effectively in groups or pairs, adopting a range of roles <p>Stage 2 –Expressing themselves</p> <ul style="list-style-type: none"> -identify and compare the differences between texts from a range of cultures, languages and times 	<p>Lesson Sequence 2</p> <p>Learning Intention: Today we will identify the place of fairytales in the narrative genre. We will use the ‘Three Little Pigs’ as stimulus for identifying the common structure of a narrative.</p> <p>WALT: That fairytales belong to the wider genre of ‘narratives’ and have the same structural features.</p> <p>Lesson Annotation:</p> <p>Narrative – A story of events or experiences, real or imagined. Narrative includes the story (what is narrated) and the discourse (how it is narrated).</p> <p>TEACHING AND LEARNING ACTIVITIES-</p> <p>ASSESSMENT</p> <p>Pose these questions to the students, ‘Do you think fairy tales can fit into a broader genre or text type?’ eg. Narratives</p> <p>‘What is the purpose of a narrative?’ Eg. To entertain. In the case of fairy tales, they sometimes give the audience a broader message or attempt to teach us a lesson</p> <p>‘Can you tell me anything about the structure of a narrative?’</p> <p>MODELLED</p> <p>Use the ‘Silly Symphony - Three Little Pigs’ video version as stimulus for identifying the sections of a narrative.</p> <p>http://www.lithgow-h.schools.nsw.edu.au/documents/37762471/37769121/CompleteTableTextTypesLinksScaffolds.pdf</p> <p>Use the scaffold available from link above, to identify and record as a class the:</p> <ul style="list-style-type: none"> -Orientation (Setting & Characters – focus on Good Characters vs Evil Characters) -Complications -Resolution <p>Discuss how some narratives also include a Coda which follows the Resolution. A coda is where the writer provides a final commentary, going beyond the retelling of events. This version of the ‘Three Little Pigs’ does not include a Coda.</p>

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	<p>Who do you think the common audience would have been for the traditional, oral version of the ‘Three Little Pigs’? Who would the audience of the 1933 cartoon version differ? How is this audience different /similar to today’s audience? (Consider audience expectations and advancement of technology, film clarity and quality, animation).</p> <p>GUIDED</p> <p>Provide students in small groups or pairs with copies of well known fairy tales. Students are to read fairy tales and complete own scaffold to identify the sections of a narrative. Examples at http://www.ipaproductions.com/en/class_activities/forest-activities.html</p> <p>Or use school resources</p> <p>Discuss examples as a class.</p> <p>Literacy Continuum Cluster Reference:</p> <p>Speaking – Cluster 9</p> <p>Listens attentively, makes appropriate responses to what others say and constructively builds on the ideas of others.</p> <p>Contributes relevant ideas to discussion, asks questions and re-phrases to clarify meaning.</p> <p>Speaking - Cluster 10</p> <p>Provides detail and supporting evidence in a logical manner when speaking about opinions and ideas.</p>
<p>Stage 2- Thinking imaginatively, creatively and interpretively</p> <p>- identify and analyse the different organisational patterns and features to engage their audience</p> <p>-make connections between the ways different authors may represent similar storylines, ideas and</p>	<p>Lesson Sequence 3</p> <p>Learning Intention: Today we will use ‘The True Story of the 3 Little Pigs’ to analyse the concept of appropriation of a traditional fairy tale for a modern day audience.</p> <p>WALT: To identify and compare the differences between texts from different times.</p> <p>Lesson Annotation:</p> <p>Point of View – The particular perspective brought by a composer, responder or character within a text to the text or to matters within the text.</p>

Content	Teaching, learning and assessment
<p>relationships</p> <p>Stage 2 - Speaking and listening 1</p> <p>-interact effectively in groups or pairs, adopting a range of roles</p> <p>-use information to support and elaborate on a point of view.</p> <p>Stage 2 - Reading and viewing 2</p> <p>-respond to a wide range of <u>literature</u> and analyse purpose and audience</p> <p>Stage 2 –Expressing themselves</p> <p>-identify and compare the differences between texts from a range of cultures, languages and times</p> <p>-identify the point of view in a text and suggest alternative points of view</p>	<p>First Person Narrative - is a narrative mode where a story is narrated by one character at a time, speaking for and about themselves. First-person narrative may be singular, plural or multiple as well as being an authoritative, reliable or deceptive "voice" and represents point of view in the writing.</p> <p>Appropriation – taking an object or text from one context and using it in another context. It can be when the composer wants the audience to view the conventional text through an unconventional perspective.</p> <p>ASSESSMENT FOR LEARNING (PRETEST)-</p> <p>What is a 'point of view'? Discuss students current ideas on 'point of view' considering that composers, responders and characters all bring their own 'point of view' to the text.</p> <p>Teaching and Learning Activities-</p> <p>MODELLED</p> <p>Tell students that today we will be reading 'The True Story of the 3 Little Pigs!' which is told from the point of view of the wolf. We call this 'appropriation' when a composer presents an original text from a different /unconventional perspective. Throughout the text the wolf tries to persuade you that he is actually the victim not the evil character as is told in the traditional fairy tale.</p> <p>Show students the cover of the book. What is the cover representing? Eg. a newspaper. Who is the probable audience for the newspaper? Eg. wolves, note the newspaper's title 'Daily Wolf' and pawprint. Who is the author of the main article? Eg. A.Wolf</p> <p>Students to identify the author, Jon Scieszka – why does the cover state 'As told to' . The author is suggesting that the wolf has told her his true story and she has made it into a book.</p> <p>Students to identify the illustrator, Lane Smith and their role in the book.</p> <p>Who is actually reading the newspaper? Note the pig's hoof in the bottom right hand corner of the cover.</p> <p>Turn to the back cover. There are three little houses and tiny print stating ' The scenes of the crimes'. What crimes do you think are being referred to?</p> <p>Read the text, The True Story of the 3 Little Pigs' uninterrupted.</p> <p>Who is the story told by? Eg. The wolf.</p> <p>Discuss use of first person narrative. Eg. the text is told by one character and from his point of view</p> <p>Why does he believe that he is innocent? Discuss as a class.</p> <p>GUIDED</p>

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	<p>Discuss the purpose of a Venn Diagram eg. to visually represent the similarities and differences between two items. Students to work in small groups to create a Venn Diagram to represent the similarities and differences between the 1933 cartoon version of the 'Three Little Pigs' and 'The True Story of the 3 Little Pigs!'.</p> <p>Discuss similarities and differences as a class.</p> <p>Literacy Continuum Cluster Reference:</p> <p>Comprehension – Cluster 9</p> <p>Analyses the ways ideas and information are presented by making comparisons between texts</p> <p>Comprehension – Cluster 10</p> <p>Identifies ways texts present different perspectives</p>

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<p>Stage 2 – Speaking and Listening 1</p> <p>-retell or perform part of a story from a character’s point of view</p> <p>Stage 2 – Expressing themselves</p> <p>- identify the <u>point of view</u> in a text</p> <p>-justify personal opinions by citing evidence, negotiating with others and recognising opinions presented</p> <p>Stage 2 - Writing and Representing 1</p> <p>-plan, compose and review imaginative and persuasive texts</p> <p>-reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation</p> <p>Stage 2 - Writing and Representing 2</p> <p>-express a point of view for a particular purpose in writing, with supporting arguments</p>	<p>Lesson Sequence 4</p> <p>Learning Intention: Today students will compare the ‘point of view’ of the pigs from the 1933 ‘Silly Symphony – Three Little Pigs’ with the ‘point of view’ of the wolf in ‘The True Story of the 3 Little Pigs!’</p> <p>WALT: That appropriated texts are often told from an alternative character’s point of view.</p> <p>TEACHING AND LEARNING ACTIVITIES-</p> <p>MODELLED</p> <p>Pose question to students, from whose point of view was The True Story of the Three Little Pigs told? Why does the wolf claim that he is innocent?</p> <p>In the ‘Silly Symphony -Three Little Pigs’ version who tells the story? Eg. narrator. How is the wolf portrayed in the video?</p> <p>Students are to be placed into groups of four to retell and perform the ‘Three Little Pigs’ story. Students may decide in their group whether they will represent the wolf as the villain or victim.</p> <p>Students to share performance with peers and as a class discuss how the wolf is portrayed in each act.</p> <p>ASSESSMENT</p> <p>In ‘The True Story of the 3 Little Pigs’, the wolf claims the reason he went to each of the pig’s houses was to collect a cup of sugar to make a cake for granny. How do you think Granny feels about the treatment of her grandson? Pretend that you are granny, write a letter to the editor of the Daily Wolf to demonstrate your point of view on your grandson’s treatment. (Refer to writing unit for more details)</p> <p>Literacy Continuum Cluster Reference:</p> <p>Comprehension – Cluster 9</p> <p>Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text</p>

Content	Teaching, learning and assessment
<p>Stage 2 - Reading and viewing 1</p> <ul style="list-style-type: none"> -Read texts, including poems and scripted drama, using appropriate expression eg. pitch, pause, emphasis and attending to punctuation -Use comprehension strategies o build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analyzing and evaluating texts <p>Stage 2 – Expressing themselves</p> <ul style="list-style-type: none"> - identify the <u>point of view</u> in a text -justify personal opinions by citing evidence, negotiating with others and recognising opinions presented -identify and compare the differences between texts from a range of cultures languages and times 	<p>Lesson Sequence 5</p> <p>Learning Intention: Today students will analyse how the story of the three little pigs was appropriated by Roald Dahl in his ‘Revolting Rhymes’.</p> <p>WALT: That appropriation can also occur when an author takes a text and uses it in a different form eg. original Three Little Pigs story is used in Roald Dahl’s poetry.</p> <p>TEACHING AND LEARNING ACTIVITIES-</p> <p>MODELLED</p> <p>Tell students that the famous British children’s author, Roald Dahl also used his own interpretation of the story of the three little pigs in his book of poetry, ‘Revolting Rhymes’. Ask students what is the term we use when an author takes an object or a text from one context and uses it in another? Eg. appropriation</p> <p>Read displayed version of, ‘The Three Little Pigs’ from Roald Dahl’s ‘Revolting Rhymes to the students.</p> <p>Remind students that poems are structured into stanzas, similar to paragraphs in other text types. Refer to the stanzas eg. in third stanza to develop use of appropriate vocabulary</p> <p>Provide students with own copy of poem. On second reading, stop at the following discussion points:</p> <ul style="list-style-type: none"> -What does the word ‘dig’ mean in line 1? Have students read first 4 lines and see if they can substitute a synonym for the word ‘dig’ -In stanza 1, we develop an understanding of Roald Dahl’s point of view of pigs. What is Roald Dahl’s point of view on pigs? How do we know this? -In line 6, it states ‘One meets a pig who is a fool.’ Who is ‘one’ that Roald Dahl refers to? -Roald Dahl has written the words straw and twigs in capital letters. Why does he do this? Discuss how poetry is a spoken text, which needs to be performed. When we see the capitals we need to emphasise the word, possibly through increasing the volume of our voice or through expression -What is a pistol? -What does it mean by ‘Young ladies from the upper crust? Eg. Those from the most wealthy or influential groups in society. <p>Students to work in mixed ability talking triangles to create a mindmap titled ‘The differences between the more traditional ‘Silly Symphony – Three Little Pigs’ and the ‘Revolting Rhymes’ version’.</p>

Content	Teaching, learning and assessment
	<p>Students to consider:</p> <ul style="list-style-type: none"> -The pigs are portrayed as being foolish -The wolf planning to come back at night and blow the brick house up with dynamite -The third little pig phoning Red Riding Hood for help -Red Riding Hood taking a pistol from her knickers and killing the wolf -Red Riding Hood shooting the third little pig and making him into a pig skin travelling case <p>What can we infer from the last stanza? (The wolf has been made into a wolf skin coat and the third little pig a traveling case.</p> <p>'Ah, Piglet, you must never trust.</p> <p>Young ladies from the upper crust.</p> <p>For now, Miss Riding Hood, one notes,</p> <p>Not only has two wolfskin coats,</p> <p>But when she goes from place to place,</p> <p>She has a PIGSKIN TRAVELING CASE.</p> <p>GUIDED</p> <p>Students to work in pairs practicing reciting Roald Dahl's poem with expression and gesture if possible. The most successful pairs to perform poem for the class.</p> <p>Literacy Continuum Cluster Reference:</p> <p>Speaking – Cluster 9</p> <p>Enhances presentations by using some basic oral presentation strategies such as using notes as prompts, volume and change in emphasis</p> <p>Speaking - Cluster 10</p> <p>Engages an audience when making oral presentations by using strategies such as facial expression, gesture, pause and repetition</p>

Content	Teaching, learning and assessment
<p>Stage 2 - Writing and Representing 1</p> <p>-plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features</p> <p>-reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation</p> <p>Stage 2 - Reading and viewing 1</p> <p>-justify interpretations of a text, including responses to characters, information and ideas</p> <p>Stage 2 - Reading and viewing 2</p> <p>-identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>Stage 2- Thinking imaginatively, creatively and interpretively</p> <p>-create literary texts that explore student's own experiences and imagining</p> <p>Stage 2 – Expressing themselves</p>	<p>Lesson Sequence 6</p> <p>Learning Intention: Today we will use the fairy tale, 'Jack and the Beanstalk' as stimulus for recreating the story from an alternative point of view.</p> <p>WILF: That you take a traditional story, and rewrite it from a different character's point of view.</p> <p>GUIDED</p> <p>Watch 'Jack and the Beanstalk' video from Youtube https://www.youtube.com/watch?v=sB0UklqJBnl</p> <p>Revise sections of narrative structure</p> <p>Students to complete Lithgow HS narrative proforma for Jack and the Beanstalk</p> <p>Pose the question to students 'How would you describe the giant's wife?'</p> <p>Consider:</p> <ul style="list-style-type: none"> -Obedient – always does what she is told by the giant -Caring- tries to protect/hide Jack, feeds Jack -Like a slave to the giant – cooking for him -Nervous – fearful of the giant <p>Why does the giant refer to his wife as 'woman' rather than using her name?</p> <p>Who has the power in the relationship? How does this reflect society's view of women in the past? Eg. as carer of husband and children, rather than as equals.</p> <p>ASSESSMENT-</p> <p>Students are to choose one of the minor characters from Jack and the Beanstalk, either Jack's mother or the giant's wife and tell the real story of Jack and the Bean Stalk from their point of view in narrative form.</p> <p>Students to complete Lithgow HS narrative proforma as planning.</p> <p>Students to draft, edit and publish own narrative.</p>

Content	Teaching, learning and assessment
<p>-identify and compare the differences between texts from a range of cultures languages and times</p> <p>-draw on the literature and ideas from other countries and times to compose imaginative and informative texts</p> <p>-identify the point of view in a text and suggest alternative points of view</p>	<p>Literacy Continuum Cluster Reference:</p> <p>Comprehension – Cluster 9</p> <p>Shows an awareness through discussion that texts can present different perspectives</p> <p>Comprehension - Cluster 10</p> <p>Identifies ways texts present different perspectives</p>
<p>Bibliography</p> <ul style="list-style-type: none"> ▪ Walt Disney (2009, Dec 7). <i>Mickey Mouse Presents Walt Disney's Silly Symphony – Three Little Pigs</i> [Video file]. Retrieved from https://www.youtube.com/watch?v=Olo923T2HQ4 ▪ Scieszka, J. (1989). <i>The True Story of the 3Little Pigs!</i> (L. Smith, Illus), New York : Viking Penguin. ▪ Dahl, R. (1982) <i>The Three Little Pigs</i>. Retrieved from http://www.poemhunter.com/poem/the-three-little-pigs/ ▪ Golden Fairy Tale Classics (2011, Jul 31). <i>Jack and the Beanstalk</i>. Retrieved from https://www.youtube.com/watch?v=sB0UklqJBnl 	

Evaluation
<p>The individual classroom teacher's will evaluate their student understanding through discussion and analysis of work samples. It may be necessary to make amendments to program in response to class or individual student need.</p> <p>At the conclusion of the unit, the Stage 2 team of teachers will evaluate the success and areas for development of the unit to influence future English programs.</p>
References
<ul style="list-style-type: none"> ▪ Narrative Scaffold from Lithgow HS, http://www.lithgow-h.schools.nsw.edu.au/documents/37762471/37769121/CompleteTableTextTypesLinksScaffolds.pdf ▪ PDF Narratives for scaffolding activities http://www.ipaproductions.com/en/class_activities/forest-activities.html