Unit of Work: Exposition Writing – Taught Through a Scaffolding Literacy Approach

Year Level:

Year 3

Unit Overview:

This unit of work on exposition writing has been situated within a larger inquiry/integrated unit; Australia's celebrations and commemorations, symbols, emblems and the Australian flag. This not only provides all students with high quality teaching and learning, but it also builds the field so students have a deep understanding of the issues and topics they will be focusing upon within their exposition deconstruction, joint construction and individual exposition construction. Some history lessons have been displayed throughout the learning sequence to demonstrate the kinds of lessons students will participate in that will assist them in building the field for exposition writing. Situating exposition writing within a history inquiry/integrated unit supports students in writing strong persuasive texts with a clear purpose and audience in mind, as well as a clear text structure and use of key language features at sentence and word level.

Enable to effectively take all of these things into consideration this unit of work on exposition writing has been carried out through a scaffolding literacy approach. In this approach students are introduced to the text type, as well as the specific text they will be working on and deconstructing to learn more about expositions (text orientation). Following this students participate in a series of language orientations where they are introduced to several key language features at sentence and word level that are important to the particular text type, as well as activities associated with this. Students then participate in a transformation where they identify, explore and discuss the units of meaning, observe the structure and sequence of the units of meaning and manipulate the sentence structure and meaning where appropriate. Hence, allowing students to further explore how the language features chosen by the author at sentence and word level work by cutting out, manipulating and moving or removing parts of the text.

To ensure students have good spelling skills and understand how words work following the transformation is a word study lesson where student look at phonemic, graphemic, morphemic, visual, etymological or orthographic knowledge to assist them to become good spellers. After each of these steps are carried out as a class students jointly construct an exposition, or part of an exposition. In this particular unit of work each of these steps occurs three times and students jointly construct the introduction, body and conclusion at separate times. Then finally, students construct their own exposition on a given issue or topic using what they have learnt and the jointly constructed exposition as a model.

Additionally, assessment is an ongoing part of this unit of work on exposition writing to ensure year 3 students are accomplishing the outcomes described in each of the lessons, as well as to determine the areas where students need more assistance and the effectiveness of this unit of work. Throughout this unit of work on exposition writing assessment is mostly carried out through observation and collection of student work samples which is then marked and recorded on a checklist or rubric to show students understanding as limited understanding, developing understanding, good understanding or excellent understanding.

Situated within a larger integrated/inquiry unit:

This unit of work on exposition writing is situated within a larger inquiry/integrated unit of work on Australia's celebrations and commemorations, symbols, emblems and the Australian flag.

This topic will allow students to look at the structure, language features, audience and purpose of an exposition and explore conflicting issues of Australia through learning about Australia's history and culture, as well as about individuals differing viewpoints on various issues.

Culminating in a rich task:

Individuals write an exposition on the topic 'The Australian flag should be changed' demonstrating their knowledge of the structure, language features, audience and purpose of the text. Students either agree or disagree, and justify their argument with supporting evidence.

NOTE: This unit on exposition writing taught through the scaffolding literacy approach can easily be adapted to any other integrated/inquiry unit.

Overarching English Outcomes from the Australian Curriculum:

Language

- Examine how evaluative language can be varied to be more or less forceful (ACELA1477)
- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)
- Understand that paragraphs are a key organizational feature of written texts (ACELA1479)
- Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482)
- Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)
- Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion' (ACELA1485)

Literature

- Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)

Literacy

- Identify the point of view in a text and suggest alternative points of view (ACELY1675)
- Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)
- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)

Overarching History Outcome from the Australian Curriculum:

Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems (ACHHK063)

- Identifying and discussing the historical origins of an important Australian celebration or commemoration
- Generating a list of local, state and national symbols and emblems (for example club emblems, school logos, flags, floral emblems, coat of arms) and discussing their origins and significance
- Examining the symbolism of flags (for example the Australian, Aboriginal and Torres Strait Islander flags) and recognising special occasions when they are flown (for example all three flags are flown during NAIDOC week, National Reconciliation Week, National Sorry Day and MABO day)

- Recognising the significance of other days or weeks including the Anniversary of the National Apology to Australia's Indigenous Peoples (2008)

Lesson Sequence

History Lesson: Australia and Australians

Specific History Outcomes:

Students will understand what it means to be Australian through different perspectives.

Lesson Activity:

As a class students brainstorm what is means to be Australian and share their ideas with the class. Students then discuss what an Australian looks like, if there is a typical Australian, how Australian's are similar and different, etc.

Lesson Sequence 1: What is an exposition? An introduction to the parts of an exposition

Australian Curriculum Links:

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)
- Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)

Specific Literacy Outcomes:

- Students will understand that the generic structure of an exposition contains an introduction, body and conclusion.
- Students will understand the purpose of an exposition.

Lesson Activity:

Give an explanation of an exposition, its purpose and discuss the generic structure (introduction, body and conclusion) by modeling using an example of an exposition on the interactive white board (IWB). Discuss and observe several other examples of an exposition. Students then place the three parts of a cut up exposition under the labels 'introduction', 'body' and 'conclusion' and write a few sentences explaining the purpose of that particular exposition.

Assessment:

- Checklist recording students understanding that an exposition contains an introduction, body and conclusion.
- Checklist recording students understanding of the purpose of an exposition.

History Lesson: What is Australia Day?

Specific History Outcomes:

Students will learn about what Australia Day is, how it is celebrated and why it is celebrated.

Lesson Activity:

Students draw a picture of how they celebrate Australia Day and share/explain it to the class. Students view a slide show of photos showing several other ways people like to celebrate Australia Day. In groups of 3-4 students are given information about Australia Day and the reason it is celebrated and are to create a poster explaining this.

History Lesson: Why the 26th January?

Specific History Outcomes:

Students will understand more about the history of Australia Day and the reason it is celebrated on the 26th January.

Lesson Activity:

As a class research the history of Australia day and the reasons it is celebrated on the 26th January. Create a timeline to show this.

Lesson Sequence 2: Exposition text orientation

Australian Curriculum Links:

- Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)
- Identify the point of view in a text and suggest alternative points of view (ACELY1675)

Specific Literacy Outcomes:

- Students will identify the point of view presented, as well as alternate points of view.
- Students will understand that an exposition may be written for a variety of different audiences.

Lesson Activity:

Teacher talk is used to tell an exposition agreeing with the statement 'Australia Day should be celebrated on the 26th of January' (see 'Example Australia Day exposition' under resources) focusing on the use of specific language features that will be further explored later on. Pictures will be used to support the telling of the exposition. Following this the exposition is read to students and their attention is drawn to the audience and one argument that supports the point of view presented. Demonstrate how to record it down the left hand side of a fish bone planner. Then in groups of 3-4 students identify other arguments presented in the text and record them on the left hand side of the fish bone planner (see example of a fish bone planner under resources). Students brainstorm alternative points of view/arguments down the right hand side of the fish bone planner. Share them with the class and discuss how arguments/points of view may change depending on the audience it is being presented to.

Assessment:

- Observation and checklist recording students understanding of different points of view.
- Checklist recoding students understanding of different audiences.

Lesson Sequence 3: Language orientation 1 (Introduction) – Opening statement and statement of opinion

Australian Curriculum Links:

- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)

Specific Literacy Outcomes:

- Students will understand that an exposition introduction contains an opening statement that informs the reader about the issue or concern, provides them with background information and grabs their attention.
- Students will understand that an exposition introduction contains a statement of opinion that informs the read of the author's point of view on the issue or topic.

Lesson Activity:

Re-read the introduction of the selected exposition, display it on the IWB and provide students with their own copy of the text to underline key language features discussed. Point out that an exposition introduction begins with an opening statement that contains a rhetorical question or a short and clear topic statement which informs the reader about the issue or concern, provides background information and grabs the reader's attention (underlined in red). Also point out that the introduction of an exposition contains a statement of opinion which tells the reader the author's point of view on the issue or topic being presented (underlined in blue). Then provide pairs of students with another example of an exposition introduction to underline the opening statement in red and the statement of opinion in blue. Students discuss and write a few sentences describing the issue and background information presented, as well as the language features used to grab the reader's attention, the author's opinion on the issue or topic presented and the importance of these in an exposition introduction.

Assessment:

- Student work samples showing the opening statement underlined in red and statement of opinion underlined in blue.
- Observation of pairs and collection of their work to be recorded on a checklist to state their understanding of the purpose of an opening statement and statement of opinion as limited understanding, developing understanding, good understanding or excellent understanding.

Lesson Sequence 4: Language orientation 2 (Introduction) – Technical and emotive vocabulary

Australian Curriculum Links:

- Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)
- Examine how evaluative language can be varied to be more or less forceful (ACELA1477)

Specific Literacy Outcomes:

- Students will understand that technical vocabulary is used to relate to the issue being argued and to give ideas authority.
- Students will understand that emotive vocabulary is used to persuade the reader.

Lesson Activity:

Display the exposition introduction on the IWB and provide students with their copy of the text from the previous lesson. Point out and underline the specialized/technical vocabulary (underlined in green) and emotive vocabulary (underlined in orange) used by the author; explain what they mean, their purpose within the text and possible reasons why the author has selected these words. In pairs students then write down the technical and emotive vocabulary, discuss and write the meanings of the words and why they have been chosen by the author. Students compare with another pair to see if they agree and can add anything else to their writing.

Assessment:

- Student work samples showing correct underlining of technical vocabulary in green and emotive vocabulary in orange.
- Observation of pairs and collection of their work recorded on a checklist to show students understanding of technical and emotive vocabulary as limited understanding, developing understanding, good understanding or excellent understanding.

Lesson Sequence 5: Language orientation 3 (Introduction) – Verbs and present tense

Australian Curriculum Links:

- <u>Understand that verbs represent different processes</u>, for example doing, thinking, saying, and relating and that these processes are anchored <u>in time through tense</u> (ACELA1482)
- <u>Understand how</u> different types of <u>texts vary in use of language choices</u>, depending on their purpose and context (for example, <u>tense</u> and types of sentences) (ACELA1478)

Specific Literacy Outcomes:

- Students will understand how different types of verbs are used to convey the emotion of the issue and the author's point of view. E.g. action, mental/thinking and feeling verbs.
- Students will understand how verbs are used to show present tense.

Lesson Activity:

Display the exposition introduction on the IWB and provide students with their copy of the text. Point out and underline verbs in purple and explain what types of verb they are and their purpose within the sentence (e.g. to express action, or ways of thinking and feeling); paying particular attention to verbs that show present tense (e.g. is, are, means, need, stop, act, be). Explain that these are an important language feature of an exposition as they show that the topic or issue is important/happening now. Inform students that present tense is used throughout most expositions depending on the purpose of parts of the text. Then as a class write the underlined verbs on butcher's paper divided into the categories action, thinking and feeling verbs. Students think-pair-share other verbs that could be used to convey emotion of an issue and/or the author's point of view, write them on a piece of card and stick them in the appropriate category, discuss the tense and act out (if appropriate) these new verbs.

★ The verb word wall will be placed on the wall for student access and use.

Assessment:

- Student work samples showing correct underlining of verbs in purple.
- Observation/anecdotal notes of students during think-pair-share and discussion to be recorded on a checklist to state their understanding of action, mental/thinking and feeling verbs, as well as verb tenses (particularly present tense) as limited understanding, developing understanding, good understanding or excellent understanding.

Lesson Sequence 6: Transformation (Introduction)

Australian Curriculum Links:

- <u>Understand how different types of texts vary in use of language choices</u>, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)

Specific Literacy Outcomes:

- Students will understand how an opening statement, statement of opinion, emotive vocabulary, technical vocabulary, verbs and present tense work as units of meaning within an exposition to understand the author's language choices.

Lesson Activity:

Write and display the exposition introduction on cardboard strips on a transformation board. Point out the key language features of an exposition introduction that have been observed in previous language orientations; the opening statement, statement of opinion, technical vocabulary, emotive vocabulary, verbs and present tense. Explain what these means, how they have been used, and their purpose within the text. Discuss possible reasons why the author chose to use these language features. Then invite students to make cuts to identify, explore and discuss the units of meaning, observe the structure and sequence of the units of meaning and to manipulate the sentence structure and meaning where appropriate to further explore how words work (demonstrate that parts of the sentence still make sense after a word or several words have been cut and moved or removed altogether).

Assessment:

- Observation and anecdotal notes of appropriate cuts and student discussion of the units of meaning, their structure and sequence, and manipulation of these. This is then recorded on a checklist to show students understanding of opening statements, statements of opinion, emotive vocabulary, technical vocabulary, verbs and present tense as limited understanding, developing understanding, good understanding or excellent understanding.

Lesson Sequence 7: Word study (Introduction)

Australian Curriculum Links:

- Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion' (ACELA1485)

Specific Literacy Outcomes:

- Students will understand that a morpheme contains a base word and an affix (a prefix or a suffix). E.g. competition contains the base word 'compete' and the noun suffix 'tion'.
- Students will understand when it is appropriate to use 'tion', 'sion', 'ssion' and 'cian' when spelling words with the 'shun' sound.

Lesson Activity:

Using the transformation strips from last lesson point out technical vocabulary words that contain 'tion' (e.g. nation, competition, education). Explain that these words contain a base word and a suffix. Cut the 'tion' word from the text, identify the base word and demonstrate how to add the suffix 'tion' to the base word. Explain that 'tion' makes a 'shun' sound and usually tells us that the word is a noun, however it is not the only spelling that makes the 'shun' sound. There is also 'sion', 'ssion' and 'cian', and it is important to know when to use each one. Words with 'tion' are the most common. Words with 'sion' are often formed from verbs ending in 'd', 'de', 'se' and 't', words with 'ssion' are often formed from verbs that end in 'ss' by adding 'ion', and words with 'cian' are often used for occupations such as an electrician. Brainstorm words with each of the 'shun' suffixes and explain/demonstrate how to apply the spelling rules for each. Provide students with a card containing the suffix 'tion', 'sion', 'ssion' or 'cian'; when told to go make groups of four containing one of each suffix. Use newspapers and magazines to find words containing each of the suffixes and create a poster to show the base word and the suffix, and explain the spelling rule for how to add each suffix to the base word.

Assessment:

- Observation and collection of student work samples displaying examples of the suffixes 'tion', 'sion', 'ssion' and 'cian' with an explanation of how to apply the spelling rule for adding each suffix to the base word. This will be recorded on a checklist to show students understanding as limited understanding, developing understanding, good understanding or excellent understanding.

History Lesson: Australia Day from different perspectives

Specific History Outcomes:

- Students will understand that Australia Day is perceived as Invasion Day or Survival Day to some Aboriginal and Torres Strait Islander peoples.
- Students will explore alternative proposed dates to celebrate Australia Day.

Lesson Activity:

Explain Australia Day from the perspective of Aboriginal and Torres Strait Islander peoples using videos and pictures for support. E.g. photograph of Indigenous people at the Australian Hall in Sydney on 26 January 1938 who took part in the 'Day of Mourning' protest (http://www.scootle.edu.au/ec/viewing/R6796/resource.html), or a poster advertising the National Aboriginal Day of Mourning conference and protest (http://www.scootle.edu.au/ec/viewing/R6802/index.html). Research alternative proposed dates to celebrate Australia day and discuss students' views on this.

Lesson Sequence 8: Jointly constructed writing (Introduction)

Australian Curriculum Links:

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)

Specific Literacy Outcomes:

- Students will understand how an exposition introduction is written through planning and joint construction.

Lesson Activity:

Inform students that as a class they will be jointly constructing an exposition introduction that argues that Australia Day should not be celebrated on the 26th of January, but on another day such as the 1st of January; the opposing opinion to the example exposition they have been observing and deconstructing in previous lessons. Remind students of the language features they have looked at in the example exposition (opening statement, statement of opinion, emotive vocabulary, technical vocabulary, verbs and present tense). Give students 2 minutes to brainstorm several ideas for how the exposition introduction could be written keeping in mind the purpose, audience and language features, and share these ideas with the class to create a class brainstorm. Then using these suggestions for what a good exposition introduction looks like model and jointly construct an introduction that argues that Australia Day should not be celebrated on the 26th of January, but on another day such as the 1st January. Read through it as a class to check that it includes important language features at sentence and word level and to ensure everyone is happy with it.

Assessment:

- Collection of students' individual brainstorms, observation and anecdotal notes recorded on a checklist to show students understanding of how an exposition introduction is planned for, written and constructed as limited understanding, developing understanding, good understanding or excellent understanding.

Lesson Sequence 9: Language orientation 1 (Body) – Conjunctions and connectives

Australian Curriculum Links:

- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)

Specific Literacy Outcomes:

- Students will understand that conjunctions are used to join ideas in the same sentence by adding information, contrasting ideas, linking cause and effect, and explaining time and circumstances.
- Students will understand that connectives are used to link ideas in one sentence to the ideas in another sentence or paragraph by adding information, contrasting ideas, linking cause and effect, and explain time and circumstances, and may also indicate sequence.

Lesson Activity:

Select one paragraph from the body of the exposition containing an argument and supporting evidence, display it on the IWB, read it to students and provide them with their own copy of the text. Point out and underline conjunctions (underlined in red) and connectives (underlined in blue), and explain their meaning and purpose within an exposition; to add information, contrast ideas, link cause and effect, and to explain time and circumstances. Also point out that a conjunction can join phrases, link a subordinate and principal clause together, and can transform a simple sentence into a compound or complex sentence. Then, provide students with a short paragraph of text containing mostly simple sentences and have them rewrite it using conjunctions and connectives to add information, contrast ideas, link cause and effect, explain time and circumstance. Students share their writing with a partner and discuss how the use of conjunctions and connectives makes the piece of writing more cohesive**.**

Assessment:

- Student work samples showing underlining of conjunctions in red and connectives in blue.
- Student work samples marked and recorded on a checklist to state student understanding of the use of conjunctions and connectives to add information, contrast ideas, link cause and effect and explain time and circumstance as limited understanding, developing understanding, good understanding or excellent understanding.

Lesson Sequence 10: Language orientation 2 (Body) – Modality

Australian Curriculum Links:

- Examine how evaluative language can be varied to be more or less forceful (ACELA1477)
- Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)

Specific Literacy Outcomes:

- Students will understand how modality can be used to indicate the certainty of a statement and persuade the reader. E.g. must, might, could, would, should.

Lesson Activity:

Display the same paragraph used in the previous language orientation on the IWB and provide students with their copy of the text. Point out and underline modal verbs, adverbs and adjectives, and explain their meaning, purpose within the text and possible reasons why the author has selected these particular words. Then provide students with a paragraph from an exposition and a table displaying examples of low, medium and high modality words (see an example under resources). Students identify the modal verbs, adverbs and adjectives used and underline low modality words in blue and medium modality words in red. Students write above the low and medium modality words a high modality words that makes the statements in the paragraph more forceful and discuss these as a class.

Assessment:

- Observation and collection of student work samples to be recorded on a checklist to state their understanding of modality as limited understanding, developing understanding, good understanding or excellent understanding.

Lesson Sequence 11: Language orientation 3 (Body) – Passive voice

Australian Curriculum Links:

- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)
- Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482)

Specific Literacy Outcomes:

- Students will understand passive voice, how it differs from active voice and its purpose within an exposition.

Lesson Activity:

Display the same paragraph used in the previous language orientation on the IWB and provide students with their copy of the text. Point out and underline passive voice (underline in purple) and explain what it is and when it is used; 'passive voice uses passive verbs where the subject does not do the action' (Whitfield, 2009, p. 7). Also explain the meaning of active voice and how it differs from passive voice; 'active voice uses active verbs where the subject performs the action of the verb' (Whitfield, 2009, p. 6). Give several examples of each and explain the purpose of passive voice within an exposition and reasons why the author has selected to use this language feature. Provide students with an example of a sentence that contains active voice and a sentence that contains passive voice and ask what the difference is. Then explain the difference to ensure student understanding. Demonstrate how to change a sentence containing an active voice to passive voice and identify the subject and verb. Then provide pairs of students with several active voice sentences to rewrite as passive voice sentences and underline the subject and verb in both. Students explain to their partner how the two sentences differ and the purpose of passive voice within an exposition.

Assessment:

- Observation and collection of student work samples marked and recorded on a checklist to show student understanding of passive voice, how it differs from active voice, and its purpose within an exposition as limited understanding, developing understanding, good understanding or excellent understanding.

Lesson Sequence 12: Language orientation 4 (Body) – The use of fact and opinion to support an argument and the sequencing of arguments

Australian Curriculum Links:

- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)
- Understand that paragraphs are a key organizational feature of written texts (ACELA1479)

Specific Literacy Outcomes:

- Students will understand the use of fact and opinion to support an argument and how they differ.
- Students will understand the arguments are sequenced from most important to least important and are sequenced through paragraphs.

Lesson Activity:

Display the same paragraph used in the previous language orientations on the IWB and provide students with their copy of the text. Point out and underline the use of fact (underlined in yellow) and opinion (underlined in pink) to support the argument presented and explain the difference between them, as well as their purpose within an exposition. Also point out how fact and opinion has been sequence to support the argument presented and explain why they have been sequenced this way. Following this, underneath the paragraph already displayed on the IWB display the next two paragraphs of the text. Read these paragraphs to students and point out the arguments presented, including the use of fact and opinion to support the argument. Point out that the arguments are sequenced from most important to least important and that each argument is situated within a new paragraph; explain the importance of this. Then in groups of four provide students with one card each displaying a paragraph from an exposition. Students are to read, discuss and sequence the arguments from most important to least important and identify, discuss and underline the statements of fact and opinion to support the argument presented. Students then discuss why it is important that each new argument is presented in a new paragraph.

Assessment:

- Observation and collection of student work recorded on a checklist recording students understanding of fact and opinion and how they differ, as well as sequencing arguments from most important to least important and paragraphing as a key organizational feature as limited understanding, developing understanding, good understanding or excellent understanding.

History Lesson: Australian symbols and emblems

Specific History Outcomes:

- Students will learn about local, state and national symbols and emblems and discuss their origins and significance to Australia.

Lesson Activity:

Students research using books from the library and given websites to observe symbols and emblems and to find out about their origin and significance to Australia. E.g. school logos, floral emblems, coat of arms, club emblems).

Lesson Sequence 13: Transformation (Body)

Australian Curriculum Links:

- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)

Specific Literacy Outcomes:

- Students will understand how conjunctions, connectives, modality, sequencing of arguments, fact and opinion to support arguments and passive voice work as units of meaning within an exposition to understand the author's language choices.

Lesson Activity:

Write and display the selected paragraph from the body of the exposition on cardboard strips on a transformation board. Point out key language features of an exposition body that have been observed in previous language orientations; conjunctions, connectives, modality, sequencing of arguments, fact and opinion to support an argument, and passive voice. Explain how they have been used and their purpose within the text, as well as what they mean and discuss possible reasons why the author has chosen to use these particular language features at sentence and word level. Invite students to make cuts to identify units of meaning, look at the structure and sequence of the units of meaning and manipulate the sentence structure and meaning where appropriate to explore and demonstrate how language features work at sentence and word level.

Assessment:

- Observation and anecdotal notes of appropriate cuts and discussion of units of meaning, their structure and sequence, and manipulation of structure and meaning. This is then recorded on a checklist to show students understanding of conjunctions, connectives, modality, sequencing of arguments, fact and opinion to support arguments and passive voice as limited understanding, developing understanding, good understanding or excellent understanding.

Lesson Sequence 14: Word study (Body)

Australian Curriculum Links:

- Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion' (ACELA1485)

Specific Literacy Outcomes:

- Students will understand the phonemes and onset and rime of the words could, would and should, and that these words all come from the 'ould' word family.
- Students will understand the origin of the words would, could and should, and how these words are related to one another to assist them in spelling words that contain 'ould'.

Lesson Activity:

Using the transformation strip from last lesson point out the 'ould' words that were observed during the modality lesson (e.g. c –ould, w –ould, sh –ould). Cut these words out of the text, point out and observe the phonemes in each word, as well as the onset and rhyme. Explain that these words are part of the 'ould' word family as they all have the same common letter pattern 'ould' which makes it easy for us to remember how to spell them. Look up and explain the etymology of these words to further demonstrate how they are related to one another and the reasons they have the same spelling pattern, as well as the fact that the l was not always silent. [The word 'should' dates from c.1200 and is derived from the Old English word *sceolde*, which is the past tense of *sceal*. The word 'would' dates from c.1300 and is derived from the Old English word *wolde*, which is the past tense of *willan* meaning 'to will'. The

word 'could' is derived from the Old English word *cude*, which is the past tense of *cunnan* meaning to 'be able'. In c.1400 the ending changed to standard English –*d(e),* and then the l was added in c.1500-c.1600 on model of *would* and *should* (Harper, 2012 - http://etymonline.com/)]. Then in pairs students create a poster to show the phonemes, onset and rime and the origin of the words would, could and should to demonstrate their learning and to aid them in spelling words that contain 'ould'.

Assessment:

- Collection of student posters marked and recorded on a checklist to show their understanding of the phonemes, onset and rhyme and the origin of the 'ould' word family (could, would, should) as limited understanding, developing understanding, good understanding or excellent understanding.

Lesson Sequence 15: Jointly constructed writing (Body)

Australian Curriculum Links:

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)

Specific Literacy Outcomes:

- Students will understand how the body of an exposition is written and constructed through planning and joint construction.

Lesson Activity:

Remind students of the exposition they began jointly constructing stating that Australia Day should not be celebrated on the 26th of January, but on another day such as the 1st of January by reading it to them. Explain that today they will be jointly constructing the body of this exposition. Ask students to explain the sentence and word level language features that are important in the body of an exposition as a reminder of what needs to be included. Provide students with the same fish bone planner they used in an earlier lesson. In groups of 3-4 give students 5-10 minutes to think of and discuss more arguments for the jointly constructed writing topic or to make their existing arguments stronger, and write these down the right hand side of the fish bone planner. Students then select their group's best argument and write it on the IWB. Using students' ideas begin modeling/jointly constructing the body of the exposition. Read through each paragraph in the body of the exposition to check that it contains important language features at sentence and word level and to ensure everyone is happy it.

Assessment:

- Collection of students' fish bone planners, observation and anecdotal notes recorded on a checklist to show students understanding of how the body of an exposition is written and constructed as limited understanding, developing understanding, good understanding or excellent understanding.

History Lesson: The history of the Australian flag

Specific History Outcomes:

- Students will learn about the symbolism of the Australian flag and the significance to Australia.

- Students will understand the history of the Australian flag.

Lesson Activity:

Students watch the video 'Our nations flag … since 1901' to learn about the history of the Australian flag and answer several questions related to the video from the teacher's notes book for this video (http://www.civicsandcitizenship.edu.au/verve/_resources/natflag.pdf). Students then do some of their own research and create a video with a brief telling of the history of the Australian flag.

Lesson Sequence 16: Language orientation (Conclusion) – Summary of ideas, concluding statement and use of first person

Australian Curriculum Links:

- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)
- Identify the point of view in a text and suggest alternative points of view (ACELY1675)

Specific Literacy Outcomes:

- Students will understand that an exposition conclusion contains a short summary of the arguments presented throughout the exposition.
- Students will understand that an exposition conclusion contains a concluding statement that restates the author's point of view on the topic or issue presented, and that it is often written in first person.

Lesson Activity:

Display the conclusion of the exposition on the IWB and provide students with their own copy of the text to underline key language features that are discussed. Point out and underline in blue where the author has summaried the arguments addressed throughout the main body of the exposition, as well as the concluding statement that restates the position/point of view held by the author on the issue or topic being presented. Explain that when the author restates their position in the concluding statement it is often written in first person. Explain what first person is and its purpose within an exposition. Students are then given a sample exposition and are to identify if the conclusion contains a short summary of the arguments presented throughout the body of the exposition, as well as a concluding statement that restates the authors point of view on this issue or topic presented in first person or not. If it does not contain all of, or contains only some of these language features students are to suggest ways it could be improved by writing them down the right hand side of the conclusion.

Assessment:

Observation and collection of student work samples recorded on a checklist to show students understanding of a summary of the main arguments and a concluding statement restating the author's position in first person as important aspects of an exposition conclusion as limited understanding, developing understanding, good understanding or excellent understanding.

Lesson Sequence 17: Transformation (Conclusion)

Australian Curriculum Links:

- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)

Specific Literacy Outcomes:

- Students will understand how a summary of the main arguments of the text, a concluding statement and the use of first person work as units of meaning within an exposition in order to understand the author's language choices.

Lesson Activity:

Write and display the exposition conclusion on cardboard strips on a transformation board. Point out key language features used to sum up the main point of the text and the use of first person to restate the position held by the author. Explain how these language features have been used and their purpose within the text, as well as what they mean and discuss possible reasons why the author has chosen to use these particular language features. Invite students to make cuts to identify units of meaning, look at the structure and sequence of the units of meaning and to manipulate the sentence structure and meaning where appropriate to explore/demonstrate language features at sentence and word level.

Assessment:

- Observation and anecdotal notes of appropriate cuts and discussion of units of meaning, the structure and sequence and manipulation of the sentence structure and meaning. This is then recorded on a checklist to show students understanding of a short summary of the main arguments of the text, a concluding statement restating the author's opinion and the use of first person as limited understanding, developing understanding, good understanding or excellent understanding.

Lesson Sequence 18: Word Study (Conclusion) - Homophones

Australian Curriculum Links:

- Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion' (ACELA1485)

Specific Literacy Outcomes:

Students will use their visual knowledge to distinguish the difference between homophones, understand that they have different meanings and know when to use the correct homophone in sentences. E.g. their/there, weather/whether, principal/principle.

Lesson Activity:

Display the exposition conclusion on the IWB, read it and point out and underline the word 'there' in red. Explain that it is referring to a position, location or place. Then point out and underline the word 'their' in red and explain that it is possessive, associating with or belonging to a person or group of people. Ask students what happened when the word 'there' is replaced with 'their'. What does it do to the sentence and why is it not correct? Explain that although they have the same sound they are spelt differently and have different meanings; these are called homophones and it is important to know when to use each one. Inform students that as well as understanding the meaning of these words to be able to distinguish which to use in writing we may also come up with a mnemonic or mnemonic device to help us remember which spelling to use. E.g. They are over <u>there</u> practicing with <u>their</u> team, or the principal is your pal (difference between principle and principal). Then, using newspapers and magazines students are to find the homophones 'their' and 'there' as well as other examples of homophones that may occur in writing. Students glue them in their books next to each other, write the meaning of each word underneath it and create a mnemonic to help them remember the difference so they know which spelling to use when.

Assessment:

- Collection of student work samples marked and recorded on a checklist to show student understanding of homophones, their meaning and when to use each spelling in sentences as limited understanding, developing understanding, good understanding or excellent understanding.

History Lesson: Change the Australian flag?

Specific History Outcomes:

- Students will understand the reasons some people wish to change the Australian flag, and the reasons others do not wish to change it.

Lesson Activity:

Students watch the first 5 minutes of the video 'Change the Australian flag?' (http://www.youtube.com/watch?v=DDOLZ-QHGJM). Students discuss their opinions on whether or not they believe the Australian flag should be changed and conduct a mini debate presenting arguments for both sides.

Lesson Sequence 19: Jointly constructed writing (Conclusion)

Australian Curriculum Links:

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)

Specific Literacy Outcomes:

- Students will understand how the conclusion of an exposition is written and constructed through planning and joint construction.

Lesson Activity:

Remind students of the exposition they began jointly constructing stating that Australia Day should not be celebrated on the 26th of January, but on another day such as the 1st of January by reading the introduction and body of the jointly constructed exposition. Explain that today they will be jointly constructing the conclusion of the exposition. Ask students to identify the language features that are important in the conclusion of an exposition as a reminder of what they have learnt. Looking at the jointly constructed exposition so far think-pair-share the arguments that need to be summarized in the conclusion as well as a strong statement to restate the author's position using first person; write examples on the IWB. Then model/jointly construct the conclusion of the exposition. Read through the conclusion to ensure it contains important language features at sentence and word level, and to ensure that everyone is happy with it. Then read through the whole exposition and place it on the wall as a model for students to use when writing their own exposition.

Assessment:

Observation of students during think-pair-share and jointly constructed writing recorded on a checklist to show students understanding of how an exposition conclusion is written and constructed as limited understanding, developing understanding, good understanding or excellent understanding.

History Lesson: Australian flag design

Specific History Outcomes:

- Students will design their own Australian flag and describe its significance to Australia.

Lesson Activity:

Students use various emblems and symbols to design their own Australian flag for if it was to be changed and explain to the class its significance to Australia.

Lesson Sequence 20: Planning for individual construction

Australian Curriculum Links:

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)
- Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)

Specific Literacy Outcomes:

- Students will plan for writing an exposition by taking into account their own experiences, as well as the audience, purpose, text structure and language features in the planning process.

Lesson Activity:

Inform students that they will be writing their own exposition on the topic 'the Australian flag should be changed' and may either agree or disagree. Students choose if they agree or disagree with this statement and start developing arguments using a concept map keeping in mind their own experiences, as well as the audience, purpose, text structure and language features. Students share their ideas with a partner and then with the class providing students with the opportunity to talk it through and see others point of view. Students then use a hand planner (5 fingers – first finger is the introduction, the second, third and fourth fingers are the three main points in the body and the fifth finger is the conclusion) to begin thinking about in more detail what they will include in the introduction, body (at least three arguments) and conclusion of their exposition.

Assessment:

- Collection of student concept maps and hand planners, and observation of student discussion in pairs and as a class. This is then recorded on a checklist to show students understanding of how to plan for writing an exposition by taking into account their own experiences, as well as the audience, purpose, text structure and language features as limited understanding, developing understanding, good understanding or excellent understanding.

Lesson Sequence 21: Individual construction of an exposition!

Australian Curriculum Links:

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)
- Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)

Specific Literacy Outcomes:

- Students will understand how to write an exposition using the correct text structure and a range of language features, as well as by demonstrating the appropriateness of the audience and purpose.

Lesson Activity:

Students use their concept maps, hand planners and the jointly constructed exposition as a model for writing their own exposition either agreeing or disagreeing with the statement; 'The Australian flag should be changed'. Students are given a checklist of the important aspects of an exposition to check and tick off as they are writing their exposition to ensure they are doing the best writing they can do.

Assessment:

- Collection of student expositions marked against a rubric showing their understanding of an opening statement, statement of opinion, arguments, supporting evidence, summary of the main arguments, concluding statement, text structure, sentence structure, spelling and punctuation.

Unit Resources:

- Example Australia Day exposition
- Example of a fish bone planner http://sites.berwickfieldsps.vic.edu.au/procedures/files/2012/04/Fish-Bone2.pdf
- Photograph of Indigenous people at the Australian Hall in Sydney on 26 January 1938 who took part in the 'Day of Mourning' protest http://www.scootle.edu.au/ec/viewing/R6796/resource.html
- Poster advertising the National Aboriginal Day of Mourning conference and protest http://www.scootle.edu.au/ec/viewing/R6802/index.html.
- Example of a low, medium and high modality words http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2012/images/lw_pers_s2_worksheet1_11.pdf
- Teacher's notes on the video 'Our nations flag… since 1901' http://www.civicsandcitizenship.edu.au/verve/_resources/natflag.pdf
- Video - 'Change the Australian flag?' http://www.youtube.com/watch?v=DDOLZ-QHGJM.
- Writing an exposition poster http://teachstarter.com/writing-an-exposition-text-poster/
- Persuasive writing checklist http://teachstarter.com/persuasive-writing-checklist/